



Unit

5

Prose

The Status of Tamil as a Classical Language

George L Hart



Warm Up

a) Name a few languages spoken in India:

.....

b) Mention a few international languages:

.....

c) The box below gives details of a few languages and their origin. Arrange them chronologically.

| | | | |
|-------------------------|------------------------|--------------------------|----------------------|
| Chinese - 1250 BC (BCE) | Hebrew - 1000 BC (BCE) | Latin - 75 BC (BCE) | Arabic - 512 AD (CE) |
| Tamil - 300 BC (BCE) | Greek - 1500 BC (BCE) | Sanskrit - 2000 BC (BCE) | |

Answer

.....
.....

d) Following are some of the great works in Tamil. Find out their names by filling in the missing letters.

| | | | | | | | | | | | |
|---|---|--|--|---|---|---|---|---|---|---|---|
| N | | | | | N | A | I | | | | |
| T | | | | | K | A | P | P | | A | M |
| | | | | | M | E | K | | | | I |
| P | A | | | | P | P | A | | | | U |
| | | | | N | A | N | U | | | | |
| | | | | | | | | | R | A | L |



Dr. U. Ve. Swaminatha Aiyar known as Tamil Thatha (1855-1942) and Damotharapillai (1832-1901) both Tamil scholars had collected old palm leaf and paper manuscripts and catalogued them. They had also edited most of the classical texts for the first time.

PRIMARY SOURCES: Immediate firsthand accounts from people or original documents, reports by people who witnessed the events.

SECONDARY SOURCES: Cover or quote the primary source for interpretation





Mr. George L Hart, a linguistic anthropologist, endeavours to make a comparative analysis of classical languages of the world. Now, let's see which languages emerge as the best amongst equals, from his point of view.

April 11, 2000

Professor Maraimalai has asked me to write regarding the position of Tamil as a classical language, and I am delighted to respond to his request.

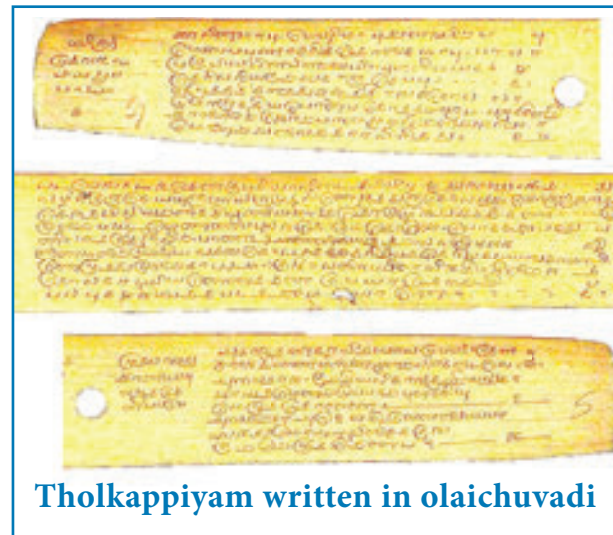
I have been a Professor of Tamil at the University of California, Berkeley, since 1975 and am currently holder of the Tamil Chair at that institution. My degree, which I received in 1970, is in Sanskrit, from Harvard, and my first employment was as a Sanskrit professor at the University of Wisconsin, Madison, in 1969. Besides Tamil and Sanskrit, I know the classical languages of Latin and Greek and have read extensively in their literatures in the original. I am also well-acquainted with comparative linguistics and the literatures of modern Europe.

Let me state **unequivocally** that, by any criteria one may choose, Tamil is one of the greatest classical literatures and traditions of the world.

The reasons for this are many; let me consider them one by one.

First, Tamil is of **considerable antiquity**. It predates the literatures of other modern Indian languages by more than a thousand years. Its oldest work, the Tolkappiyam, contains parts that, judging from the earliest Tamil **inscriptions**, date

back to about 200 BCE. The greatest works of ancient Tamil, the Sangam **anthologies** and the Pattuppattu, date to the first two centuries of the current era. They are the first great **secular** body of poetry written in India, predating Kalidasa's works by two hundred years.



Tolkappiyam written in olaichuvadi

Second, Tamil constitutes the only literary tradition **indigenous** to India that is not derived from Sanskrit. Indeed, its literature arose before the influence of Sanskrit in the South became strong, and so is qualitatively different from anything we have in Sanskrit or other Indian languages. It has its own poetic theory, its own grammatical tradition, its own **aesthetics**, and, above all, a large body of literature that is quite unique. It shows a sort of Indian sensibility that is quite different from anything in Sanskrit or other Indian languages, and it contains its own extremely rich and vast intellectual tradition.

Third, the quality of classical Tamil literature is such that it is fit to stand beside the great literatures of Sanskrit, Greek, Latin, Chinese, Persian and Arabic. The **subtlety** and **profundity** of its works,

their varied scope (Tamil is the only pre modern Indian literature to treat the **subaltern extensively**), and their universality qualify Tamil to stand as one of the greatest classical traditions and literatures of the world. Everyone knows the Tirukkural, one of the world's greatest works on ethics; but this is merely one of a **myriad** of major and extremely varied works that comprise the Tamil classical tradition. There is not a **facet** of human existence that is not explored and **illuminated** by this great literature.



Finally, Tamil is one of the primary independent sources of modern Indian culture and tradition. I have written extensively on the influence of a Southern tradition on the Sanskrit poetic tradition. But equally important, the great sacred works of Tamil Hinduism, beginning with the Sangam Anthologies, have **undergirded** the development of modern Hinduism. Their ideas were taken into the Bhagavata Purana and other texts (in Telugu and Kannada as well as Sanskrit), whence they spread all over India. Tamil has its own works that are considered to be as sacred as the Vedas and that are recited alongside Vedic mantras in the great Vaisnava temples of South India. And just as Sanskrit is the source of the

modern **Indo-Aryan** languages, classical Tamil is the source language of modern Tamil and Malayalam. As Sanskrit is the most conservative and least changed of the Indo-Aryan languages, Tamil is the most **conservative** of the **Dravidian** languages, the **touchstone** that linguists must consult to understand the nature and development of Dravidian.



THE TAMIL CHAIR

Tamil chair is set up to protect Tamil culture and language across the globe and give the classical Tamil language a sense of pride. For instance, The Harvard Tamil Chair may cost around 40 crore rupees that involves recruitment fee and course implementation fee.

I am well aware of the richness of the modern Indian languages — I know that they are among the most **fecund** and productive languages on earth, each having begotten a modern (and often medieval) literature that can stand with any of the major literatures of the world. Yet none of them is a classical language. Like English and the other modern languages of Europe (with the exception of Greek), they rose on **preexisting** traditions rather late and developed in the second millennium.

To qualify as a classical tradition, a language must fit several criteria: it should be ancient, it should be an independent tradition that arose mostly on its own not as an **offshoot** of another tradition, and it must have a large and extremely rich body of ancient literature. Unlike the other

modern languages of India, Tamil meets each of these requirements. It is extremely old (as old as Latin and older than Arabic); it arose as an entirely independent tradition, with almost no influence from Sanskrit or other languages; and its ancient literature is **indescribably** vast and rich.

The status of Tamil as one of the greatest classical languages of the world is something that is **patently** obvious to anyone who knows the subject. To deny that Tamil is a classical language is to deny a vital and central part of the greatness and richness of Indian culture.

*Sincerely,
George L. Hart*

About The Author



George Luzerne Hart is a professor of Tamil language at the University of California, Berkeley. His work focuses on classical Tamil literature and on identifying the relationships between Tamil and Sanskrit literature. In 2015, the Government of India awarded him the title of Padma Shri, the third highest civilian honour. He studied Latin, Greek, Sanskrit and several modern and European languages.



BC stands for “Before Christ” and represents the years before Christ was born.

AD stands for “Anno Domini,” which is Latin for “the year of our Lord,” and represents the years after Christ was born.

BCE stands for “Before Common Era,” “Before Christian Era,” or “Before Current Era” and represents the time before the last 2018 years (at the time this was written).

CE stands for “Common Era,” “Christian Era,” or “Current Era” BC and BCE represent the same time frame, but with BCE, the religious aspect is removed. The same goes for AD and CE (the religious aspect is removed with CE).



