



Unit

6

Prose

## On the Rule of the Road

A.G. Gardiner



Warm Up

- a. From the pictures given below, identify the actions that may cause inconvenience and discomfort to others. Discuss.



- b. Classify these pictures to show what they depict—Personal freedom/Public liberty.

Personal freedom	Public liberty
colouring the hair red	

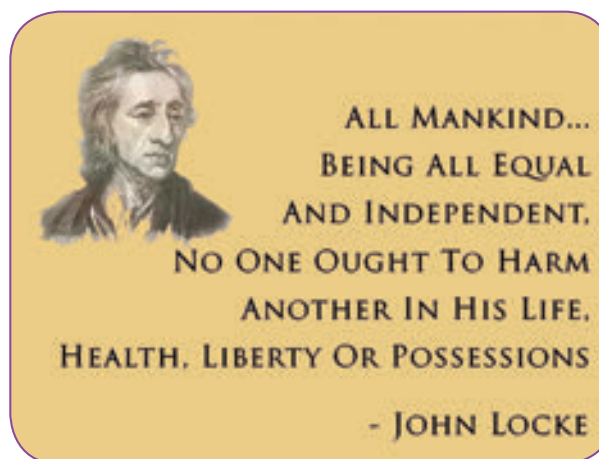
A stout old lady was walking with her basket down the middle of a street in Petrograd to the great **confusion** of the traffic and with no small **peril** to herself. It was pointed out to her that the pavement was the place for **pedestrians**, but she replied: 'I'm going to walk where I like. We've got liberty now.' It did not occur to the dear old lady that if liberty entitled the



pedestrian to walk down the middle of the road, then the end of such liberty would be universal **chaos**.

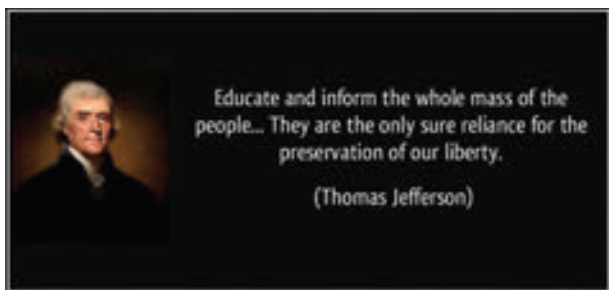
Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social **anarchy**. There is a danger of the world getting liberty-drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be **preserved**, the liberties of everybody must be **curtailed**. When the policeman, say, at Piccadilly Circus, steps into the middle of the road and puts out his hand, he is the symbol not of **tyranny**, but of liberty. You may not think so. You may, being in a hurry, and seeing your car pulled up by his **insolence** of office, feel that your liberty has been outraged. "How dare this fellow **interfere** with your free use of the public highway?" Then, if you are a reasonable person, you will reflect that if he did not interfere with you, he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

Liberty is not a personal affair only, but a social **contract**. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the road in a dressing-gown who shall say me nay? You have liberty to laugh at me, but I



have liberty to be **indifferent** to you. And if I have a **fancy** for dyeing my hair, or waxing my moustache (which heaven forbid), or wearing an overcoat and sandals, or going to bed late or getting up early, I shall follow my fancy and ask no man's permission. I shall not inquire of you whether I may eat mustard with my mutton. And you will not ask me whether you may follow this religion or that, whether you may prefer Ella Wheeler Wilcox to Wordsworth, or champagne to **shandy**. In all these and a thousand other details you and I please ourselves and has no one's leave.

We have a whole kingdom in which we rule alone, can do what we choose, be wise or **ridiculous**, harsh or easy, **conventional** or odd. But when we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. I might like to practice on the trombone from midnight till three in the morning. If I went onto the top of Everest to do it, I could please myself, but if I do it in my bedroom my family will object, and if I do it out in the streets the neighbours will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep in quiet.



There are a lot of people in the world, and I have to **accommodate** my liberty to their liberties. We are all liable to forget this, and unfortunately we are much more conscious of the imperfections of others in

this respect than of our own. A reasonable **consideration** for the rights or feelings of others is the foundation of social conduct. It is in the small matters of conduct, in the observance of the rules of the road, that we pass judgment upon ourselves, and declare that we are civilized or uncivilized. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make bitter the journey.

### About The Author



Alfred George Gardiner was a British journalist and author. He was a prolific essayist and his style and subject matter easily qualified him to be categorized as what the English would call a very civilized gentleman. His essays include 'On Habits', 'On Being Tidy' and 'On Talk and Talkers'. 'On the Rule of the Road', was included in one of Gardiner's compilations titled 'Leaves in the Wind' and was published under his pseudonym "Alpha of the Plough".



### Glossary

<b>confusion</b>	- mess
<b>peril</b>	- risk
<b>pedestrians</b>	- persons who walk on the streets
<b>chaos</b>	- confusion
<b>anarchy</b>	- lawlessness/ rebellion
<b>preserved</b>	- maintained
<b>curtailed</b>	- reduced
<b>tyranny</b>	- autocracy

<b>insolence</b>	- rudeness
<b>interfere</b>	- hinder
<b>contract</b>	- commitment
<b>indifferent</b>	- unconcerned
<b>fancy</b>	- desire
<b>shandy</b>	- lemonade
<b>ridiculous</b>	- comical
<b>conventional</b>	- normal
<b>accommodate</b>	- fit in with
<b>consideration</b>	- scrutiny

### 1. Answer the following questions in one or two sentences each.

- Why did the lady think she was entitled to walk down the middle of the road?
- What would be the consequence of the old lady's action?
- What does the 'rule of the road' mean?
- Why should individual liberty be curtailed?

- e. How would a reasonable person react when his actions affect other person's liberty?
- f. Define Liberty as perceived by the author.
- g. According to the author, what are we more conscious of?
- h. What is the foundation of social conduct?
- i. How can we sweeten our life's journey?
- j. What does the traffic policeman symbolize?

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

- a. What is 'liberty' according to the old lady?
- b. How would 'liberty' cause universal chaos?
- c. Why is there a danger of the world getting 'liberty drunk'?
- d. 'Curtailement of private liberty is done to establish social order' – Do you agree?

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

- a. What do you infer from Gardiner's essay 'On the rule of the Road'?
- b. Explain in your own words, "What freedom means?"
- c. "My right to swing my fist ends, where your nose begins." Elucidate with reference to, 'On the Rule of the Road'.

- d. Civilization can only exist when the public collectively accepts constraints on its freedom of action – Explain.



## Pronunciation - Functional Stress

There are many English words with the same spelling but pronounced in two different ways. Usually, when the first syllable is stressed, the word is a Noun and when the second syllable is stressed, the word is a Verb.

For example the word 'contract', when it functions as a Noun will take the meaning 'commitment', while the same word, con'tract as a Verb, will take the meaning 'shrink'. Make a note on the change in the word stress also.

- a) Now the teacher will read the following words. Listen carefully to the stress in each word. Write against each word whether it is a noun or a verb and mark the stress.

'contract	con'tract
'conduct	con'duct
'object	ob'ject
'subject	sub'ject
'present	pre'sent
'desert	de'sert
'project	pro'ject
'refuse	re'fuse
'address	ad'dress

- b. The most noticeable difference between American and British English is in the vocabulary usage. There are hundreds of everyday words that are different.



For example, British call the front of a car the **Bonnet**, while Americans call it the **Hood**.

- c. Some British English words are given in column 'A'. Write their corresponding American English word in Column 'B'.

British	American
pavement	side walk
pull over	
waistcoat	
chips	
flat	
ground floor	
underground	
queue	
wind screen	
indicator	
timetable	
post	
holiday	
autumn	
lift	
happy	
fully	

loo	
sweets	
bin	

- d. Similarly there is a difference in the spelling of certain words between American and British English. In Column 'A' words are spelled in American. Write down the corresponding British English spelling for those words in column 'B'. (The first one is done for you)

A	B
odor	odour
program	
parlor	
apologize	
color	
check	
theater	
gray	
behavior	
humor	
labor	



### Listening

Listen carefully to the story being read out and answer the questions.

- According to the father what kept the kite up?
  - the kite itself
  - air
  - the string
  - father's skills
- The string helped the kite to
  - withstand the pressure
  - break free
  - crash
  - soar high
- To realize our full potential, we should
  - obey our elders
  - follow a set of rules
  - work hard
  - plan well
- A train should go on the \_\_\_\_\_ to reach its destination.
  - track
  - line
  - road
  - path



5. To realize our full potential, we should  
a. obey our elders    b. follow a set of rules    c. work hard    d. plan well
6. Taking freedom in our own hands will lead to  
a. self-discipline    b. chaos    c. a code of conduct    d. freedom
7. The main idea of the passage is  
a. the art of flying kites    b. father's advice to his son  
c. the importance of discipline    d. the right to freedom
- .....



### Speaking

- a. Everybody enjoys holidays but, when it comes to safety 'There is no holiday for Safety'. Discuss in groups what safety measures one should take while driving a car/ two wheeler.
- b. Your school has arranged for a road safety campaign, Share a few ideas with your classmates which can be used during the campaign. For example 'Speed thrills but kills'.



### Reading

#### Cyber Safety

Technology is a double edged sword. In this day and age, it is not possible to restrict the children totally from using the digital technologies. But some sort of checks and balances should be maintained at all times.

**Given below is a text on "Cyber safety" developed from the inputs received from Crime-Branch Crime Investigation Department (CBCID), Tamilnadu dated: 05.12.2018. Read the text and answer the questions that follow.**

#### Question 1: How should teenagers guard against cyber crimes?

##### Answer:

- ❖ Desist from interacting with strangers on social media and never meet strangers in person pursuant to social media chat/interaction.
- ❖ Avoid having your picture as profile picture. Even if you choose to have one, do so while restricting those persons who can see your profile picture.
- ❖ Do not download software's/Apps from unknown sources. Do not download unnecessary apps in the devices.
- ❖ Be a member of social media group or whatsapp group only if you know majority of members in it and also if it is relevant to be part of the group. Do not believe and blindly share message in social media without verifying the facts.
- ❖ Keep front camera of mobile phones, laptops etc., closed when not used. For Example, Stickers may be used to close the camera and to avoid remote access of front camera.



### Question 2: What should we do to ensure Safe Surfing?

#### Answer:

- ❖ Use a secure browser.
- ❖ Do not surf unsecure websites. A website with URL starting with https:// is a secure website. If the website URL starts only as http://, it is unsecure.
- ❖ Avoid clicking on links from unknown mails/pop ups.
- ❖ Do not enter passwords when connected to a public network (WiFi in Railway station or Airports)
- ❖ Always use a computer in which updated Anti Virus is installed.

### Question 3: What are the details not to be revealed in public domain ?

#### Answer:

- ❖ Any Passwords
- ❖ Bank account /credentials
- ❖ Credit card/Debit card details
- ❖ Personal mobile number
- ❖ Date of Birth
- ❖ Any details which would help to track your routine activities

### Question 4: What should parents do to ensure the safety of children in cyber space ?

#### Answer:

- ❖ Set a fixed time during which children are allowed to surf the internet.
- ❖ Always place the computer in that part of the house, which is visited most often by everyone. Don't keep the computer in a secluded part.