Glossary

| | | |
|----------------------|---|--|
| unequivocally | - | unambiguously |
| considerable | - | ample, sizable |
| antiquity | - | ancientness |
| inscriptions | - | a historical, religious, or other record cut, impressed, painted, or other on a hard surface |
| Anthologies | - | book or other collection of selected writings by various authors |
| secular | - | non religious, temporal |



| | |
|----------------------|--|
| indigenous | - native |
| esthetics | - American spelling for aesthetics, sense of beauty |
| subtlety | - distinction, nuance |
| profundity | - solidity, sophistication |
| subaltern | - subordinate, inferior |
| extensively | - broadly, largely |
| universality | - acceptance, prevalence |
| myriad | - indefinitely great number |
| facet | - feature, character |
| illuminated | - lucid or clear |
| undergird | - fundamental support |
| conservative | - traditional |
| Dravidian | - a family of languages spoken in southern India and Sri Lanka |
| Indo-Aryan | - Indo-European people |
| touchstone | - a standard or criterion |
| fecund | - fertile |
| preexisting | - antecedent, former |
| offshoot | - outgrowth, sprout |
| indescribably | - indefinably |
| patently | - clearly, undoubtedly |

1. Answer the following questions in one or two sentences based on your understanding of the letter.

- Which is considered the oldest work in Tamil? When was it written?
- What is the evidence that supports the finding of the oldest Tamil work?
- Mention the Tamil works that date to the first two centuries of the current era.
- Name the great Tamil work that speaks volumes on ethics.
- What are the other classical languages mentioned by the author?
- Can you define and list the themes explored in Tamil Literature? Why?
- What is unique about Tamil and its sources?
- Modern Indian languages are productive on earth. Why does the author say so?
- Which language is as old as Latin?
- Why is it said that Tamil has the most independent tradition?
- What is the role of Classical Tamil in Modern Tamil and Malayalam?

2. Answer the following questions in three or four sentences each.

- Supreme works in Tamil elevate it to be treated as sacred as the Vedas. How?
- Tamil is a touchstone to understand the Dravidian's nature and development. Elucidate.

- c) How do you correlate the richness of Tamil language with Indian culture?

3. Answer the following in a paragraph of 100-150 words each.

- a) How does the author justify the statement that Tamil is a classical language?
- b) Tirukkural is a fine example of an outstanding quality of classical Tamil Literature. Substantiate.



Vocabulary

a) Analogy

A comparison of one thing with another thing that has similar features is known as analogy. In an analogy, the last two words must be related in the same manner in which the first two are related.

Example :

- i) JOYOUS : UNHAPPY
hopeful : despondent

UNHAPPY is the antonym of JOYOUS, so is **despondent** the antonym of **hopeful**.

- ii) APPRECIATION : ADULATION
felicitation : congratulation

ADULATION is the synonym of APPRECIATION, similarly **congratulation** is the synonym of **felicitation**.

Here are some analogies formed with words selected from the lesson you have just read.

Now complete each analogy with appropriate words from the list given below:

| | |
|------------|------------------|
| changeable | indifference |
| nuance | insignificant |
| refusal | long-established |
| drastic | hide |

1. CLASSICAL : TRADITIONAL
ancient : -----
2. UNIQUE : COMMON
sensibility : -----
3. INDIGENOUS : NATIVE
extreme : -----
4. FACET : ASPECT
subtlety : -----
5. SACRED : IRREVERENT
conservative : -----
6. OBVIOUS : DOUBTFUL
vital : -----
7. INFLUENCE : IMPACT
denial : -----
8. ILLUMINATE : DARKEN
explore : -----

b) Suffixes

In the letter of Prof. George L Hart, we come across the words 'linguistics' and 'aesthetics'. The suffix '-ics' means 'pertaining to' or 'relating to'. The word 'linguistics' means the scientific study of a language.

Match the -ics words with their appropriate meanings. You can make use of a dictionary.

| S.No. | Words | Meanings |
|-------|------------------|---|
| 1. | Linguistics | the scientific study of a language |
| 2. | Numismatics | the study of principles of beauty |
| 3. | Electro Dynamics | the study of speech sounds |
| 4. | Phonetics | the study of genes |
| 5. | Aesthetics | the study of analysing information shown in numbers |
| 6. | Genetics | the study of government and using power in public life |
| 7. | Statistics | the study of building and flying air-craft |
| 8. | Politics | the study of money and coins |
| 9. | Aeronautics | the study of processing data for storage and retrieval |
| 10. | Informatics | the study of the way that electric currents and magnetic fields affect each other |

c) Homonyms, Homophones and Homograph

“The greatest works of ancient Tamil, the Sangam anthologies and the Pattupattu, date to the first two centuries of the current era”.

Note: In the above sentence, the words ‘to’ and ‘two’ sound the same but they have different meaning.

| | Sound | Spelling | Meaning | Example |
|------------|-----------|-----------|-----------|--|
| Homophones | Same | Different | Different | stare(looking deeply) stair(steps) |
| Homonyms | Same | Same | Different | kind (type) kind (caring) |
| Homographs | Different | Same | Different | tear(pull apart) tear(drop of liquid from eyes) |

Complete the following with appropriate words from the box given.

| | | | | |
|--------------|------------------|------------------------|-----------------|-----------------|
| night/knight | scent/sent/ cent | stationary/ stationery | lead/lead | reign/rain/rein |
| band/banned | bows/boughs | sell/cell | pass/pause/paws | present/present |

- My mother brought an expensive watch as a birthday-----
- Everybody accepted the fact that overeating could easily _____to obesity.
- In the middle ages, people were trained to become a _____ at a young age.
- Akshitha’s brother plays the bugle in his school_____.
- The weather is fine and the air is filled with the _____ of lemons.

- 6 What a splendid _____ the emperor Alexander's might have been!
- 7 Humans have foot, animals have _____.
- 8 They know how to _____ their mobile phones online.
- 9 The teacher is so happy that all the students are _____ today.
- 10 The cars were _____ in the traffic jam.
- 11 It is not easy for him to tie _____ in his shoe laces.

d) Collocation

Collocation: It is a pair or group of words that always appears in the same order. Here are some collocations picked from the lesson:

| | |
|-------------------------|------------------------|
| subtlety and profundity | greatness and richness |
| culture and tradition | vast and rich |

Some of the commonly used collocations are:

| | | |
|----------------|---------------|-----------------|
| read and write | pros and cons | sooner or later |
| dead or alive | null and void | black and white |

e) Descriptive Words

Go through the letter of Prof. George L Hart once again and enlist the words describing Tamil.

| | | | | |
|-------------|--|--|--|--|
| e.g. oldest | | | | |
| | | | | |

Identify the words that mean the following.

| | |
|--------------|---------------|
| Indigenous | myriad |
| conservative | indescribable |
| antiquity | aesthetics |
| universality | secular |

- This is something that is related to ancient time.....
- The word that describes pleasing in appearance
- Things that are not specifically religious
- The word to mention a large number.....
- This describes something which is produced or belongs to a particular region.....
- The thing that cannot be described.....

7 This one is something which cannot come out of tradition.....

8 The quality of existing or involving everywhere.....



Listening



On successful completion of a university degree course, before taking up their professional careers, the graduates will wear their academic dress for the graduation ceremony, in which they declare their commitment to assume the responsibilities and obligations of the respective fields or professions. The underlying meaning of all oaths is always 'Service above Self'.

The oath taken by Graduates of Medicine is given as Listening passage.

After listening to the pledge played on the tape recorder carefully, fill in the following statements with the right options given.

a) The medical graduates take oath to dedicate their to the service of humanity.

- | | |
|-----------|------------|
| i) money | ii) talent |
| iii) life | iv) nation |

b) Theof the patient should be the doctor's greatest concern.

- | | |
|-------------|---------------|
| i) dignity | ii) gratitude |
| iii) health | iv) honour |

c) The would-be graduates promise to practise their profession withand dignity.

- | | |
|--------------------|---------------|
| i) conscience | ii) knowledge |
| iii) understanding | iv) respect |

d) They should respect theof the patients.

- | | |
|-----------------|-------------|
| i) age | ii) wealth |
| iii) background | iv) secrets |

e) The pledge is also to treat the patients without any.....

- | | |
|---------------|--------------------|
| i) fee | ii) discrimination |
| iii) interest | iv) hatred |



Speaking



Debate

A debate is a discussion in which speakers form two groups, and argue in favour of or against a topic. Debates are conducted in lecture halls, parliament, legislative assemblies and public places.



The speakers from each group not only give reasons to support their argument, but also counter the arguments made by the members from the opposite group.



The topic is called a motion.

The process / procedure:

There are two teams, each consisting of two or three speakers.

One team supports the motion, and the other opposes the motion. A moderator controls the proceedings. Each speaker makes a prepared speech to argue his or her case. The teams prepare collaboratively, building up their case.

The sides speak in turns, starting with the proposer of the motion followed by his or her opponent and then the others in similar order. Each speaker has a specified amount of time to speak, maybe a minute or two. Then the debate can be opened to the floor, with the speakers from the audience standing up to offer points supporting or opposing the motion.

Important Rules

- ❖ The speakers must greet the chairperson, judges and the audience.
- ❖ The team supporting or opposing the motion must not change their point of view.
- ❖ If a speaker makes a statement, he or she must be able to provide evidence or reasons to support.
- ❖ The facts presented in a debate must be accurate.
- ❖ Speakers may not bring up new points in a rebuttal speech. Reinforce your points and conclude confidently.
- ❖ Points must be conveyed clearly and effectively without getting diverted from the main stream.

Given below is a sample speech

Good morning Respected Judges, my honourable opponent and members of the audience. I am Bharathi of XII A and I'm going to speak for the motion **"Wars create more problems than they solve."**

The world has already faced two World Wars. Now, there is the added dimension of terrorism and suicide bombers. We have witnessed the destruction of the WTC Towers and the war against the Taliban in Afghanistan. War clouds are looming large. Yes, the world has seen many wars. But has it solved any problem? I firmly speak for the proposition 'Wars Create More Problems Than They Solve'. Wars have left in their wake only death and destruction. The feelings of enmity, hatred, jealousy and greed that cause war have still remained in the hearts of the people. Entire cities have been destroyed, large areas of fertile agricultural land have been laid barren, many have become refugees, large numbers have lost their livelihood and sunk into poverty. These are the legacies of war. War has certainly created more problems than it has solved. Wouldn't my worthy opponents agree with me?

I sincerely feel that dialogues and negotiations are the only way to solve disputes between nations or even communities within a nation. It is better to spread the language of love, peace and understanding instead of sowing seeds of hatred and violence in children. If heads of State and religious leaders sat face to face, thrashed out the problems, took sincere efforts to find a solution, made the



necessary compromises without any ego hassles, then most of the disputes could be solved. I reiterate once again – refrain from war, war once started may go on and on and create a host of problems.

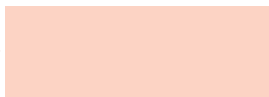
Thank You.

Task

- a) Now it's your turn to speak against the motion "Wars create more problem than they solve." Express your views with valid points.
- b) Conduct a debate for and against the motion. "Mobile phone - a big boon"
- c) Organize a class debate on the motion 'The advantages of social websites'. (Use the expressions for arguments like - First, firstly, I mean, My point is, In my opinion, Let me consider, etc.)



Reading



a. Read the following passage carefully and answer the following questions.

Pollution is the introduction of contaminants into the environment that cause harm to the ecosystem. The different kinds of pollution are air pollution, water pollution and land pollution. The release of various gases, finely divided solid particles, or liquid droplets that escape into the atmosphere to disperse and dilute in the environment is called air pollution. Modern society is also concerned about specific types of pollutants, such as noise pollution, light pollution, and plastic pollution.

Particulate matter (PM), also known as particle pollution, is a complex mixture of extremely small particles and liquid droplets that get into the air. These particles if inhaled can affect health. The impact of PM 2.5 is particularly high in South Asia. Outdoor pollution is caused by a variety of pollutants like public and private vehicles, waste burning in the open, power production industries and construction and even cigarette smoking in public places.

Presently, air pollution is a major and growing risk factor for ill health in India. Delhi is one of the most air polluted cities in India. The air in the city as well as areas surrounding it has worsened to extremely hazardous levels in the recent years. This year's pollution level is the worst in four years. Several studies have shown that poor air quality is a cause for many health issues among people with lower respiratory disorders with symptoms like dry cough, breathlessness, wheezing, chest discomfort, serious lung infections and cardio vascular diseases. Some studies throw light on the fact that about 16 per cent of the deaths worldwide in 2015 were due to pollution.

Air Masks are an option to protect oneself outdoor. Air masks can be used while commuting or while one is exposed to a polluted area. Some of these masks also include a layer of Activated carbon to filter the air. They protect us from suspended air particles and particulate matter up to the size of 2.5 microns and above. Their usage is limited to some days and should be disposed off after their prescribed duration of usage. The price

for air masks starts from Rs 100 and can go up to Rs 500 and more.

We have to take active measures to control pollution and protect ourselves to lead a healthy and pollution free life.

1. What is meant by pollution? Mention the different kinds of pollution.
2. How does Particulate matter cause air pollution?
3. Identify three major causes of pollution in air.

4. Name the types of pollution we encounter now.
5. What sort of health issues do people face due to air pollution?
6. How can we protect ourselves outdoor from air pollution?
7. Suggest a suitable title to the passage.
8. Identify the meaning of the word similar to the one used in the fourth para:
 - a) emerging b) filtering
 - c) floating d) falling

b) Read the following information given in the table below and answer the questions.

| A nice choice from Chennai to the National capital | | | |
|--|---------|-----|-------|
| RAJADHANI EXPRESS TIMETABLE | | | |
| Shortest Route between Chennai and Hazrat Nizamuddin 8 Halts & 324 intermediate stations in between | | | |
| Station Name | Departs | Day | Speed |
| Chennai Central | 06.05 | 1 | 75 |
| Vijayawada | 11.55 | 1 | 76 |
| Warangal | 14.40 | 1 | 77 |
| Balharshah | 18.00 | 1 | 78 |
| Nagpur | 20.45 | 1 | 74 |
| Bhopal | 02.10 | 2 | 89 |
| Jhansi | 05.31 | 2 | 99 |
| Gwalior | 06.32 | 2 | 85 |
| Agra Cantt | 07.57 | 2 | 76 |
| Hazrat Nizamudin | 10.25 | 2 | - |

a) The number of stations between Chennai Central and Hazrat Nizamudin is.....

- i) five ii) ten
- iii) eight iv) eleven

b) The train is expected to reach around 8.45 PM

- i) Warangal ii) Vijayawada
- iii) Bhopal iv) Nagpur



c) Between
the train runs at it's maximum speed.

- i) Bhopal and Gwalior
- ii) Bhopal and Jhansi
- iii) Bhopal and Hazarat Nizamudin
- iv) Bhopal and Agra

d) Almost the train reaches
Vijayawada.

- i) the day after
- ii) around early morning
- iii) late night
- iv) around noon

e) People prefer the Rajadhani express
to travel from Chennai to reach the
capital because

- i) it reaches the destination on the
same day.
- ii) The charge is reasonable.
- iii) the train halts at Ten stations.
- iv) it is the shortest route from
Chennai to New Delhi.

f) The destination of Rajadhani express
is.....

- i) Hazarat Nizamudin.
- ii) New Delhi junction.
- iii) Old Delhi.
- iv) Rajkot.



Non- finite verbs

Non-finite verb (also known as a verbal) is the term to describe a verb that does not show tense. In other words, it is a verb form, which does not function as a verb.

There are three verbals- gerunds, infinitives and participles.

All these are formed from verbs, but are never used alone as action words in sentences. Instead verbals function as nouns, adjectives, and adverbs.

The **gerund** ends in -ing and is actually a verb form but it functions as a noun too.