- ❖ Talk with the children and educate them on the websites that they are allowed / not allowed to visit.
- ❖ Be "Friends" with the children's social media account so that their activities are monitored.
- ❖ Install an Anti Virus with parental control in the computer.
- ❖ Make it a habit to check browsing history/hidden files, apps installed etc., on the computer/ device to monitor activity of the children.

### Question 5: Should children be discouraged from playing online games?

#### Answer:

- ❖ Encourage children to play outdoor games.
- ❖ Monitor closely if they are found playing a single game for long hours.
- ❖ Watch out for early signs of addiction to games such as
  - ◆ Decreasing Academic activity
  - ◆ Less time spent with family
  - ◆ Loss of interest in things previously enjoyed.
  - ◆ Lack of sleep / Sore Eyes
  - ◆ Headaches
- ❖ Create awareness about the ill-effects of dangerous online games.

## Questions

1. Which of the following should one avoid while using social media? Tick against the correct options.

- ◆ Interacting with strangers on ☐ social media
- ◆ Avoid posting your picture as ☐ profile picture
- ◆ Forwarding Whatsapp messages ☐ without verifying facts
- ◆ Use a secure browser ☐
- ◆ Entering passwords while using ☐ public network

2. How can we identify insecure websites?

3. Mention any three details that should not be revealed in public domain.

- 1.
- 2.
- 3.

4. What should parents do to ensure cyber safety for their wards ? (Any three points)

5. Why is it not advisable to play online games?

6. Pick out words which mean the same as

- a) stop doing something (para 1)
- b) place or fix (para 2)
- c) not protected (para 2)
- d) keep a check on (para 3)

## What you need to know about "Ethical Hacking"



Hacking generally refers to unauthorized intrusion into a computer or a network. The person engaged in hacking activities is known as a hacker. This hacker may alter system or security features to accomplish a goal that differs from the original purpose of the system. Hackers employ a variety of techniques.

## How to safeguard?

To safeguard against hacking of personal data, it is suggested that the system should be installed with upto date Anti Virus. If the data is confidential in nature it is suggested that the system itself should be disconnected and made into a standalone the system. Don't click on popup windows as they would download harmful .exe files. Confidential Data such as Banking username, password, Aadhaar number, Pan number, Account number etc., should not be stored in the browser.



**Agreement of the subject with the verb**



**Let us recall what you have learnt earlier about Subject-Verb agreement.**





Study the following pairs of sentences.

- ❖ Every citizen has to follow the rules of the society.
- ❖ All citizens have duties to perform.

In sentence 1, the subject 'every citizen' is of the singular Number. Hence the verb 'has' is also singular.

In sentence 2, the subject 'All citizens' is of the Plural Number. Hence the verb 'have' is also plural.

The verb should agree with the subject in Number and Person.

**Concord or agreement denotes the agreement between the subject and the verb in a sentence. In general, a singular subject takes a singular verb and a plural subject takes a plural verb.**

Read the following sentences.

- ❖ I go to school by bus.
- ❖ She goes to school by cycle.

The subject in sentence 1 is the pronoun 'I'. The verb agrees with the subject.

The subject in sentence 2 is a pronoun of the third person. The verb used is 'goes'.

Observe these sentences.

- ❖ Every man and every woman has duties to perform.
- ❖ Each boy and each girl was given a special prize.

When two singular nouns joined by 'and' are preceded by 'each' or 'every' the pronoun must be singular and the verb is also singular.

Read the sentences given below.

- ❖ The team is performing well.
- ❖ The staff are arguing about the dates of the tour programme.
- ❖ The class is organising a debate.
- ❖ The class are arguing over the issue.
- ❖ The jury has given its verdict.
- ❖ The jury are divided in their opinion.

Some of the collective nouns like 'class, cabinet, committee, board, jury, government, team and staff, take a singular verb when they are considered a unit, and a plural verb if the members are considered individually.

Observe the following sentences.

- ❖ The scenery of Kashmir is enchanting.
- ❖ All the information he gave me was false.
- ❖ All the furniture has been remodelled.
- ❖ Your hair has turned grey.
- ❖ His luggage is missing.

Nouns such as advice, alphabet, brick, clothing, furniture, information, luggage, poetry, scenery, thunder etc. are used only in the singular form and the verb that follows them is also singular. They are neither preceded by an indefinite article nor pluralised.

Look at the sentences given below.

- ❖ The Correspondent and Principal has called for a meeting.



- ❖ The Correspondent and the Principal are attending a meeting.

When 'and' connects two or more titles or designations of the same person, the verb is always singular. In sentence 1, two posts are held by the same person. So the verb is singular. In sentence 2, the posts are held by two different persons. Hence the verb is plural.

#### Observe the following sentences.

- ❖ Five rupees has no value these days.
- ❖ Three miles is a short distance.
- ❖ Two weeks is a long holiday.

Some nouns denoting money, time and distance take a singular verb, as the specific quantity or amount is considered a whole.

#### Now read these sentences.

- ❖ Either Ramesh or Naren is in the wrong.
- ❖ Neither Kamal nor Rahim was present at the conference.

Two or more singular subjects connected by or, nor, either.... or, neither... nor, take a singular verb.

#### Observe the following sentences.

- ❖ Either Rahim or his brothers have to be invited.
- ❖ Neither his friends nor Victor is aware of the news.

When two subjects, one singular and the other plural, are connected by 'neither....nor', 'either....or', the verb agrees in person with the subject nearer to it.

#### Read the sentences given below.

- ❖ Kumar, as well as his friends, has won the prize.
- ❖ The captain, with all his sailors, was drowned.
- ❖ The students along with their teacher, have gone on a visit to the Museum.

When two subjects, one singular and the other plural, are connected by 'as well as', 'with', 'along with', 'together with', the verb agrees with the first subject. If the first subject is singular the verb is singular; if the first subject is plural, the verb is plural.

#### Task 1

##### I Choose the correct option and complete the sentences.

1. Manoj \_\_\_\_\_ (was, were) present along with his parents.
2. Each of these boys \_\_\_\_\_ (has, have) passed.
3. Neither Lekha nor Leela \_\_\_\_\_ (has, have) been selected.
4. Every man, woman and child \_\_\_\_\_ (was, were) happy.
5. One of the machines \_\_\_\_\_ (is, are) defective.
6. A number of books \_\_\_\_\_ (is, are) missing.
7. Seker or his brothers \_\_\_\_\_ (has, have) done it.
8. To make a promise and then not to keep it \_\_\_\_\_ (is, are) dishonesty.



9. One or the other of those men \_\_\_\_\_  
(has, have) lodged a complaint.
10. Each leaf and each flower \_\_\_\_\_  
(was, were) stripped off the tree.

## Task 2

II. Identify the errors in each of the following sentences and rewrite them Correctly.

1. Either Shyam or Ram have to pay the fine.
2. Abdul as well as Karim deserve praise.
3. Ten thousand rupees a month are an insufficient income.
4. Many a student were awarded at the function.
5. Neither Veena nor her sisters has been informed of the accident.
6. Mithra as well as her daughters enjoy singing.
7. You, who is my friend, should help me.
8. My scissors is missing.
9. A variety of pleasing objects charm the eye.
10. Sixty miles are a long distance.



## Describing a process

When we describe a process, we use a series of instructions to describe how we make or produce something or to elaborate how something is done.

When instructions are given as to how to make a particular dish, or to operate a machine or to perform an experiment,

we use the imperative. The process can also be described using the passive voice.

Linkers are essential to join the different instructions together. Terms such as first, then, next, and then finally, are all used in the narration / descriptive process.

Study the sample paragraph describing the process of cleaning a flask.

Take a pinch of non-abrasive washing powder or washing soda and put it inside the flask. You could even use a mild cleaning liquid. In that case, pour a few drops of the cleaning liquid into the flask. Next, take a mug of hot water. Pour it into the flask, close it and shake well. Then clean the inner surface of the flask with a gentle brush.

Also clean the cap of the flask. Rinse well three or four times. Then allow the flask to dry. If there is an unpleasant odour, a pinch of sugar can be put into the flask and the flask could be cleaned properly with hot water.

## Task 1:

### Preparation of apple juice

You plan to delight your parents and sister, serving them chilled apple juice. Here is the process: (Complete the sentences with the right form of the verbs)

Four or five apples \_\_\_\_\_  
(take) and \_\_\_\_\_(wash) well.  
They \_\_\_\_\_ (wipe) dry and cut  
into pieces of medium size. The seeds  
\_\_\_\_\_ (remove). Then the apples  
\_\_\_\_\_ (put) into the mixer. Some  
milk \_\_\_\_\_(add) .The apples \_\_\_\_\_  
(crush) and a fine liquid \_\_\_\_\_



(obtain). This liquid \_\_\_\_\_ (filter) and the juice \_\_\_\_\_ (store) in the refrigerator. It is \_\_\_\_\_ (take) out whenever needed, and after adding sugar, it \_\_\_\_\_ (serve) in cups.

### Task 2:

#### Installing a computer

The description of installing a computer in your study room is given in the form of jumbled sentences. Rearrange the sentences in the right order and form a coherent paragraph.

1. Once you connect the CPU, connect the keyboard and mouse.
2. Before turning on the power, check that all parts are connected to the CPU.
3. First open the box and take out the computer parts.
4. Plug both the computer and the monitor with a power cord.
5. Set the computer on a table or flat surface.
6. Finally turn on the power.

### Task 3:

Attempt a description of the following processes, in about 100 words each, either using the imperative or the passive.

1. Preparing your favourite dish
2. Organising a birthday party in your house
3. Sending a letter by courier service
4. Obtaining a demand draft from a bank



Unit

6

Poem

## Incident of the French Camp

Robert Browning



Warm Up

**Have you played chess or watched the game carefully?**

*Now identify the chess pieces and complete the table below. Discuss the role of each piece in the game.*



DO  
YOU  
KNOW?

From ancient India to the computer age, the military has used chess as both a metaphor and even as training for warfare. Chess began in 6th Century in India as a 64-square board game, called Chaturanga, precisely modelled on the military forces of the day.