- ❖ **Jumping** is fun.
(subject to a verb)
- ❖ My son enjoys **skiing**.
(Object to a verb)
- ❖ Mrs. Kala has a unique way of **teaching**. (Object to a preposition)
- ❖ It is no use **crying**.
(In Opposition to a pronoun)

The **Infinitive** is the base form of a verb with 'to' -(to + verb). Usually it functions as a noun, although it can also function as an adjective or an adverb.

- ❖ **To jump** is fun.
(noun : Subject of the verb 'is')
- ❖ My son likes **to ski**.
(noun : direct object of the verb 'like')
- ❖ I have a suggestion **to offer**.
(adjective modifying suggestion)
- ❖ The manager called her **to give** a last warning.
(adverb modifying the verb 'called')

A **participle** is a verb that ends in -ing (Present participle) or -ed, -d, -t, -en, -n, (past participle). Participles may function as adjectives, describing or modifying nouns.

- ❖ The **dancing** parrots entertained the crowd.
- ❖ The **wrecked** sailboat washed up on shore.



Task 1

Underline the gerunds in the following sentences.

1. Boys love playing cricket.
2. I love eating ice creams.
3. Jessie enjoys bothering others.
4. Painting is an interesting hobby.
5. Dancing gives me joy.

Task 2

Use the gerundial form of the verb in the brackets and fill in the blanks.

1. _____ (exercise) is good for health.
2. _____ (fly) a kite is fun.
3. _____ (shop) is my favourite hobby.
4. My friend waited for the _____ (meet).
5. Huckleberry Finn was responsible for _____ (signal).

Task 3

Fill in the blanks with the correct infinitives.

1. Deva forgot _____ the letter.
2. The doctor advised the patient _____ his medicines without fail.
3. Rajesh went to the airport _____ his friend.
4. The bear climbed up the tree _____ the honey.
5. The boys went to the forest _____ birds.
6. I tried hard _____ both ends meet.

7. The archaeologists are trying _____ the ruins of Keelady.

8. Solar energy is used _____ electricity.

9. _____ concession, you have to apply well in advance.

10. We have plans _____ to London during summer vacation.

Task 4

Combine each of the following pairs of sentences using participles. The first one is done for you.

Example: I didn't know what to do. I phoned the police.

Not knowing what to do, I phoned the police.

1. The baby cried. She was feeling sleepy.
2. He lived alone. He had forgotten everybody.
3. She walked out. She was smiling.
4. The child says he needs attention. He shouts loudly.
5. I threw the pen. It was broken.
6. His coat is tattered. It needs mending.
7. I heard the noise. I turned around.
8. He was dissatisfied. He quit his job.
9. The politician entered the campus. He was accompanied by many comrades.
10. The girl entered the room. She was singing a song.



Articles and Determiners

Articles

Task 1

Complete the following exercise using a/ an/ the/ 'o' (no article) in the underlined space where appropriate. Change capital letters to lower case letters at the beginning of a sentence if necessary.

According to (1)____ National Weather Report, cyclones are winds circulating (2)____ counter clockwise in (3)____ Northern Hemisphere and clockwise in (4)____ southern Hemisphere. Cyclones are usually accompanied by (5)____ stormy weather. Tornadoes and hurricanes are types of cyclones. (6)____ hurricane is (7)____ cyclone that forms over (8)____ tropical oceans and seas. (9)____ hurricane rotates in (10)____ shape of (11)____ oval or a circle. (12)____ Hurricane Andrew, which hit (13)____ coasts of Louisiana and Southern Florida in August 1992, caused (14)____ extreme devastation. It was one of (15)____ most devastating hurricanes ever to hit (16)____ U.S.. Fourteen people died of (17)____ Andrew's effect.

Task 2

Complete the following sentences using appropriate determiners.

1. Only _____ people can afford to buy a flat in Chennai.
2. She earns so _____ that she could not make a decent living.
3. _____ information that she gave proved false.

4. How _____ sugar do you want?
5. I am very tired today, as I had _____ guests today.
6. _____ of my students have become doctors.
7. _____ do I know about his personal life.
8. How _____ pages did you read?
9. _____ fertilizer used these days spoils the soil.
10. During my student life I used to give _____ trouble to my teachers.

DEGREES OF COMPARISON-TRANSFORMATION

You have already learnt Degrees of Comparison in earlier classes and are therefore familiar with this concept of grammar. Now, recall the rules and guidelines related to this topic and try to complete the task given below.

We use the positive degree of an adjective when we do not intend to make any comparison. We use the comparative degree, when we compare two objects or two people. We use the superlative degree when more than two objects or two people are compared. Adverbs, too, have degrees of comparison.

Points to keep in mind

- ❖ A great many adjectives and a few adverbs form their comparatives and superlatives by adding '-er and -est' respectively. [e.g. short – shorter – shortest]



- ❖ A few adjectives and many adverbs take 'more and most' to form their comparatives and superlatives. [e.g. wonderful – more wonderful – most wonderful]
- ❖ Some adjectives and adverbs take either the former or the latter. [e.g. gentle – gentler – gentlest / gentle – more gentle – most gentle]
- ❖ A few adjectives and adverbs form their comparatives and superlatives in an irregular way. [e.g. good – better – best / little – less, lesser – least / old – older, elder – oldest, eldest]
- ❖ There are certain comparatives that end in '-or'. They are followed by 'to' instead of 'than'. [e.g. *Marble flooring is superior to mosaic flooring.* / *Ravi is junior to me.*]
- ❖ The adjectives in superlative degree are preceded by the definite article 'the'. [e.g. *The Nobel prize is the highest award given to scientists.* / *The Japanese are the most industrious people.*]
- ❖ The article 'the' is often omitted before superlative adverbs. [e.g. *John climbed (the) highest of all cadets.*]
- ❖ The definite article 'the' is not used before superlatives that follow a noun in possessive case. [e.g. *That should be Robert's worst experience in all of his childhood days.*]
- ❖ Comparison of equals is expressed by 'as + adjective + as'. In the negative comparison, 'so + adjective + as' is often used instead of 'as + adjective + as'. [e.g. *Ooty is as cool as Kodaikanal.* / *Bangalore isn't so cool as Yercaud.*]

- ❖ The adjectives in comparative degree are generally used to indicate apposition and are followed by 'than'. They are also followed by 'of' when it denotes selection. [e.g. *Radha is taller than Anu.* / *Radha is the taller of the two.*]
- ❖ We use 'the' with adjectives in comparative degree to show that one thing depends on another. [e.g. *The deeper you breathe, the calmer you become.*]
- ❖ Sentences with adjectives and adverbs in one particular Degree of Comparison can be transformed into other degrees of comparison without changing their meaning.
- ❖ Here are a few examples that show how various types of sentences in different Degrees of Comparison can be interchanged.

Type -1

- ❖ No other profession is as **noble** as teaching.
- ❖ Teaching is **nobler** than any other profession.
- ❖ Teaching is the **noblest** of all professions. / Teaching is the noblest profession.

Type - 2

- ❖ Very few professions are as **noble** as teaching.
- ❖ Teaching is **nobler** than many other / most other professions.
- ❖ Teaching is one of the **noblest** professions.

Type – 3

- ❖ Apples are costlier than mangoes in the summer season.
- ❖ Mangoes are not so costly as apples in the summer season.

Type – 4

- ❖ Apples are not more expensive than mangoes during winter.
- ❖ Mangoes are as expensive as apples during winter.

Type – 5

- ❖ We have not watched such a thrilling movie as this.
- ❖ This movie is more thrilling than any other movie, we have ever watched.
- ❖ This is the most thrilling movie, we have ever watched.

Type – 6

- ❖ My brother can climb a tree as fast as a monkey.
- ❖ A monkey cannot climb a tree faster than my brother.

Task 1

Transform each of the following sentences using the comparative degree without changing the meaning.

1. Very few Indian languages are as ancient as Tamil.
2. Hurricanes are as dangerous as tornadoes.
3. This is the most challenging task I have ever undertaken.
4. E-mail is the fastest means of communication.
5. Compulsive gambling is the worst habit a man can develop.

Task 2

Rewrite each of the following sentences using the superlative degree retaining the meaning.

1. Shakespeare is greater than many other dramatists of the world.
2. Some people think that nothing is as important as money in life.
3. The peacock is more colourful than any other bird found in India.
4. Very few people in this town are as generous as Mr. Mohan.
5. No other planet in our solar system is as cold as Neptune.
6. I cannot do anything better for you than this.

Task 3

Replace the comparative adjectives in the following sentences with their positive forms.

1. Rural life is certainly more peaceful than urban life.
2. The pen is mightier than the sword.
3. Train journey is more comfortable than bus journey.
4. My mother can speak more sweetly than anyone else.
5. Gold is not more useful than iron.



Writing



Slogan Writing

Generally slogans are written for the purpose of advertising a product or to create an awareness among the public for a social cause.

- ❖ Simple and catchy phrases accompanying a logo or brand, that encapsulate a product's appeal or the mission of a firm that makes it catchy, which when used consistently over a long period, becomes an important component of its identification or image. They are also called catch lines, strap line, or tag line, like '**Neighbours envy, Owner's pride**'.

- ❖ Awareness slogans are written to create awareness among the general public. It is done for a social cause. For example, '**No Holiday for Safety**'.

Tips for writing an effective slogan

Highlight a key benefit. The point of a slogan is to differentiate a product or brand from that of its competitors, while also underscoring the company's general mission.

1. Explain the company's commitment.
2. Be consistent.
3. Keep it short and simple.
4. Give them a rhythm, rhyme and ring.
5. Stay honest.
6. Make it timeless.
7. Be unique and different.

While writing slogans to create awareness among the public

- ❖ Explain the need for the change.
- ❖ Make it sensible and easy to understand.
- ❖ Keep in mind the target audience and use catchy phrases to suit the audience.

Look at the pictures given below, and write slogans to advertise the products. Suggest your own brand name for each of the products.



Write slogans to create awareness of the following topics using the tips given above.

- ❖ Junk food
- ❖ Labour Day
- ❖ Save Water
- ❖ Yoga
- ❖ Blood Donation

PARAGRAPH WRITING

In order to write a good paragraph, students should understand four fundamentals. Paragraphs are made up of sentences but not random sentences. There should be a central topic around which the other sentences are organised in a coherent manner. A good paragraph should focus on one idea. A coherently written paragraph takes its readers on a clear path.

A good paragraph usually consists of three parts, the topic sentence, supporting sentences, and a concluding sentence.



1. Unity

Unity begins with the topic sentence. Each paragraph will have one single idea, which is usually the first sentence of the paragraph. All the supporting sentences get unified around the main idea. So while selecting the topic sentence one has to think about the theme and all the points they want to add and then choose the most relevant one as the topic sentence.

2. Order

Order refers to the way the supporting sentences are organized. One can choose a chronological order, logical order or order of importance. But the reader should be able to follow the paragraph easily. The meaning of a paragraph should be understood by the readers without any confusion or ambiguity.

3. Coherence

Coherence is the quality which makes one's writing understandable. There should be a flow of ideas.

4. Completeness

A well-developed paragraph is called a complete one, if all the sentences clearly support the main idea. The concluding sentence should summarize the main idea.

Now, read a paragraph on 'Oceans and lakes'

Topic Sentence

Oceans and lakes have much in common between them, but they are quite different. Both are bodies of water. Oceans are large bodies of salt water, and they join smaller seas together. They are surrounded

by continents. They cover 72% of the earth. Whereas lakes are much smaller bodies of fresh water. Lakes are usually surrounded by land. Both have plants and animals living in them. The ocean

Supporting Sentences

Concluding Sentence

is home to a huge variety of sea life including the largest animals on the planet like whales and sharks. But lakes support only smaller forms of life like crabs and prawns. When it is time for a vacation, both make a great place for humans to visit and enjoy.

Write a paragraph of about 150 words, on the following topics.

- The teacher I like the most
- The value of discipline
- Need for Moral Education in schools
- The importance of Good Health
- The importance of Reading

Observe the following pictures and write a paragraph in about 150 words about each one of them.

a)



b)





Unit

5

Poem

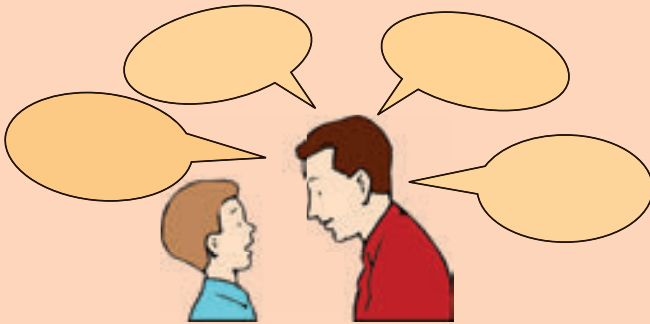
A Father to his Son

Carl August Sandburg



Warm Up

Every parent is anxious about the welfare of his / her children. Parents express their anxiety by advising them almost all the time. What kind of advice do you frequently receive from your parents? Fill in the bubbles. Tick the ones you like to follow implicitly and give reasons for the ones you don't like to follow.



- ❖ Wash your fingers before eating.
- ❖ Don't stay awake till late night.
- ❖ Who are you talking to over the phone for a long time?

A father sees his son nearing manhood.
What shall he tell that son?
“Life is hard; be steel; be a rock.”
And this might stand him for the storms
and serve him for humdrum monotony 5
and guide him among sudden betrayals
and tighten him for slack moments.
“Life is a soft loam; be gentle; go easy.”
And this too might serve him.
Brutes have been gentled where lashes failed. 10
The growth of a frail flower in a path up
has sometimes shattered and split a rock.
A tough will counts. So does desire.
So does a rich soft wanting.
Without rich wanting nothing arrives. 15
Tell him too much money has killed men
and left them dead years before burial:
the quest of lucre beyond a few easy needs
has twisted good enough men
sometimes into dry thwarted worms. 20





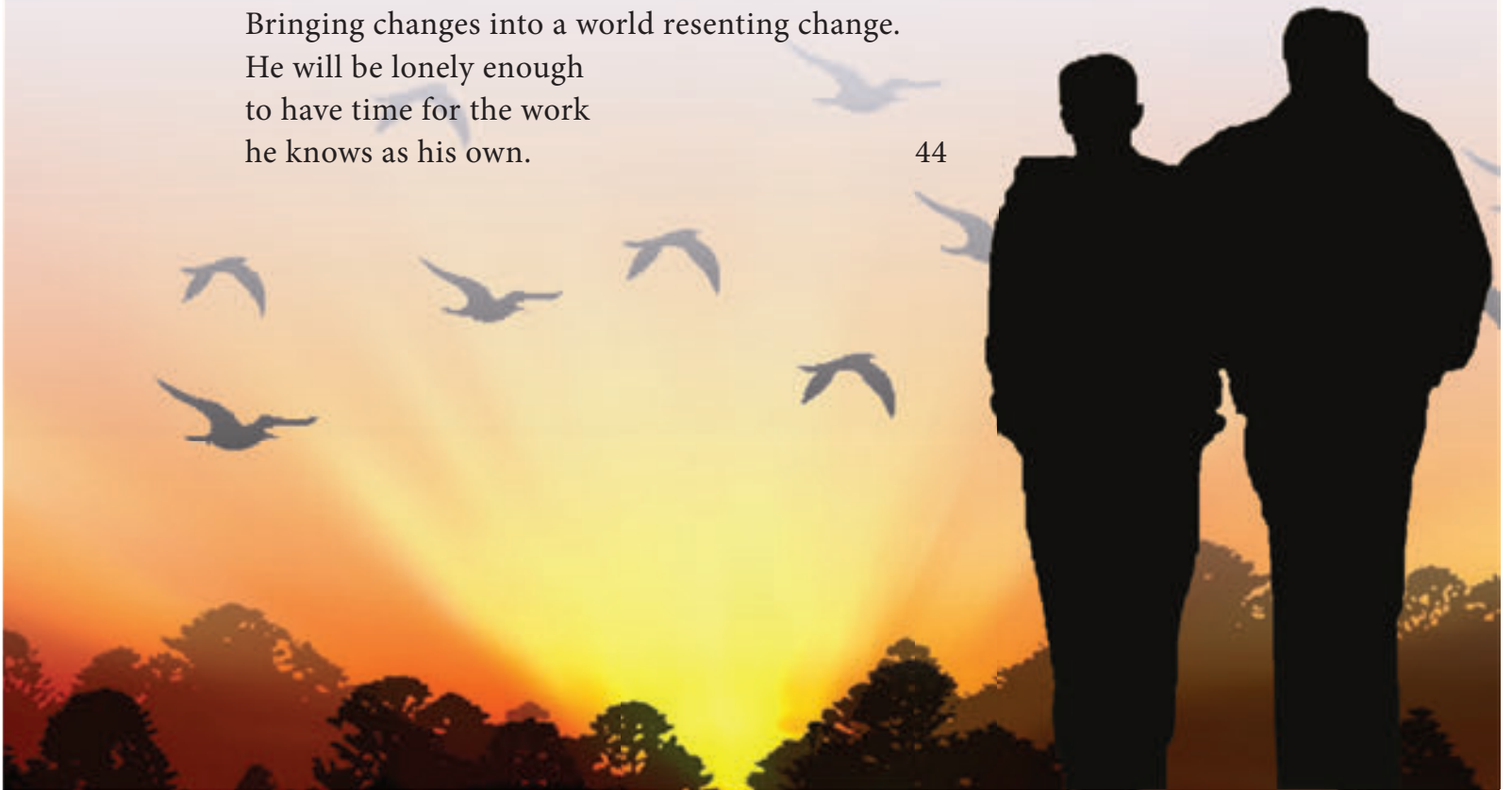
Tell him time as a stuff can be wasted.
Tell him to be a fool ever so often
and to have no shame over having been a fool
yet learning something out of every folly
hoping to repeat none of the cheap follies 25