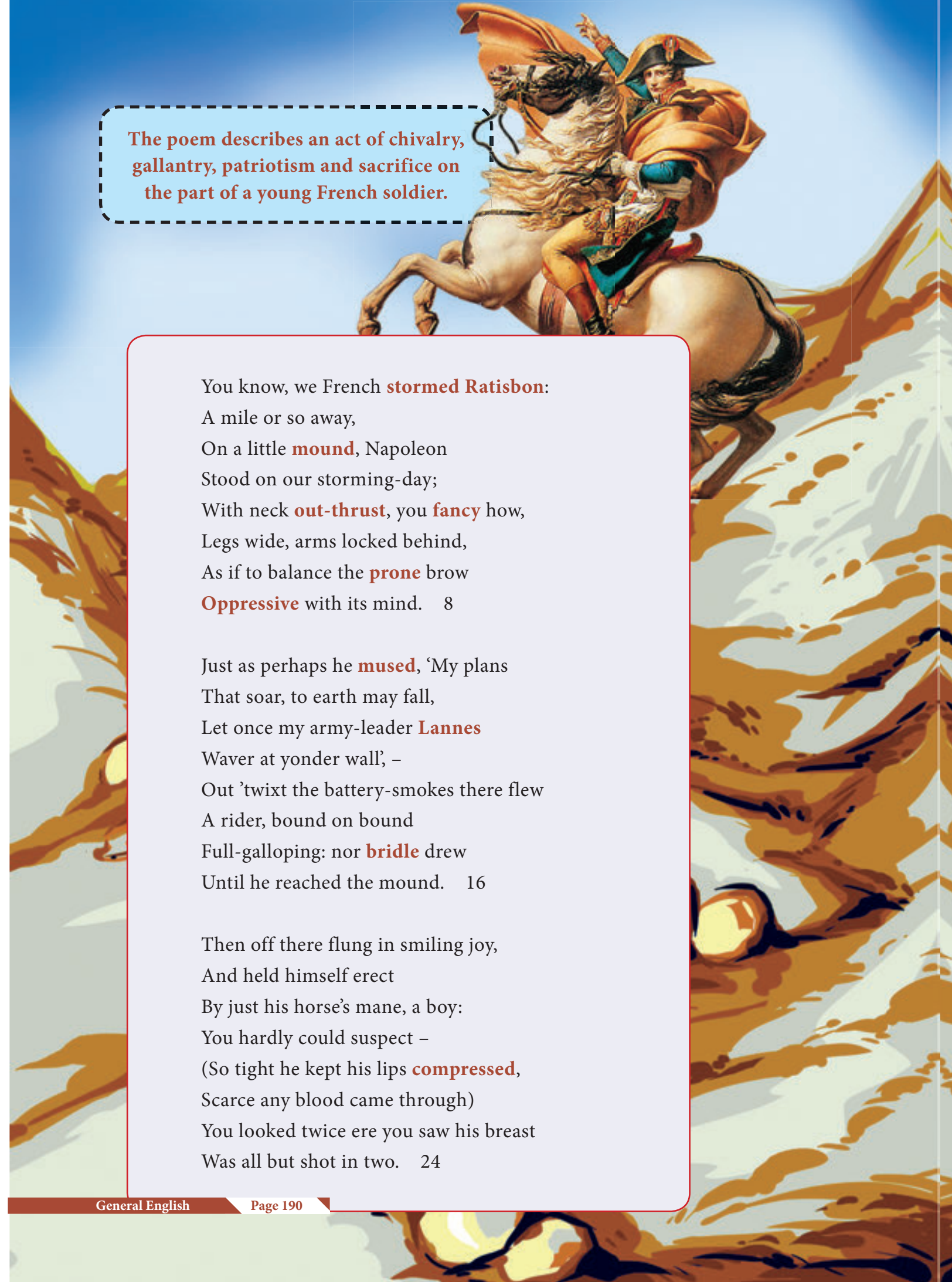
**Before you begin to listen to the poem, let's know about the interesting background of the incident of the French camp.**

Napoleon Bonaparte (1769–1821) was originally an officer in the French army became the army chief and a legendary warrior, who later known for his military skill and genius.

The poem 'Incident of the French Camp' narrates an actual incident in the war in 1809 between France and Austria, led by Napoleon.

Napoleon was standing on a little mound, eagerly looking towards Ratisbon. His mind was oppressed with anxious thoughts and he said to himself that all his ambitious plans would come to nothing if Lannes failed to storm Ratisbon.





The poem describes an act of chivalry, gallantry, patriotism and sacrifice on the part of a young French soldier.

You know, we French **stormed Ratisbon**:  
A mile or so away,  
On a little **mound**, Napoleon  
Stood on our storming-day;  
With neck **out-thrust**, you **fancy** how,  
Legs wide, arms locked behind,  
As if to balance the **prone** brow  
**Oppressive** with its mind. 8

Just as perhaps he **mused**, 'My plans  
That soar, to earth may fall,  
Let once my army-leader **Lannes**  
Waver at yonder wall', –  
Out 'twixt the battery-smokes there flew  
A rider, bound on bound  
Full-galloping: nor **bridle** drew  
Until he reached the mound. 16

Then off there flung in smiling joy,  
And held himself erect  
By just his horse's mane, a boy:  
You hardly could suspect –  
(So tight he kept his lips **compressed**,  
Scarce any blood came through)  
You looked twice ere you saw his breast  
Was all but shot in two. 24



'Well', cried he, 'Emperor, by God's grace  
We've got you Ratisbon!  
The Marshal's in the market-place  
And you'll be there **anon**,  
To see your **flag-bird** flap his vans  
Where I, to heart's desire,  
**Perched** him!' The Chief's eye flashed; his plans  
Soared up again like fire. 32

The Chief's eye flashed; but presently  
Softened itself, as **sheathes**  
A film the mother-eagle's eye  
When her bruised eaglet breathes:  
'You're wounded!' 'Nay', his soldier's pride  
Touched to the quick, he said:  
'I'm killed, Sire!' And, his Chief beside,  
Smiling, the boy fell dead. 40

#### About The Author



Robert Browning (7 May 1812–12 December 1889) was an English poet and playwright whose mastery of the dramatic monologue made him one of the foremost, Victorian poets. He was born in Camberwell, a suburb of London on 7 May 1812. He was educated mainly at home, but he attended a short course in Greek at London University. His poems are known for their irony, characterisation, dark humour, social commentary, historical settings and challenging vocabulary and syntax. He developed a unique form of conversational, unrhythmic verse. The collection 'Dramatis Personae' and the book-length epic poem "The Ring and the Book" made him a leading British poet. By 1881 in recognition of his outstanding contribution to literature, a literary society called Browning Society was established.







## Glossary

<b>stormed</b>	- sudden violent attack
<b>Ratisbon</b>	- (German Regensburg) a city in Austria
<b>mound</b>	- hillock/ hill
<b>out-thrust</b>	- extended forward
<b>fancy</b>	- imagine
<b>prone</b>	- inclined downward
<b>oppressive</b>	- harsh, domineering
<b>mused</b>	- thought deeply
<b>Lannes</b>	- Duke of Montebello, a general in Napoleon's army.
<b>bridle</b>	- the head gear used to control a horse
<b>compressed</b>	- pressed together
<b>anon</b>	- soon
<b>flag-bird</b>	- the imperial eagle on the French flag
<b>perched</b>	- sat on, rested
<b>sheathes</b>	- covers

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

The poet Robert Browning narrates an incident at the French Camp in the war of 1809 between France and Austria, in a (a) \_\_\_\_\_ version. He describes the brave action of a (b) \_\_\_\_\_ soldier, whose heroic devotion to duty and his (c) \_\_\_\_\_ in it is inspiring and worthy of (d) \_\_\_\_\_.

During the attack of the French army on Ratisbon, Napoleon was anxious about the (e) \_\_\_\_\_. Austrians were defending Ratisbon with great (f) \_\_\_\_\_ and courage. Napoleon was watching the war standing on a (g) \_\_\_\_\_ near the battlefield.

All of a sudden a rider appeared from the closed smoke and dust. Riding at great speed, jumping and leaping, he approached the mound where Napoleon stood. As he came closer, the narrator noticed that the rider, a young boy, was severely wounded. But the rider showed no sign of pain and smiling in joy, jumped off the horse and gave the happy news of (h) \_\_\_\_\_ to the emperor.

He exclaimed with pride that French had (i) \_\_\_\_\_ Ratisbon and he himself had hoisted the flag of France. When Napoleon heard the news, his plans (j) \_\_\_\_\_ up like fire. His eyes (k) \_\_\_\_\_ when he saw that the soldier was severely wounded. Like a caring mother eagle, the emperor asked if he was wounded. The (l) \_\_\_\_\_ soldier replied proudly that he was killed and died heroically.

determination	result	dramatic
pride	admiration	softened
wounded	mound	victory
conquered	soared	valiant

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

- Who do you think is the narrator of the poem?
- Where was the narrator when the incident happened?
- Who took the city of Ratisbon by storm?
- Where was Napoleon standing on the day of attack on the city of Ratisbon?
- Describe the posture of Napoleon.
- Who came galloping on a horse to Napoleon?



- g. What does the phrase 'full galloping' suggest?
- h. Why was the rider in a hurry?
- i. What did the rider do when he reached Napoleon?
- j. Why did the rider keep his lips compressed?
- k. Where did the rider plant the French flag after Ratisbon was captured?
- l. What was Napoleon's reaction on hearing the news of victory?
- m. When did the narrator find that the boy was badly wounded?
- n. Why did Napoleon's eyes become soft as a mother eagle's eyes?
- o. How did the young soldier face his end?

### 3. Literary Devices

Mark the rhyme scheme of the poem. The rhyme scheme for the first stanza is as follows.

With neck out-thrust, you fancy how,	a
Legs wide, arms locked behind,	b
As if to balance the prone brow	a
Oppressive with its mind.	b

- i) **Alliteration:** "Alliteration is the repetition of the same consonant sound in successive or nearby words." Note that in alliteration the sound and sense go together. For example,

Let once my army-leader Lannes  
Waver at yonder wall,

In the first line, /l/ is repeated (Let- leader- Lannes), and in the second line /w/ is repeated (waver- wall). Find out two more instances of alliteration.

- ii) **Synecdoche:** "A figure of speech in which a part is made to represent the whole or vice-versa". For example,

You know, we French stormed Ratisbon.  
Here, the word 'French' refers to the country and not the army.

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

a) *Legs wide, arms locked behind,  
As if to balance the prone brow  
Oppressive with its mind.*

- i. Whose action is described here?
- ii. What is meant by prone brow?
- iii. What is his state of mind?

b) *'You're wounded!' 'Nay', his soldier's pride  
Touched to the quick, he said:*

- i. Why did the boy contradict Napoleon's words?
- ii. Why was his pride touched?

c) *A film the mother-eagle's eye  
When her bruised eaglet breathes*

- i. Who is compared to the mother eagle in the above lines?
- ii. Explain the comparison.

d) Explain the following lines with reference to the context.

i. *Then off there flung in smiling joy,  
And held himself erect*

ii. *'I'm killed, Sire!' And, his Chief beside,  
Smiling, the boy fell dead.*

iii. *To see your flag-bird flap his vans  
Where I, to heart's desire,  
Perched him!'*

### 5. Answer the following questions in about 100–150 words each.

- a. The young soldier matched his emperor in courage and patriotism. Elucidate your answer.



- b. What is the role of the young soldier in the victory of the French at Ratisbon?
- c. Napoleon was a great source of inspiration to his army. Justify.



### Listening

Some words have been left out in the poem below. First, read the poem. Then, fill in the missing words on listening to the reading or the recording of it in full. You may listen again, if required.

### The Drum

John Scott (1731–83)

I hate that drum's \_\_\_\_\_  
sound,

Parading round, and round, and round:

To thoughtless \_\_\_\_\_ it pleasure  
yields,

And lures from cities and from fields,  
sell their \_\_\_\_\_ for charms

Of tawdry lace, and glittering arms;

And when \_\_\_\_\_ voice  
commands,

To march, and fight, and fall,  
in \_\_\_\_\_.

I hate that drum's discordant sound,  
Parading round, and round, and round;  
To me it talks of \_\_\_\_\_ plains,  
And burning towns, and ruin'd swains,  
And all that Misery's hand bestows,  
To fill the \_\_\_\_\_ of human woes.

### Parallel reading

#### Adieu to a Soldier!

Walt Whitman

ADIEU, O soldier!  
You of the rude campaigning, (which we shared,)  
The rapid march, the life of the camp,  
The hot contention of opposing fronts—the long manoeuvre,  
Red battles with their slaughter,—the stimulus—the strong, terrific  
game,  
Spell of all brave and manly hearts—the trains of Time through you,  
and like of you, all fill'd,  
With war, and war's expression.  
Adieu, dear comrade!  
Your mission is fulfill'd—but I, more warlike,  
Myself, and this contentious soul of mine,  
Still on our own campaigning bound,  
Through untried roads, with ambushes, opponents lined,  
Through many a sharp defeat and many a crisis—often baffled,  
Here marching, ever marching on, a war fight out—aye here,  
To fiercer, weightier battles give expression.



## Remember Caesar (Play)

Gordon Daviot



## Warm Up

Study the title of the play “Remember Caesar”. Who is Caesar? What is he remembered for? Let us go through the pages of history succinctly to answer the above questions.



- ❖ Julius Caesar was a brilliant military general and great Roman monarch.
- ❖ He was born on the 13th of July in 100 BC (BCE).
- ❖ He created the Julian calendar which is the basis for today's calendar.
- ❖ He was assassinated by a group of Roman senators in 44 BC(BCE).
- ❖ The day that Julius Caesar was murdered, 15 March, was called the Ides of March in ancient Rome.

Here is the play that revolves around the ides of March ( i.e 15th of March the day Julius Caesar was assassinated). The play “Remember Caesar” is about a pompous and proud judge who fears a life threat after he discovers a message ‘Remember Caesar’ scribbled on a piece of paper in his pocket. He exhorts his assistant Roger to remain alert to foil the possible attempt of the assassins. He is panic-stricken and makes his assistant engage in elaborate precautionary measures. Let us read the play to know whether Lord Weston and Roger thwart the attempt or not.

## Characters

**Lord Weston**—a judge

**Roger Chetwynd**—Weston's assistant

**Lady Weston**—Weston's wife

*LORD WESTON is seated by the fireplace, a table of books and papers beside him, talking. Downright is seated MR ROGER CHETWYND, a thin, earnest, absent-minded, and conscientious young*

*person. So conscientious is he that his mind, even when absent, is absent on his employer's business. He has begun by listening to his master's lecture, but the lure of his work has been gradually too much for him, and he is now blissfully copying from one paper on to another while the measured words flow over him, his lips forming the phrases while he writes.*



**WESTON:** Roger, it is not alone a question of duty; there is your own success in the world to be considered. It is not your intention to be a secretary all your life, is it? No. Very well. Diligence, and a respect for detail should be your care. I did not become Lord Weston by **twiddling my thumbs** and hoping for favours. I won my honours by hard work and zealous service. Today, I am the best-known, and certainly the most impartial, judge in England, and a favoured servant of his gracious majesty, Charles the Second. That, I submit, my good Roger, is an example to be studied. It is now only unbecoming in you to ask for a half-holiday, but it is greatly unlike you. I fear....*(He has turned towards his secretary, and discovers his misplaced diligence. After a pause, coldly)* Can it be, Mr Chetwynd, that you have not been listening to my discourse?

**ROGER** *(brought to the surface by the cessation of the word music):* What, my lord? Oh, no. Yes, certainly, sir, I am listening.

**WESTON:** What was I talking of?

**ROGER:** Yourself, sir. *(amending)* I mean, of your rise to success, my lord. *(It is apparent that it is an oft-heard tale.)*

**WESTON:** We were talking of your extraordinary request for a half-holiday, when you had one only last month. Would it be straining courtesy too far if I were to inquire what prompts this new demand for heedless leisure?

**ROGER:** I thought perhaps if you did not need me this afternoon, my lord, I might personally interview the clerk of the

Awards Committee, and find out why he has not sent that document.

**WESTON:** *(a little taken aback):* Oh, Oh, indeed.

**ROGER:** The lack of it greatly hinders. It holds up my work, you see. And at this most interesting point.... *(His glance goes longingly to his desk.)*

**WESTON:** That, of course, is a different matter. I see no reason why you should not take a walk to Mr. Clay's in the afternoon if the weather is fine. I am relieved that your thoughts are on sober matters, as befits a rising young man. Diligence, courage, and attention to detail: these are the three. Without an orderly mind no man can hope *(ROGER has gone back to his work)* to excel in any of the learned professions. *(He has found a scrap of paper, rather crushed, in his pocket and smooths it out, uninterestedly, to make a rough spill).* Detail, my good Roger, attention to detail. That is the beginning of greatness. That is the.....*(reading automatically and with some difficulty what is written on the scrap*



*of paper)* 'Remember Caesar'. *(Repeating, with vague interest. He turns the paper back and forth, at a loss. And then a new idea occurs to him, a rather horrible idea. To ROGER)* What is the date to-day? *(As ROGER, buried again in his work, does*



*not answer*) Roger! I said, what day of the month is it?

**ROGER** (*Hardly pausing*): It is the fifteenth, my lord.

**WESTON**: The fifteenth! The fifteenth of March. **The Ides of March!** (*Looking at the paper again; in a horrified whisper*) '**Remember Caesar**'! (*Louder*) So they want to kill me, do they? They want to kill me? (*ROGER comes to the surface, surprised.*) That is what it is to be a judge over men (*all his pompousness is dissolving in agitation*) an instrument of justice. Sooner or later revenge lies await in the by-ways. And the juster a judge has been, the more fearless (*he waves the paper in the astonished ROGER's face*), so much greater will be the hate that pursues –

**ROGER**: What is it, my lord? What is it?

**WESTON**: My death warrant if I am not careful. What cases have we had lately? The treason affair – I refused to be bribed! (*The boast gives him a passing comfort.*) The piracy – both sides hate me for that. Or there was that **footpad** –

**ROGER**: Is it a threat, the paper? Where did it come from?

**WESTON**: It was in my pocket. Someone must have .... Yes, now I remember. A man brushed against me yesterday as I was leaving the courts. A small, evil-looking fellow, very shy.

**ROGER**: What does it say, the paper?

**WESTON** (*much too occupied with his own fate to attend to his secretary's curiosity*): Just at the door, it was, and he didn't wait for an apology. I remember. Well, I can only thank them for the warning. I may die

before my time but it will not be to-day if I can help it. Go downstairs at once, Roger, and lock, bar and chain all the doors. And ask my wife to come to me at once. At once. Stop! Are there any strangers in the house? Work men or such?

**ROGER**: Only Joel the gardener, my lord; he is cleaning the windows on the landing. (*He indicates with his head that Joel is just outside.*)

**WESTON**: Send him away at once. Tell him to leave everything and go and lock the door behind him. And the windows – see that the windows, too, are closed.

**WESTON** (*facing the cupboard with a levelled pistol*): Come out! Come out! I say. (*There is silence.*) Drop your weapon and come out or I shall shoot you now. (*As there is still silence he forces himself to close in on the cupboard door, and standing to the side pulls it quickly open. It is empty. As soon as his relief abates he is ashamed, and hastily returns the pistol to its drawer.*)

(*Enter, bright and purposeful, LADY WESTON. A charming creature. One knows at a glance that she is an excellent housewife, but to the last one is never sure how much intelligence and sweet malice there lies behind her practical simplicity.*)

**LADY WESTON** (*looking back as she comes in*): I do wish that Joel wouldn't leave pails of water on the landing! What is it, Richard?

**WESTON**: My dear, your husband's life is in grave danger.

**LADY WESTON**: The last time it was in danger you had been eating **game pie**. What is it this time?



WESTON (*annihilating her flippancy with one broadside*): Assassination!

LADY WESTON: Well, well! You always wanted to be a great man and now you have got your wish!

WESTON: What do you mean?

LADY WESTON: They don't assassinate nobodies.

WESTON (*showing her the paper*): Read that, and see if you can laugh.

LADY WESTON: I'm not laughing. (*Trying to read*): What a dreadful scrawl.

WESTON: Yes, the venomous scribbling of an illiterate.

LADY WESTON (*deciphering*): 'Remember Caesar'. Is it a riddle?

WESTON: It is a death warrant. Do you know what day this is?

LADY WESTON: Thursday.

WESTON: What day of the month?

LADY WESTON: About the twelfth, I should guess.

WESTON (*with meaning*): It is the fifteenth. The fifteenth of March.

LADY WESTON: **Lawdamussy!** Your good sister's birthday! And we haven't sent her as much as a lily!

WESTON: I have deplored before, Frances, the incurable lightness of your mind. On the fifteenth of March, Caesar was murdered in the Forum.

LADY WESTON: Yes, of course, I remember. They couldn't stand his airs any longer.

WESTON (*reproving*): He was a great man.

LADY WESTON (*kindly*): Yes, my dear, I am sure he was. (*Looking again at the scrap of paper*) And is someone thinking of murdering you?

WESTON: Obviously.

LADY WESTON: I wonder someone hasn't done it long ago. (*Before the look of wonder can grow in his eye*) A great many people must hate judges. And you are a strict judge, they say.

WESTON: It is the law that is strict. I am a judge, my good Frances, not a juggler. I have never twisted the law to please the mob, and, I shall not please them by dying on the day of their choice.

LADY WESTON: No, of course not. You shall not go out of the house to-day. A nice light dinner and a good glass of –

WESTON: I have sent Roger to barricade all the doors, and I think it would be wise to close the ground floor shutters and see that they are not opened for any –

LADY WESTON: Is it the French and the Dutch together you are expecting! And this is the morning. Mr. Gammon's boy comes with the groceries. How am I to –

WESTON: My dear, is a little pepper more to you than your husband's life?

LADY WESTON: It isn't a little pepper, it's a great deal of flour. And you would be the first to complain if the bread were short, or the gravy thin. (*Giving him back the paper*) How do you know that the little paper was meant for you?





**WESTON:** Because it was in my pocket. I found it there when I was looking for something to light my pipe. (*With meaning*) There were no spills.

**LADY WESTON:** No spills. What, again? Richard, you smoke far too much.

**WESTON** (*continuing hastily*) – It was slipped into my pocket by a man who brushed against me yesterday. A dark, lean fellow with an evil face.