thus arriving at intimate understanding
of a world numbering many fools.
Tell him to be alone often and get at himself
and above all tell himself no lies about himself
whatever the white lies and protective fronts 30

he may use against other people.
Tell him solitude is creative if he is strong
and the final decisions are made in silent rooms.
Tell him to be different from other people
if it comes natural and easy being different. 35

Let him have lazy days seeking his deeper motives.
Let him seek deep for where he is born natural.
Then he may understand Shakespeare
and the Wright brothers, Pasteur, Pavlov,
Michael Faraday and free imaginations 40

Bringing changes into a world resenting change.
He will be lonely enough
to have time for the work
he knows as his own. 44



About The Author



“Poetry is the opening and closing of a door, leaving those who look through to guess about what was seen during a moment.”

- Carl Sandburg

Sandburg was born in Galesburg, Illinois, to parents of Swedish ancestry. Carl August Sandburg (January 6, 1878 – July 22, 1967) was an American poet, writer, and editor. He won three Pulitzer Prizes: two for his poetry and one for his biography of Abraham Lincoln. During his lifetime, Sandburg was widely regarded as “a major figure in contemporary literature”, especially for volumes of his collected verse, including *Chicago Poems* (1916), *Cornhuskers* (1918), and *Smoke and Steel* (1920). He enjoyed unrivalled appeal as a poet in his day, perhaps because the breadth of his experiences connected him with so many strands of American life, and at his death in 1967, President Lyndon B. Johnson observed that “Carl Sandburg was more than the voice of America, more than the poet of its strength and genius. He was America.”



Glossary

| | |
|----------------|---|
| humdrum | - boring routine |
| monotony | |
| soft loam | - fertile soil |
| lashes | - whips |
| thwarted | - frustrated |
| white lies | - lies told to avoid hurting one's feelings |
| quest of lucre | - money gained in a dishonourable way |
| resenting | - disliking |

1. Fill in the blanks choosing the words from the box given and complete the summary of the poem.

Lines 1-25

The poet Carl Sandburg gives a vivid description of a father's worldly (1)_____

in directing a son who is at the threshold of his (2)_____.

Here the father motivates his son to be like a hard(3)_____and withstand life's (4)_____ and sudden betrayals. (5)_____is like a fertile soil. We can make our life fruitful if we are gentle, and take life as it comes. At times(6)_____ overtakes harshness. The growth of a (7)_____can split a rock. One should have a (8) _____and strong will to achieve. Greed for(9)_____ has left men dead before they really die. Good men also have fallen prey in quest for (10) _____money. Time for (11)_____is not a waste. When you seek knowledge never feel ashamed to be called a(12)_____for not knowing, at the same time learn from your (13) _____and never (14)_____it.



| | | | | |
|---------------|---------|------------|----------|--------|
| deep desire | manhood | gentleness | mistakes | easy |
| leisure | fool | life | money | repeat |
| tender-flower | rock | challenges | wisdom | |

Lines 26-44

Do (15)_____often, and do not hesitate to accept your shortcomings, avoid(16) _____to protect self against other people. Solitude helps to be (17)_____and(18) _____ are taken in silent rooms. Instead of being one among many, be (19)_____, if that is your nature. The son may need lazy days to find his (20)_____abilities, to seek

what he is born for. He will then know how free imaginations bring (21)_____to the world, which (22)_____ change. During such resentment, let him know that it is time for him to be on his own, and (23)_____to achieve like Shakespeare, the Wright brothers, Pasteur, Pavlov and Michael Faraday.

| | | | | |
|------------|------------|-----------------|-----------|---------|
| changes | introspect | inherent | work | resents |
| white lies | creative | final decisions | different | |

2)Based on your understanding of the poem answer the following questions in one or two sentences.

- How would the poet's advice help his son who is at the threshold of the manhood?
- 'A tough will counts.' Explain.
- What happened to the people who wanted too much money?
- What has twisted good men into thwarted worms?
- How would his being alone help the boy?
- Where are the final decisions taken?
- What are the poet's thoughts on 'being different'?
- Why does the poet advise his son to have lazy days?
- The poet says
'Without rich wanting nothing arrives'

but he condemns '*the quest of lucre beyond a few easy needs.*' Analyse the difference and write.

3. Here are a few poetic devices used in the poem.

a. **Antithesis**- It is a literary device that emphasises the idea of contrast.

e.g. *The growth of a frail flower in a path up has sometimes shattered and split a rock. Brutes have been gentled where lashes failed.*

b. **Transferred Epithet**- It is a figure of speech in which an epithet grammatically qualifies a noun other than the person or a thing, it is actually meant to describe.

e.g. and left them *dead years* before burial:
Let him have *lazy days* seeking his deeper motives.

Bringing changes into a *world resenting* change.



c. **Repetition**- It is a figure of speech.

e.g. Tell him to be alone often and get at himself and above all tell himself no lies about himself

4. Read the lines given below and answer the questions that follow.

a) *"Life is hard; be steel; be a rock."*

- i) How should one face life?
- ii) Identify the figure of speech in the above line.

b) *"Life is a soft loam; be gentle; go easy."
And this too might serve him.*

- i) Why does the poet suggest to take life easy?
- ii) Identify the figure of speech in the above line.

c) *Tell him solitude is creative if he is strong
and the final decisions are made in silent rooms.*

- i) Can being in solitude help a strong human being? How?
- ii) Identify the figure of speech in the above line.

d) *Tell him time as a stuff can be wasted.
Tell him to be a fool every so often*

- i) Why does the poet suggest that time can be wasted?
- ii) Identify the figure of speech in the above line.

e) *Tell him to be a fool ever so often
and to have no shame over having been a fool
yet learning something out of every folly
hoping to repeat none of the cheap follies*

- i) Is it a shame to be a fool at times?
- ii) What does one learn from every folly?

f) -----*Free imaginations
Bringing changes into a world resenting change.*

- i) How does free imagination help the world?
- ii) Identify the figure of speech.

e) Pick out the alliterated words from the poem and write.
And this might stand him for the storms

5. Explain the following lines with reference to the context.

- a) *and guide him among sudden betrayals
and tighten him for slack moments.*
- b) *Brutes have been gentled where lashes failed.*
- c) *Yet learning something out of every folly
hoping to repeat none of the cheap follies*
- d) *He will be lonely enough
to have time for the work*

6. Answer the following questions in about 100-150 words each.

- a) Explain how the poet guides his son who is at the threshold of manhood, to face the challenges of life.
- b) How according to the poet is it possible for his son to bring changes into a world that resents change?