**LADY WESTON:** I don't think he was very evil.

**WESTON:** What do you know about it? (*sinking into a chair*): Stop, Frances, stop! It upsets me to – (*Enter ROGER a little out of breath after his flying tour round the house.*)

**WESTON:** Ah, Roger. Have you seen to it all? Every door barred, every window shut, all workmen out –

**ROGER** (*a little embarrassed*): Every door except the kitchen one, my lord.

**WESTON** (*angry*): And why not the kitchen one?

**ROGER** (*stammering*): The cook seemed to think.... That is, she said.....

**WESTON:** Well, speak, man, what did she say, and how does what the cook thinks affect my order to bar the kitchen door?

**ROGER** (*in a rush*): The cook said she was a respectable woman and had never been behind bars in her life and she wasn't going to begin at her age, and she was quite capable of dealing with anyone who came to the kitchen door –

**WESTON:** Tell her to pack her things and leave the house at once.

**LADY WESTON:** And who will cook your pet dishes? I shall also see that all the downstairs windows are shuttered as you suggest. We can always haul the groceries through an upper window.

**WESTON** (*controlling himself*): I think that so frivolous a suggestion at so anxious a time is in poor taste, Frances, and unworthy of you –

**LADY WESTON:** Did it appear frivolous to you? How strange! I had thought it odd to shutter the walls and yet leave openings in the roof that one could drive a coach and horses through. However! (*She comes back into the room, takes two candelabra from different places in the room, and goes to the door.*)

**WESTON:** What do you want with these?

**LADY WESTON:** If we are to be in darkness below we shall want all the candles we can gather. (*Exit.*)

**WESTON:** The aptness of the female mind to busy itself about irrelevant and inconsiderable **minutiae** is a source of endless wonder to me. (*Almost without noticing what he is doing he moves over to the fireplace and sticks his head into the chimney to view the width of it. As he withdraws it, he becomes aware of ROGER, standing watching.*) I see no reason now why you should not resume your work, Roger.

**ROGER:** Oh, my lord, it is beyond my power to work while you are in danger. Is there not something I could do?





**WESTON** (*mightily flattered*): Nonsense, my good Roger, nonsense! Nothing is going to happen to me.

**ROGER**: I could perhaps go and warn the authorities, and so prevent –

**WESTON** (*very brave*): No, no, no. Am I to spend the rest of my life with a guard at my heels? Go on with your work and... (*his eye has lighted on a package which is lying on a chair against the right wall. The box is oblong – roughly 18 in. by 10 in. by 4 in. – and tied with cord. Sharply*) What is this?

**ROGER**: That came for you this morning, sir.

**WESTON**: What is it?

**ROGER** (*with the faint beginnings of doubt in his voice*): I don't know, my lord. A man came with it and said that it was important that you should have it to-day.

**WESTON**: And you didn't ask what it was! You fool!

**ROGER** (*humbly*): It didn't seem to be my business. I never do ask about the contents of your lordship's.... I showed your lordship the package when it came, and you said to leave it there.

**WESTON** (*peering with growing uneasiness at the thing*): The man who brought it, what did he look like? Was he small? Dark?

**ROGER** (*who obviously had taken no notice*): I think he was smallish. But as to dark – his hat was pulled over his face, I think - I think he appeared to have a mole on his chin, but I would not .... It may have been just a –

**WESTON**: A mole? (*his imagination at work*): A mole ! Yes. Yes. That man had a mole. The man who brushed against me. On the right side of his jaw. I can see it as if he were standing here. We must get rid of this. At once.

**ROGER**: Do you think it is some infernal machine, sir? What shall we do with it?

**WESTON** (*indicating the side window*): Open the window and I shall throw it as far into the garden as I can.

**ROGER**: But it may explode, sir, if we throw it.

**WESTON**: What is certain is that it will explode if we do not! How long has it been lying here?

**ROGER**: It came about nine o'clock, my lord.

**WESTON** (*in an agony*): Nearly three hours ago! Open the window, Roger.

**ROGER**: No, sir. You open the window. Let me handle the thing. My life is nothing. Yours is of great value to England.

**WESTON**: No, Roger, no. You are young. I have had my life. There are still great things for you to do in the world. You must live, and write my life for posterity. Do as I say. I promise you shall exercise the greatest care. (*As ROGER rushes to the window*) No. Wait. A better idea. The gardener's pail. It is still on the landing!

**ROGER**: Yes! Yes, of course! (*He is out of the room and back in a moment with the wooden pail of water, which still has the wet cleaning rag hung over its edge.*)

**WESTON**: Stand back. (*He picks up the parcel gingerly.*) We do not know what may



happen. (*He inserts the parcel lengthwise into the pail, at full stretch of his arm, his head averted, his eyes watching from their extreme corners*) There is not enough water! Not enough to cover it.

**ROGER:** I'll get some. I shall not be a moment.

**WESTON:** No. Don't go. The flowers! (*He indicates a bowl of daffodils*).

**ROGER:** Of course! (*He pulls the daffodils from their setting, throwing them on the desk in his agitation and pours the water into the pail*). Ah! That has done it!

**WESTON** (*dismayed, as he takes his hand from the package*): Now it is going to float! It must be wet through, or it is no use.

**ROGER:** We must put something heavy on top, to keep it down.

**WESTON:** Yes, yes. Get something.

**ROGER:** What shall I get?

**WESTON:** Anything, anything that is heavy and that will fit into the pail. Books, anything!

**ROGER** (*to whom books are objects of reverence, if not awe*): Books sir? But they'll get very wet, won't they?

**WESTON:** In the name of heaven bring the first six books off the shelf!

**ROGER** (*snatching the books and bringing them*): I suppose it cannot be helped. Such beautiful bindings too! (*He picks the wet cloth off the edge of the pail, dropping it on the carpet, and plunges the books into the water, which very naturally overflows at this new incursion*).

**WESTON** (*letting go his hold on the package and sitting back on his heels with a sigh of relief*): Ah! Well and truly drowned. (*He mops his forehead and ROGER collapses into the nearest chair*).

(*Enter LADY WESTON, with a tray on which is a glass of wine and some biscuits.*)

**LADY WESTON** (*seeing their strange occupation*): Richard! What have you got in the pail?

**WESTON:** A package that came this morning. The man who brought it was the same fellow that knocked against me yesterday and slipped that paper into my pocket. They thought I would open it, the fools! (*He is beginning to feel better*) But we have been one too many for them!

**LADY WESTON** (*in wild dismay*) You are making a mess of the beautiful, brand-new----

**WESTON** (*interrupting her angrily*): Frances! (*The thunder of her name quenches her speech.*) What does your 'beautiful brand-new' carpet matter when your husband's life is at stake? You shock me.

**LADY WESTON** (*who was not going to say 'carpet'*): Carpet? (After a pause, mildly) No, of course not, my dear. I should never dream of weighing your safety against even the finest product of Asia. You know how the doctor disapproves of excitement for you.

**WESTON:** Perhaps the doctor has never had an **infernal** machine handed in at his door of a spring morning.

**LADY WESTON** (*contemplative, her eyes on the portrait which hangs opposite the*



*side window*): Do you think we had better remove Great-aunt Cicely?

**WESTON:** In the name of heaven, why?

**LADY WESTON:** She is in the direct line of shots coming through that window.

**WESTON:** And why should any shots come through the window, may I ask?

**LADY WESTON** (*mildly objecting to the tone*): I was merely taking thought for your property, my dear Richard. And anyone sitting in the ilex tree out there would be in a –

**WESTON** (*on his feet*): Frances! What made you think of the **ilex tree**?

**LADY WESTON:** That is where I would shoot you from. I mean, if I were going to shoot you. The leaves are thick enough to hide anyone sitting there, and yet not enough to obscure their view.

**WESTON:** Come away from that window.

**LADY WESTON:** What?

**WESTON:** Come away from that window!

**LADY WESTON** (*moving to him*): No one is going to shoot me.

**WESTON** (*running out of the room, and calling to ROGER from the landing*): Roger! Roger!

**ROGER** (*very distant*): My lord?

**WESTON:** Has the gardener gone away yet?

**ROGER:** No, my lord. He is eating his dinner outside the kitchen window.

**WESTON:** Tell him to sit under the ilex tree until I give him leave to move.

**ROGER:** The ilex tree? Yes, my lord.

(*WESTON comes back and goes to the drawer of the table where his pistol is kept.*)

**LADY WESTON** (*as he takes out the pistol*): Oh Richard dear, be careful. That is a very dangerous weapon.

**WESTON** (*grimly important*): I know it!

**LADY WESTON:** Well, I think it is a poor way **to foil** an assassin.

**WESTON:** What is?

**LADY WESTON:** Blowing oneself up.

(*Enter ROGER with the bowl of daffodils.*)

**WESTON** (*looking round at him as he comes in*): Has Joel gone to sit under the tree?

**ROGER:** Yes, sir. (*Put thing down the bowl and making for the side window*) At least, I gave him your message –

**WESTON:** Keep away from that window! (*As ROGER looks astonished*) There may be someone in the ilex tree.

**ROGER:** But do you think they would try to shoot you as well as – as.... (*he indicates the bucket.*)

**WESTON:** Who knows? When you have dealt with the criminal mind as long as I have... Did you open the door to speak to the gardener?

**ROGER:** Oh, no, my lord. I spoke through the shutter.

**WESTON**(*snapping the lock of his pistol*): Now we shall see whether there is anyone lurking in the tree. (*He moves over to the side of the window, peering out with the fraction of an eye.*)



**LADY WESTON:** Richard, if you are going to shoot off that thing, you will please wait until I –

*(She is interrupted by a loud knocking on the front door downstairs. This is such an unexpected development that all there are momentarily quite still, at a loss. ROGER is the first to recover).*

**ROGER:** Someone at the front door.

*(He moves over to the window in the rear wall, from which one can see the street. He is about to open the casement so that he may lean out to inspect the knocker, when LORD WESTON stops him.)*

**WESTON** *(still at the fireplace):* Don't open that window!

**ROGER:** But I cannot see otherwise, my lord, who it is.

**WESTON:** If you put your head out of that window, they may shoot without waiting to ask questions.

**LADY WESTON:** But, Richard, it may be some perfectly innocent visitor.

*(The knocking is repeated.)*

**ROGER:** If I were to stand on a chair....  
*(He brings a chair to the window and stands on it, but he is still not high enough to look down on whoever waits at the front door).*

**WESTON:** Well? Well? Can you tell who it is?

**ROGER:** I am still not high enough, my lord.

**LADY WESTON:** Add the footstool, Roger.

*(Roger adds the footstool to the chair, and aided by LADY WESTON climbs on to the precarious erection).*

**LADY WESTON:** Now, can you see anyone?

**ROGER** *(having seen, scrambling down):* All is well, my lord.

*(He throws open the casement, and calls to someone below):*

It is only Mr. Caesar. *(As this information is succeeded by a blank pause)* Shall I let him in?

**WESTON:** Who did you say?

**ROGER:** Mr. Caesar. You remember: the man you met on Tuesday at Hampton, my lord. He was to come to see you this morning about rose trees. You made a note of it.

**WESTON** *(taking the crumpled piece of paper from his pocket in a dazed way):* I made a note? '**Remember Caesar**'. Is that my writing? Yes, it must be – Dear me!

**LADY WESTON** *(kindly):* I shouldn't have said it was the venomous scribbling of an illiterate. You had better go down and let Mr Caesar in, Roger. Put the pistol away, Richard, dear; your visitor might misunderstand it. *(She speaks cheerfully, as to a child; it is obvious from her lack of surprise that **excursions and alarms** created by her husband over trifles are a normal part of existence for her).*

**WESTON:** Mr Caesar. *(He moves towards the bucket.)*

**LADY WESTON:** Of course. How could anyone forget a name like that? And now if you'll forgive me..... It's my busy morning.



**WESTON** (*arresting her as she is going out of the door*): Oh Frances! What was in the parcel, do you think?

**LADY WESTON:** That was your new velvet cloak, dear. I did try to tell you, you know.

(Exit).

*(The curtain comes down on LORD WESTON ruefully taking the first dripping cloak from the water).*

#### About The Author

Gordon Daviot (1896 – 1952) is the pen name of Miss. Elizabeth McKintosh, a Scottish born novelist and playwright. She served educational institutions in England and Scotland as a physical education instructor and soon took to writing novels under another pseudonym Josephine Tey.



#### Glossary

- |                              |   |
|------------------------------|---|
| <b>twiddling my thumbs</b>   | - being idle  |
| <b>Charles II</b>            | - King of England from 1660 to 1685   |
| <b>foot pad</b>              | - highway-man (robber) who goes about on foot<br>(highwaymen on horseback were more common in those days)   |
| <b>game pie</b>              | - meat (of animals or birds hunted and killed) covered with pastry and baked  |
| <b>lawdamussy</b>            | - an exclamation (lord have mercy)  |
| <b>minutiae</b>              | - minute details (often trivial)  |
| <b>gingerly</b>              | - carefully   |
| <b>infernal</b>              | - a concealed or disguised explosive device intended to destroy life or property  |
| <b>ilex tree</b>             | - evergreen oak tree also called holm oak   |
| <b>foil</b>                  | - to frustrate or thwart the efforts of the assassin<br>(i.e. to kill himself by handling that rusty pistol is a poor way of outwitting the assassin) |
| <b>excursions and alarms</b> | - (alarms and excursions) noise and bustle<br>(as those made on the stage to represent battles etc.)  |



1. Complete the summary of the play, choosing the appropriate words from the list given below the passage.

Lord Weston was a (1)\_\_\_ judge in England. Being pompous and vain, he told his secretary Roger that he had attained glory by hard work and (2)\_\_\_\_\_. He expressed his displeasure over Roger's request for a half-holiday. Suddenly, he discovered a piece of paper with the words (3)\_\_\_\_\_ in his pocket, and he feared that the message was a warning conveyed by his enemies who had received legal punishments from him. As the message was sent on the 15th of March, (the day Julius Caesar was assassinated), he was (4)\_\_\_\_\_ that someone affected by his fair judgement was plotting his murder. Sensing the definite attack, Lord Weston ordered his secretary to (5)\_\_\_ all the doors and windows. But his wife remained (6)\_\_\_ by the threat. So, Lord Weston was angered by her (7)\_\_\_\_\_ reaction. He ordered Roger to send the cook and the (8)\_\_\_\_\_ away. Both Weston and Roger took elaborate precautionary measures to thwart the (9)\_\_\_\_\_ attempt. Finally, Weston was able to recollect that he had written the message "Remember Caesar" himself as a (10)\_\_\_\_\_. Caesar was actually a gardener who had an appointment to visit Weston's garden. The play revolves around Weston's absent-mindedness which is the crux of the play.

callous	unperturbed
well-known	gardener
reminder	zealous service
Remember Caesar	assassination
shut	convinced

2. Based on your understanding of the text, answer the following questions briefly.

- How did Lord Weston describe himself?
- How did Roger react to Lord Weston's advice?
- What made Lord Weston think that his life was in danger?
- Why was the speaker keen to know what day it was?
- Mention the immediate steps taken by Lord Weston to protect himself from his assassin.
- Do you think that Lady Weston did not care about the threat to her husband? State reasons.
- How did Lord Weston 'defuse' the 'infernal machine'?
- Whose life was of 'great value' to England? In what way?
- Why did the speaker consider his life less important?
- Who reminded Lord Weston about Mr. Caesar?
- What was the truth about the crumpled piece of paper?
- Bring out the irony in the message "Remember Caesar".

3. Based on your understanding of the play, complete the Graphic Organiser (GO)

<b>Title:</b>	<b>Author:</b>
<b>Setting:</b>	<b>Characters:</b>
<b>Climax:</b>	<b>Humorous elements:</b>

suitably.

4. Answer the following questions in a paragraph about 150 words each.

- "Remember Caesar" is a light hearted comedy. Discuss the statement in a group and identify various aspects such as title, plot and characterisation that contribute to the humour in the play.
- Compare the character traits of Lord Weston and his wife.
- Group Work

The play revolves around a 'perceived threat' and how Lord Weston and Lady Weston react to it. Let's reverse their roles. Imagine a panic-stricken Lady Weston and a frivolous Lord Weston. Read the following piece of

dialogue from the play and rewrite it to suit the changed roles.

**WESTON:** My dear, your husband's life is in grave danger.

**LADY WESTON:** The last time it was in danger you had been eating game pie. What is it this time?

**WESTON** (*annihilating her flippancy with one broadside*): Assassination!

**LADY WESTON:** Well, well! You always wanted to be a great man and now you have got your wish!

**WESTON:** What do you mean?

**LADY WESTON:** They don't assassinate anybody.



## BRITISH & AMERICAN ENGLISH

To enable the students to check their knowledge in American English & British English words.



### STEPS:

1. Type the URL link given below in the browser or scan the QR code to access the website.
2. You can see **British Vs American English** Interactive exercise.
3. Fill the blanks and click the **Finish** button. Check your scores.
4. Click the second link to the Interactive drag and link the British English words with the American English words.
5. Complete the exercise and click button and check your scores.



STEP 1



STEP 2



STEP 3



### WEBSITE LINK:

Click the following link or scan the QR code to access the website.

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/British and American English/British and American English lj5434ao](https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/British%20and%20American%20English/British%20and%20American%20English%20lj5434ao)

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/British vs American English/British vs American English lj320vd](https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/British%20vs%20American%20English/British%20vs%20American%20English%20lj320vd)

\*\* Images are indicatives only



## Listening Passages

### UNIT-I PROSE

For the attention of the public, here is an announcement from the Department of Disaster Management.

As per the warning issued today by the Meteorological Department, there exists a high probability of a widespread heavy downpour from the early hours of Sunday and consequent flooding of low-lying areas. In order to ensure safety of life and property, everyone is hereby warned and advised to take certain precautionary measures:

- ❖ First of all, prepare a household flood plan and be ready to respond to the situation.
- ❖ Find out the locations of the closest flood shelters available and routes to reach them.
- ❖ Maintain an emergency kit comprising water bottles, biscuit packets, medical supplies, a torch light, and a whistle to signal for help.
- ❖ Paste or fix a list of emergency telephone numbers on the wall in a visible spot.
- ❖ Switch off hazardous items like gas cylinders and disconnect electrical gadgets.
- ❖ Secure important personal documents and valuables in a waterproof case and place it in an accessible location.
- ❖ Place small pieces of furniture and clothing on tables and cots.
- ❖ Shift all the small objects safely to the loft.
- ❖ Empty your refrigerators and leave their doors open to avoid damage in case they float.
- ❖ Charge your mobile phones as well as your battery banks so as to communicate with friends, relatives and emergency services.
- ❖ Place sandbags in the toilet bowls and bathroom drain holes to prevent sewage inflow.
- ❖ Prepare and pack food with a long shelf life.
- ❖ Finally, listen to the periodic news updates through your portable communication devices and follow the instructions implicitly.

### UNIT-1 POEM

Following is one of the most celebrated poems of Rupert Brooke. It describes the noble sacrifice of an English soldier.







### The Soldier

If I should die, think only this of me:  
That there's some corner of a foreign field  
That is forever England. There shall be  
In that rich earth a richer dust concealed;  
A dust whom England bore, shaped, made aware,  
Gave, once, her flowers to love, her ways to roam;  
A body of England's, breathing English air,  
Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,  
A pulse in the eternal mind, no less  
Gives somewhere back the thoughts by England given;  
Her sights and sounds; dreams happy as her day;  
And laughter, learnt of friends; and gentleness,  
In hearts at peace, under an English heaven.

## UNIT-2 PROSE

### The Significance of Tea

Tea has been an important beverage for thousands of years. It is consumed by two-thirds of the world's population. India is the second largest tea producer in the world after China, although over 70 per cent of its tea is consumed within India. Tea has been proved to offer numerous health benefits. Scientists and researchers have found that drinking tea could reduce the risk of heart diseases. The antioxidants in tea might prevent cancer. Regular tea drinking might help one in

lowering blood sugar and blood pressure. Tea might be an effective agent in the prevention and treatment of neurological disorders. The consumption of tea results in the strengthening of one's teeth, bones and immune system. However, drinking too much tea may prove to be harmful to one's health. So, drinking tea moderately could make one healthier. Researchers have confirmed the significant overall health benefits of drinking tea.

## UNIT-2 POEM

### Midnight Wonders

I was tossing in my bed  
in the midnight hour,  
struggling to get a wink of sleep,  
but my eyes lay on the clock tower.

I looked upon the dark sky;  
it was adorned with sparkling pearls,  
which giggled at me  
and put a shine to my curls.



I gazed at the chubby moon,  
who was white and glistening like milk.  
Gave me a lovely, motherly smile  
through her lips as rosy pink.

All these magnificent objects  
made my mind calm.  
My eyelids started drooping.  
I was grateful for their wonderful charm.

Nature had arrived to aid me  
when I was trying to catch sleep.  
She, with her caring palms,  
lulled me to a slumber, so deep.

*Pratyusha Dasgupta*

## UNIT-3 PROSE

### Boredom

We have all experienced boredom sometime or the other. Boredom occurs when a person is unable to stay attentive. It is something more than an unpleasant feeling. It can make you angry and frustrated and lead to negative physical health consequences.

#### How boredom affects one physically

A study reveals that when a person is affected by acute boredom his eyelids droop and the face assumes a frown. There is a gradual loss of ability to coordinate movements. These symptoms are accompanied by mental fatigue and a slowing down of thought processes. A bored person at work is likely to make

many more errors than one who is not bored. We should never let boredom take charge. There are several easy ways to overcome boredom.

#### Here are a few practical suggestions

- ❖ Set goals for yourself, work towards them.
- ❖ Develop an interest in hobbies and crafts.
- ❖ Socialize, stay in the company of cheerful people.
- ❖ Take up a charitable cause.
- ❖ Exercise regularly.