Listening



Listen to the poem read by the teacher or to the recorded version and write a synopsis in about 100 words. The teacher can choose any three stanzas.



Speaking



“Tell him too much money has killed men and left them dead years before burial:”

These are the lines you have just read from the poem.

Given below is a well-known quotation.

“Cowards die many times
before their death”.

Study the quotations and identify the adverse human qualities that are worse than ‘death’ and discuss the underlying message conveyed.

Read the summary of the extract.

He teaches him to think before he acts, restrain from taking rash decisions, keep his thoughts to himself and treat people with respect and equality. He advises him to keep his old friends, however be careful about making new acquaintances. He should be slow to fight but fight boldly if the need arises; he should listen more than talk; he should dress richly. Moreover he should be careful about borrowing and lending money and above all be true to himself. He advises him how to behave with integrity and practicality. While all the advice is good, the best doesn't come until the end- “To thine own self be true.” Be a man of honour and integrity. Live life in a way that allows you to look at yourself in the mirror and not be ashamed.

Parallel Reading

William Shakespeare's words speak across generations and cultures.

In the play Hamlet, Polonius gives a bit of fatherly advice to his son Laertes before he heads off to France.

Now read and enjoy the richness of Shakespearean style.

When Polonius came to bid his son goodbye
Yet here, Laertes! aboard, aboard, for shame!
The wind sits in the shoulder of your sail,
And you are stay'd for. There; my blessing with thee!
And these few precepts in thy memory
See thou character. Give thy thoughts no tongue,
Nor any unproportioned thought his act.
Be thou familiar, but by no means vulgar.
Those friends thou hast, and their adoption tried,
Grapple them to thy soul with hoops of steel;
But do not dull thy palm with entertainment
Of each new-hatch'd, unfledged comrade. Beware
Of entrance to a quarrel, but being in,
Bear't that the opposed may beware of thee.
Give every man thy ear, but few thy voice;
Take each man's censure, but reserve thy judgment.
Costly thy habit as thy purse can buy,
But not express'd in fancy; rich, not gaudy;
For the apparel oft proclaims the man,
And they in France of the best rank and station
Are of a most select and generous chief in that.
Neither a borrower nor a lender be;
For loan oft loses both itself and friend,
And borrowing dulls the edge of husbandry.
This above all: to thine ownself be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.
Farewell: my blessing season this in thee!



Warm Up

a) What makes the earth the one and only living planet?

b) Name a few things that make the earth a unique planet.

| | | | |
|--|---------|----------------|--|
| | animals | | |
| | | The ozonelayer | |

c. Do you enjoy watching movies? What type of movies do you like to watch? Here are the pictures of a few blockbuster movies.



Classify the movies based on the following categories: Historical/ Comedy/ Horror/ Cartoon/ Science Fiction

Discuss : Gravity is a science fiction movie.

Which aspect of the movie is real science?

Which aspect of the movie is fictional?



Science Fiction (Sci-fi) is a genre of speculative fiction, typically dealing with imaginative concepts such as advanced science and technology, space light, time travels, and extraterrestrial life. Science Fiction often explores the potential consequences of scientific and other innovations, and has been called a 'literature of ideas'.

Can you imagine a day without the Sun?

Here is a Science Fiction Story that explores the theme of life on Venus, the other Planet, which as of today is not a possibility.



“Ready?”

“Ready.”

“Now?”

“Soon.”

“Do the scientists really know? Will it happen today, will it?”

The children pressed to each other like so many roses, so many **weeds**, intermixed, **peering** out for a look at the hidden sun.

It rained.

It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the **concussion** of storms so heavy that they were **tidal waves** come over the islands. A thousand forests had been crushed under the rain and grown

up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to the raining world to set up civilization and live out their lives.

“It’s stopping, it’s stopping !”

“Yes, yes !”

Margot stood apart from them, from these children who could ever remember a time when there wasn’t rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmness, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the tatting drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.

All day yesterday they had read in the class about the sun. About how like a lemon it was, and how hot. And they had written small stories or essays or poems about it: *I think the sun is a flower, That blooms for just one hour.* That was Margot’s poem, read in a quiet voice in the still classroom while the rain was falling outside.

“Aw, you didn’t write that!” protested one of the boys.



"I did," said Margot. "I did."

"William!" said the teacher.

But that was yesterday. Now the rain was **slackening**, and the children were crushed in the great thick windows.

"Where's teacher?"

"She'll be back."

"She'd better hurry, we'll miss it!"

They turned on themselves, like a feverish wheel, all tumbling spokes. Margot stood alone. She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair. She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost. Now she stood, separate, staring at the rain and the loud wet world beyond the huge glass.

"What're *you* looking at?" said William.

Margot said nothing.

"Speak when you're spoken to."

He gave her a **shove**. But she did not move; rather she let herself be moved only by him and nothing else. They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow. When the class sang songs about happiness

and life and games her lips barely moved. Only when they sang about the sun and the summer did her lips move as she watched the drenched windows. And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and the sky was when she was four in **Ohio**. And they, they had been on Venus all their lives, and they had been only two years old when last the sun came out and had long since forgotten the color and heat of it and the way it really was.

But Margot remembered.

"It's like a penny," she said once, eyes closed.

"No it's not!" the children cried.

"It's like a fire," she said, "in the stove."

"You're lying, you don't remember!" cried the children.

But she remembered and stood quietly apart from all of them and watched the **patterning** windows. And once, a month ago, she had refused to shower in the school shower rooms, had **clutched** her hands to her ears and over her head, screaming the water mustn't touch her head. So after that, dimly, dimly, she sensed it, she was different and they knew her difference and kept away. There was talk that her father and mother were taking her back to Earth next year; it seemed vital to her that they do so, though it would mean the loss of thousands of dollars to her family. And so, the children hated



her for all these reasons of big and little consequence. They hated her pale snow face, her waiting silence, her thinness, and her possible future.

“Get away!” The boy gave her another push. “What’re you waiting for?”

Then, for the first time, she turned and looked at him. And what she was waiting for was in her eyes.

“Well, don’t wait around here !” cried the boy **savagely**. “You won’t see nothing!”

Her lips moved.

“Nothing!” he cried. “It was all a joke, wasn’t it?” He turned to the other children.

“Nothing’s happening today. *Is it ?*”

They all blinked at him and then, understanding, laughed and shook their heads.

“Nothing, nothing !”

“Oh, but,” Margot **whispered**, her eyes helpless. “But this is the day, the scientists **predict**, they say, they *know*, the sun...”

“All a joke!” said the boy, and seized her roughly. “Hey, everyone, let’s put her in a closet before the teacher comes!”

“No,” said Margot, falling back.

They **surged** about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they **slammed** and locked the door. They stood looking at the door and saw it **tremble**

from her beating and throwing herself against it. They heard her **muffled** cries. Then, smiling, they turned and went out and back down the tunnel, just as the teacher arrived.

“Ready, children ?” She glanced at her watch.

“Yes!” said everyone.

“Are we all here ?”

“Yes!”

The rain slackened still more.

They crowded to the huge door.

The rain stopped.

It was as if, in the midst of a film concerning an **avalanche**, a tornado, a hurricane, a volcanic eruption, something had, first, gone wrong with the sound apparatus, thus muffling and finally cutting off all noise, all of the blasts and **repercussions** and thunders, and then, second, ripped the film from the projector and inserted in its place a beautiful tropical slide which did not move or had a **tremor**. The world ground to a standstill. The silence was so immense and unbelievable that you felt your ears had been stuffed or you had lost your hearing altogether. The children put their hands to their ears. They stood apart. The door slid back and the smell of the silent, waiting world came in to them.

The sun came out.

It was the colour of flaming bronze and it was very large. And the sky around it was a blazing blue tile colour. And the jungle burned with sunlight as the



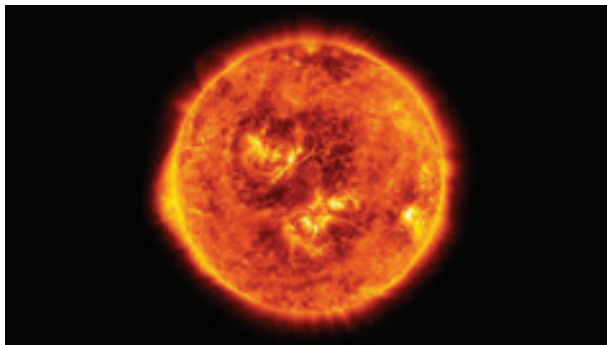
children, released from their **spell**, rushed out, yelling into the spring time.