Coming out of boredom will feel like breaking free from a cold, dark room into the outdoors on a warm, sunny day.

## UNIT-3 POEM

### The World Is Too Much with Us

The world is too much with us; late and soon,  
Getting and spending, we lay waste our powers;  
Little we see in Nature that is ours;  
We have given our hearts away, a sordid boon!  
This Sea that bares her bosom to the moon,  
The winds that will be howling at all hours,  
And are up-gathered now like sleeping flowers,



For this, for everything, we are out of tune;  
It moves us not. --Great God! I'd rather be  
A Pagan suckled in a creed outworn;  
So might I, standing on this pleasant lea,  
Have glimpses that would make me less forlorn;  
Have sight of Proteus rising from the sea;  
Or hear old Triton blow his wreathèd horn.

*William Wordsworth.*

## UNIT-4 PROSE

### What were the reasons for our success?

There are many answers to this question. Firstly, I would say that we owed much to the work of previous climbers on Everest: to the experience and knowledge they passed on, and to the fact that they had gone on trying and had never given up hope.

Next, I would place the careful and thorough planning done before the climb began. On the Everest, a large number of people have to do different things in different places at the same time. Unless every detail had been worked out in advance, things would quickly have gone wrong.

The third reason was the excellence of our equipment. In particular, our oxygen apparatus was very important, and it worked well. Without it, we could not have reached the summit.

Our own fitness played a big part in the climb, and this was due to our periods of training, in which we got used gradually to great heights; and to our food; and to the care and attention we received from our doctors.

Above all else, I should like to mention how well we worked together. That was the biggest single reason why we got to the top. In the four months we were together we lived and worked as a team. Not everyone could climb to the top. Some of the members had jobs to do on other parts of the mountain; jobs that were less exciting than climbing to the summit, but just as dangerous and uncomfortable. But everyone played his part to the full. That was the biggest thing of all.

In the same way, our Sherpas were magnificent. Without our tents, our oxygen, our food, our climbing gear, the summit could not have been reached. And without the Sherpas, we could not have lifted all this equipment, which weighed 750 lb., upto 26,000 feet, ready for the assaults. No praise is too high for these cheerful and gallant men.

Finally, there was the weather. For five weeks we had bad weather; then, after the middle of May, we were lucky. It no longer snowed, and even the wind sometimes dropped.



## UNIT-4 POEM

### Wander-thirst

BEYOND the East the sunrise, beyond the West the sea,  
And East and West the wander-thirst that will not let me be;  
It works in me like madness, dear, to bid me say good-bye;  
For the seas call, and the stars call, and oh! the call of the sky!

I know not where the white road runs, nor what the blue hills are;  
But a man can have the sun for a friend, and for his guide a star;  
And there's no end of voyaging when once the voice is heard,  
For the rivers call, and the roads call, and oh! the call of the bird!

Yonder the long horizon lies, and there by night and day  
The old ships draw to home again, the young ships sail away;  
And come I may, but go I must, and, if men ask you why,  
You may put the blame on the stars and the sun and the white road and the sky.

*Gerald Gould*

## UNIT-5 PROSE

### Hippocratic Oath

I solemnly pledge myself to consecrate  
my life to the service of humanity;

I will give to my teachers the respect  
and gratitude which is their due;

I will practice my profession with  
conscience and dignity;

The health of my patient will be my  
first consideration;

I will respect the secrets which are  
confided in me;

I will maintain by all the means in my  
power, the honour and the noble tradition  
of the medical profession;

My colleagues will be my brothers; I  
will not permit considerations of religion,  
nationality, race, party politics or social  
standing to intervene between my duty  
and my patient;

I will maintain the utmost respect for  
human life, from the time of conception,  
even under threat. I will not use my  
medical knowledge contrary to the laws  
of humanity;

I make these promises solemnly,  
freely and upon my honour.





## UNIT-5 POEM

### Lincoln's Letter to his Son's Teacher

He will have to learn, I know,  
that all men are not just,  
all men are not true.  
But teach him also that  
for every scoundrel there is a hero;  
that for every selfish politician,  
there is a dedicated leader...  
Teach him for every enemy there is a  
friend,

Steer him away from envy,  
if you can,  
teach him the secret of  
quiet laughter.

Let him learn early that  
the bullies are the easiest to lick...  
Teach him, if you can,  
the wonder of books...  
But also give him quiet time  
to ponder the eternal mystery of birds in  
the sky,  
bees in the sun,  
and the flowers on a green hillside.

In the school teach him  
it is far honourable to fail  
than to cheat...  
Teach him to have faith  
in his own ideas,  
even if everyone tells him  
they are wrong...  
Teach him to be gentle  
with gentle people,  
and tough with the tough.

Try to give my son  
the strength not to follow the crowd  
when everyone is getting on the band

wagon...

Teach him to listen to all men...  
but teach him also to filter  
all he hears on a screen of truth,  
and take only the good  
that comes through.

Teach him if you can,  
how to laugh when he is sad...  
Teach him there is no shame in tears,  
Teach him to scoff at cynics  
and to beware of too much sweetness...  
Teach him to sell his brawn  
and brain to the highest bidders  
but never to put a price-tag  
on his heart and soul.

Teach him to close his ears  
to a howling mob  
and to stand and fight  
if he thinks he's right.  
Treat him gently,  
but do not cuddle him,  
because only the test  
of fire makes fine steel.

Let him have the courage  
to be impatient...  
let him have the patience to be brave.  
Teach him always  
to have sublime faith in himself,  
because then he will have  
sublime faith in mankind.

This is a big order,  
but see what you can do...  
He is such a fine little fellow,  
my son!

*Abraham Lincoln*



## UNIT-6 PROSE

A boy was flying a kite with his father. He was excited to watch the kite soar high and asked his father, "What kept the kite up?" Dad replied "The String". The boy said "No dad, the string is holding the kite down." The father suddenly broke the string, the kite came crashing down. Now the boy understood, what was holding the kite up. This is true in life as well. We are advised to follow a set of rules or a

prescribed code of conduct to enable us to reach our full potential. However, very often we hear the phrase "I want to be free." If you take the train off the track, it is free. But where would it go? If each one of us follow our own traffic rules and drive on any side of the road what would you call it? Freedom or chaos? By observing rules we are actually gaining freedom. This is what discipline is all about.

## UNIT-6 POEM

### The Drum

I hate that drum's discordant sound,  
Parading round, and round, and round:  
To thoughtless youth it pleasure yields,  
And lures from cities and from fields,  
sell their liberty for charms  
Of tawdry lace, and glittering arms;  
And when Ambition's voice commands,  
To march, and fight, and fall, in foreign lands.  
I hate that drum's discordant sound,  
Parading round, and round, and round;  
To me it talks of ravag'd plains,  
And burning towns, and ruin'd swains,  
And all that Misery's hand bestows,  
To fill the catalogue of human woes.



## Grammar Exercises

### UNIT-1

#### UNIT-1 Tenses

Correct the errors in the underlined words.

Taking a career aptitude test. There is dozens of career aptitude tests online that asks a series of questions. These is formulated to find out what kind of work would suits you the best. These tests analyzes your strengths, weaknesses, interests, and personality to help you narrow down your career choice. You can also does an Internet search for “career aptitude tests” and takes several so you can compare the results. Once you have an idea of what field you want to work in, consider all the options within that field. For instance, if you would wants to work in healthcare, you could be a nurse or a doctor, you can also considers paramedical careers in physiotherapy, occupational therapy and micro-biology.

#### UNIT-1 Modal Auxiliaries

Complete the following news item choosing the best phrases given below:

can't be	can't have	could take	may get	may not have
might be	must be	may be	may not be	ought not

As a result of the flooding, as many as 5,000 families a)\_\_\_\_\_ homeless, although the figure is only an estimate. ‘The emergency services are working hard, but I’m sure they b)\_\_\_\_\_ more than 20 helicopters for rescue operation. It c)\_\_\_\_\_ days to reach everyone and take them to safety,’ said an aid worker in the area. ‘Conditions for those families still waiting to be rescued d)\_\_\_\_\_ dreadful. There e)\_\_\_\_\_ any clean water to drink. Worryingly, more rain is forecast, so the floods f)\_\_\_\_\_ worse in the next few days. The emergency services g)\_\_\_\_\_ time to reach everyone before the waters rise again.

#### UNIT-1 Reported Speech

Change the following sentences into indirect speech.

- The pilot said to the passengers, “The plane will land in Delhi at 9 p.m.”
- The Principal said, “Young students must think about the ways to control the use of plastic band in the school campus.”



- c) Gowtham said to me, "I was very ill last week, but I am better now."
- d) Priya said, "I want to give my sister a present."
- e) Madhu said to me, "I am so happy you have completed your project."
- f) The manager said, "I will speak to you on Friday."
- g) Mani said to his coach, "I shall improve, if you guide me."
- h) My mother said to me, "You can go swimming tomorrow."
- i) Sandeep said to John, "Would you like to watch a movie with me?"
- j) Geetha asked Angel, "Will you help me to pack my bag?"
- k) The librarian said to the students, "You are not allowed to scribble anything on the library books."
- l) The motorist said to me, "Can you direct me to the post office?"
- m) Umar said to his mother, "Could you make me a cup of coffee?"
- n) The little boy said to me, "Alas! My dog is dead."
- o) Grandmother said to her grandson, "May God bless you."

## UNIT-2

### UNIT-2 Preposition

- Edit the following passage by circling the incorrect prepositions and writing the correct preposition against each line.

Dolphins are regarded as the friendliest between the sea creatures. 1 \_\_\_\_\_  
There have been several stories of dolphins helping drowning sailors. 2 \_\_\_\_\_  
The more we learn on dolphins, the more we realise how 3 \_\_\_\_\_  
amazing they are, they care off the sick, protect the weakest 4 \_\_\_\_\_  
at danger, they communicate very well with each other. 5 \_\_\_\_\_

### UNIT-2 Conjunctions

- Spot the errors in the following sentences. Correct and rewrite them.

- a) Neither Ramya is a singer nor a dancer.
- b) Scarcely had the workers stepped out, than the building collapsed.
- c) No sooner did the power resume, when the children screamed in joy.
- d) My friend can type so fast as I.
- e) Sitha had no other assignment, but that of collecting the data.
- f) Rekha cooks like her mother does.





- g) Professor Usha is not only a writer but an orator.
- h) Your neighbours are not so wicked like you think.
- i) The girl both won an award and a scholarship.
- j) Three years have passed when my cousin resigned his job.

## UNIT-3

### UNIT-3 Active and Passive Voice

Change the voice of the following sentences.

1. Gayathri gave a set of pens to Mani.
2. By whom will the new stadium be built?
3. Where will the holidays be spent by your family?
4. They offered the job to Sundari.
5. Could some money be lent to me by your father?
6. Let the door not be opened.
7. Sophia sold her old car to Selvi.
8. Don't touch the electric wire with bare hands.
9. I cannot agree to your proposal.
10. Kindly complete the assignment in time.
11. Raman is known to me since childhood.
12. Don't insult the poor and weak.
13. Who has broken the chair?
14. His shoulder was hurt in an accident.
15. It is time for the bell to be rung.
16. We wish you forget this episode.
17. They would not have done this shameful act.
18. How do you know my uncle?
19. It is believed that he is an honest man.
20. My request was acceded to by the authorities.