“Now, don’t go too far,” called the teacher after them. “You’ve only two hours, you know. You wouldn’t want to get caught out!”

But they were running and turning their faces up to the sky and feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms.

“Oh, it’s better than the sun lamps, isn’t it?”

“Much, much better!”



They stopped running and stood in the great jungle that covered Venus, that grew and never stopped growing, **tumultuously**, even as you watched it. It was a nest of **octopi**, clustering up great arms of flesh like weed, wavering, flowering in this brief spring. It was the colour of rubber and ash, this jungle, from the many years without sunlight was the colour of stones and white cheeses and ink, and it was the colour of the moon.

The children lay out, laughing, on the jungle mattress, and heard it sigh and squeak under them **resilient** and alive. They ran among the trees, they slipped and fell, they pushed each other, they

played hide-and-seek and tag, but most of all they **squinted** at the sun until tears ran down their faces; they put their hands up to that yellowness and that amazing blueness and they breathed of the fresh, fresh air and listened and listened to the silence which suspended them in a blessed sea of no sound and no motion. They looked at everything and savoured everything. Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles. They ran for an hour and did not stop running.

And then –

In the midst of their running one of the girls wailed.

Everyone stopped.

The girl, standing in the open, held out the other hand.

“Oh, look, look,” she said, trembling.

They came slowly to look at her opened palm.

In the centre of it, cupped and huge, was a single raindrop. She began to cry, looking at it. They glanced quietly at the sun.

“Oh. Oh.”

A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cold around them. They turned and started to walk back toward the underground house, their hands at their sides, their smiles vanishing away.

A boom of thunder startled them and like leaves before a new hurricane, they tumbled upon each other and ran.



Lightning struck ten miles away, five miles away, a mile, a half mile. The sky darkened into midnight in a flash.

They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches, everywhere and forever.

“Will it be seven more years?”

“Yes. Seven.”

Then one of them gave a little cry.

“Margot!”

“What?”

“She’s still in the closet where we locked her.”

“Margot.”

They stood as if someone had driven them, like so many stakes, into the floor. They looked at each other and then looked

away. They glanced out at the world that was raining now and raining and raining steadily. They could not meet each other’s glances. Their faces were **solemn** and pale. They looked at their hands and feet, their faces down.

“Margot.”

One of the girls said, “Well...?”

No one moved.

“Go on,” whispered the girl.

They walked slowly down the hall in the sound of cold rain. They turned through the doorway to the room in the sound of the storm and thunder, lightning on their faces, blue and terrible. They walked over to the closet door slowly and stood by it.

Behind the closet door was only silence.

They unlocked the door, even more slowly, and let Margot out.

About The Author



Ray Douglas Bradbury (August 22, 1920 – June 5, 2012) was an American author and screenwriter. He worked in a variety of genres, including fantasy, science fiction, horror, and fiction. Widely regarded as the most important figure in the development of science fiction as a literary genre, Ray Bradbury’s works evoke the themes of racism, censorship, technology, nuclear war, humanistic values and the importance of imagination. Ray Bradbury is well-known for his incredibly descriptive style. He employs figurative language (mostly similes, metaphors, and personification) throughout the novel and enriches his story with symbolism. On April 16, 2007, Bradbury received a special citation from the Pulitzer Prize jury “for his distinguished, prolific, and deeply influential career as an unmatched author of science fiction and fantasy.” Bradbury also wrote and consulted on screenplays and television scripts, including *Moby Dick* and *It Came from Outer Space*. Many of his works were adapted to comic book, television, and film formats.



Glossary

| | |
|----------------------------|---------------------------------------|
| weeds | - unwanted wild plants |
| peering | - looking |
| concussion | - confusion for a short time |
| tidal waves | - large ocean waves |
| slackening | - gradually slowing down |
| shove | - rough push |
| Ohio | - a mid western state of the US |
| patterning | - regular |
| clutch | - hold tightly |
| savagely | - aggressively |
| whispered | - spoke in a very quiet and low voice |
| predict | - anticipate |
| surged | - moved suddenly |
| slammed | - banged |
| muffled | - muted |
| avalanche | - snow slide |
| repercussions | - unwelcomed effects |
| tremble/ tremor | - shake |
| spell | - magical situation |
| tumultuously | - disruptively |
| octopi | - plural of octopus |
| resilient | - recover from difficult conditions |
| squinted | - looked |
| solemn | - serious |

1. Based on your understanding of the story, answer the following questions in a sentence or two.

- What do children get ready for at the beginning of the story?
- How is life in the planet Venus described?
- Who is Margot? How is she different from the rest of the children?
- What does Margot like the most - the sun or the rain?
- What was Margot waiting for? Why did William say that it was a joke?
- Why does Margot wish to return to the earth?
- Why did the children lock Margot in a closet?
- Margot could recall what the sun looked like while the other children could not. Why?
- How long did the Sun shine on Venus?
- Why did one of the girls wail?

2. Based on your understanding of the story, answer the following in three or four sentences.

- What is the significance of the particular day described in the story "All summer in a day"?
- What happens to Margot while the teacher is out of the classroom?
- How did Margot describe the sun to others?
- How did the children react when the sun came out after seven years?
- Why did William and the other children bully Margot?

- f) What were their feelings towards Margot at the end of the story?
- g) What does the title of the story convey?

3. Answer the following questions in a paragraph of about 100–150 words each.

- a) What is the conflict between Margot and the other children in the story, “All Summer in a day”?

- b) How do the children react to the long awaited event in the story?
- c) The sun brought about a positive change in the attitude of the children. Illustrate the statement.
- d) Did the children regret having locked Margot in a closet? Answer citing relevantly from the story.

4. Based on your understanding of the story, complete the story map.

Middle

Beginning

End

Title:
Author:

Setting

Character

Find out and encircle the following words in the word grid. (The words have been placed horizontally, vertically, diagonally and even back to front)

| | | | | |
|------------|-------------|--------------|--------|----------|
| fades | predict | discriminate | locks | reminded |
| experience | anticipated | unlock | recall | |

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

Now read the sentences below. Complete them appropriately with the words you identified from the grid.

- ❖ The scientists _____ that the Sun would come out on Venus that day after seven years.
- ❖ The children are getting ready for the _____ event.
- ❖ The children _____ Margot as she _____ the Sun.
- ❖ William and other children have bullied her and _____ her in a closet.
- ❖ When the Sun comes out, the children _____ the sun.

- ❖ The Sun _____ behind a stir of mist. Again it started raining on Venus.
- ❖ The children are _____ of Margot and _____ the door and let her out.



Speaking

Pair Work

Ray Bradbury's "All Summer in a Day" is a piece of science fiction. Discuss plots of similar stories with your partner and share your ideas with the class.

ICT Corner



NON FINITE VERBS

To enable the students to know the difference between Ground, Infinitive and participle.

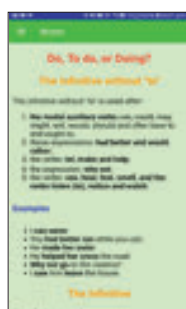


STEPS:

1. Access the application with the help of the link or the QR code which is given below and install it in the mobile.
2. Click **Menu** and then click **USAGE** to view the notes on Infinitive, Gerund and participle with many examples.
3. Click **PRACTICE** in the Menu to practice on the usage of non-finite verbs. Immediate feedback will be given after answering each question.
4. After practicing, Click **QUIZ** in the Menu. Answer all the fifteen questions and your scores will be displayed at the end of the quiz.



STEP 1



STEP 2



STEP 3



STEP 4

WEBSITE LINK:

APPLICATION NAME : ENGLISH GERUND & INFINITIVE

https://play.google.com/store/apps/details?id=com.em.emquizzes.do_or_doing&hl=en

** Images are indicatives only



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