### UNIT-3 Question Tags

Find out if the question tag used in each of the following sentences is right. If it is correct, put a tick (✓) or if it is incorrect, replace it with the correct tag question in the box provided against each sentence.

1. These children look very weak and tired, aren't they?
2. Nobody can resolve this issue, can they?



3. We seldom speak to our neighbours, do we?
4. The old woman sells dolls made of sea-shells, doesn't she?
5. I have captured some beautiful moments in my camera, aren't I?
6. Pragathi put the bunch of flowers in the vase, doesn't she?
7. Arun was in a great dilemma at that time, didn't he?
8. I am an expert in cooking, amn't I?
9. Let's take this matter to court, can we?
10. Don't forget to hand over this file to my manager, do you?
11. The pair of shoes near the door is not yours, are they?
12. They have a resort in Yercaud, isn't it?
13. Our dog scarcely sleeps at night, doesn't it?
14. You do a lot of social service, don't you?
15. There is a stadium near your office, isn't it?

## UNIT-4

### UNIT-4 Kinds of sentences–Simple, Complex and Compound

#### Do as directed

- a) Besides being a singer, she is also a dancer.  
(Rewrite as a compound sentence)
- b) Praveen ran into the field so that he might congratulate the winners.  
(Rewrite as a simple sentence)
- c) The mountain was steep but he was able to climb it.  
(Rewrite as a complex sentence)
- d) Smita carried out the survey and presented her report.  
(Rewrite as a simple sentence)
- e) Unless you have a valid passport you cannot leave the country.  
(Rewrite as a compound sentence)
- f) This is not the way to answer.  
(Rewrite as a complex sentence)





**Combine each of the following pairs of sentences into a single sentence.**

- a) I met a man at the party. He is the Chairman of a computer form.
- b) Mahatma Gandhi stood for Ahimsa. The whole world knows it.
- c) Concentrate on your strengths. You will reap success in your life,
- d) Consider all the facts once again. Then make your decision.
- e) A number of books are missing from the library. Measures should be taken to retrieve them.

## UNIT-5

### UNIT-5 Non- finite verbs

**Fill in the blanks using suitable gerunds.**

1. My friend is good at \_\_\_\_\_ the saxophone.
2. They don't like \_\_\_\_\_ on Saturdays.
3. They started late, so they were afraid of \_\_\_\_\_ the train.
4. She enjoys \_\_\_\_\_ horror movies.
5. \_\_\_\_\_ on the wall can prove dangerous.
6. \_\_\_\_\_ a two wheeler without a helmet may prove fatal.
7. \_\_\_\_\_ uniform to school is compulsory.
8. \_\_\_\_\_ trees is a must, to prevent soil erosion.
9. Seema apologized for \_\_\_\_\_ late.
10. \_\_\_\_\_ an event successfully is a challenge.

**Unscramble the sentences.**

1. rupees / lunch / to buy / it / twenty/ costs
2. become/ my/ is/ a doctor / dream/ to
3. eight years/ to win/ it/ took/ the world cup
4. as / a/ I / want/ collector/ to see /you
5. divine/is/to forgive

**Complete the conversation with the words from the box.**

Man : Could you show the way to the hospital?

Woman : Sure. I will guide you (1)\_\_\_\_\_ the hospital. In about 15 minutes you



will get there. Start by taking the GST Road for about 10 minutes. Remember, (2)\_\_\_\_\_ carefully. The road is usually very busy. After 10 minutes you will reach a grey wall. From there you have (3)\_\_\_\_\_ right and go straight. As you drive along you will notice a bank. It is also important for you (4)\_\_\_\_\_ attention to the road as there is a school nearby. Once you cross the school, you will get (5)\_\_\_\_\_ the whereabouts of the hospital.

to reach

to drive

to pay

to know

to turn

**Rewrite changing the gerund in each of the following sentences to infinitives without changing the meaning.**

1. Teach me swimming.
2. Giving is better than receiving.
3. Seeing is believing.
4. I like reading.
5. He managed reaching there in time.
6. Walking in the sun is harmful to the eyes.
7. Stealing is a crime.
8. What I hate most is running across traffic.
9. Sitting here is wasting time.
10. Exercising is good for health.

**Spot the errors, if any.**

1. She wants to continuing her studies abroad.
2. It was a shame breaking up.
3. It will be a waste throwing the food away.
4. She made me to cry.
5. My company has delayed to give pay rise due to economic problems.
6. There's someone to talk on the phone, but they cannot hear me.
7. My friends and I were sitting in a cafe and to talk.
8. To carry a heavy pile of books, she tripped and fell.

## UNIT-5 Articles and Determiners

**Fill in the blanks with appropriate articles or determiners.**

1. We met \_\_\_\_\_ Americans at the restaurant.
2. Monisha has \_\_\_\_\_ films in her hands.





3. I am \_\_\_\_\_ eldest in my family.
4. There are only \_\_\_\_\_ chocolates left for you.
5. Can you get me \_\_\_\_\_ butter?
6. They haven't got \_\_\_\_\_ roses in their garden.
7. Samuel hasn't got \_\_\_\_\_ homework today, so he is playing cricket.
8. Please give me \_\_\_\_\_ hammer and \_\_\_\_\_ nail.
9. My mother is \_\_\_\_\_ honest woman.
10. She bought \_\_\_\_\_ useful gadget.
11. Please give me \_\_\_\_\_ ice cube.
12. We need \_\_\_\_\_ light in the room.
13. Why are you reading \_\_\_\_\_ book?
14. My boss wanted \_\_\_\_\_ draft of the report in a day.
15. \_\_\_\_\_ hand-out is available online.

## UNIT-5 Degrees of Comparison

Identify the error in each of the following sentences and correct them appropriately.

1. Oxygen is more heavier than hydrogen.
2. Very few indoor games are more interesting than chess.
3. Henry is the most strongest of all the players in the team.
4. Faster you run, sooner you get tired.
5. Diamond is more precious than any gem.
6. Mr. Sridhar is wiser than all men in our family.
7. The Biology lab in our school is spacious than the Chemistry lab.
8. This is one of the busier streets in our town.
9. The sparrow is the most unique bird.
10. Beema is stronger among the five Pandava brothers.
11. An ounce is lesser than a gallon.
12. Let me introduce my oldest daughter to you all.
13. Of the two sisters, Helen is the prettiest.
14. This is the most least mark I have ever scored.

# SUBJECT VERB AGREEMENT

## 1 Subjects and verbs must agree in number.

Example: The cat meows when he is hungry. The cats meow when they are hungry.



## 2 The words between the subject and verb do not affect agreement.

Example: The little girl, who is wearing gloves, is well-dressed.



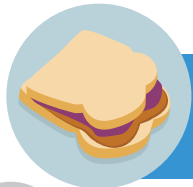
## 3 The verb is plural if two subjects are joined by "and".

Example: The man and the woman were late for the appointment.



## 4 The verb is singular if two subjects refer to the same person or thing and are joined by "and".

Example: Peanut butter and jelly is my favorite sandwich.



## 5 The verb is singular if "each", "every" or "no" comes before the subject.

Examples: No yelling is allowed.  
Every man and woman is coming.



## 6 The verb is singular for units of measurement or time

Example: Five minutes is enough time.



## 7 The verb is plural for pronouns.

Example: All of them were going to the parade.



## 8 The verb is singular for indefinite pronouns.

Example: Everyone is waiting for the movie to start.



## 9 The verb is singular for collective nouns.

Example: The crowd is yelling.



## 10 The verb is singular for titles of books and movies.

Examples: "The Birds" is a scary movie.





## Spell Test

### Task 1

Encircle the word that has been spelt correctly, in each pair below:

1. beleive - believe
2. separate - seperate
3. assistant - asisstant
4. hippocrites - hypocrites
5. secretary - secretery
6. buoyantly - bouyantly
7. necessary - neccesary
8. evolution - evolusion
9. athletics - atheletics
10. warehouse - wearhouse
11. contemtuously - contemptuously
12. indispensible - indispensable
13. tommorrow - tomorrow
14. foriegn - foreign
15. dysentery - dysentry
16. lieing - lying
17. concience - conscience
18. competent - competant
19. pleasant - plaesant
20. chocolate - choclote
21. awfully - awefully
22. amatuer - amateur

### Task 2

Edit the following passages by correcting the spelling mistakes:

#### Passage – 1

Some parents are notorius in maintaining a somber environment at home, especialy during the period when their children have examinations. They should understand that breifdivertions from the main task can dramatically improve their attention span. Entertainment is, without any doubt, indispensible for children. However, parents should educate their children to use moderation in their entertainments, and above all, not to seak enjoyment at the expence of their health and success.

#### Passage – 2

Tolerance refers to an attitude of openness and respect for the differences that exist among people. It was originally used to refer to ethenic and religeous differences and the concepts of diversity. But in the present times, forbaerance can also be applied to gender, people with physical and intellectual disabilities, and other differences, too. Tolerance means respecting others, valueing differences, bridgeing cultural gaps, rejecting unfair steriotypes, discovering common ground, and creating new bonds.

## Appendix

### PUNCTUATION

While speaking, we use intonation, pauses and voice modulation to help the listener grasp exactly what we try to communicate. In writing, this is achieved with the help of punctuation.

Punctuation is the system of symbols that we use in order to communicate efficiently and effectively what we actually wish to convey. The purpose is to make the meaning of what we write, clear to the reader. Punctuation marks are tools that have set functions. They are not just an optional frill, but are indispensable to exchange written information accurately.

The correct usage of punctuation marks expresses the intended meaning of the sentence. At times, wrong punctuation marks can present just the opposite of what you try to say. At times, serious sentences without proper punctuation become jokes, leading to confusion and misunderstanding.

**For e.g. Read these two sentences below:**

- a) The hostel warden said, “Come on, let’s eat lovely ladies.”
- b) The hostel warden said, “Come on, let’s eat, lovely ladies.”

The meaning of these sentences depends on the presence or absence of a comma before ‘lovely ladies’. The

absence of comma in the first sentence portrays the hostel warden as a wicked cannibal. Therefore, it is imperative that the rudiments of punctuation are properly understood, precisely applied and sensibly positioned.

You have been introduced to the concept of punctuation right from the primary classes. Accurate and appropriate use of punctuation is an important aspect of language use. Let’s recall the salient features of some commonly used punctuation devices.

**The following are the punctuation marks commonly used in English language.**

1.	Full stop / period	.
2.	Comma	,
3.	Semicolon	;
4.	Colon	:
5.	Question mark	?
6.	Exclamatory mark	!
7.	Apostrophe	'
8.	Quotation marks	“....”
9.	Hyphen	-
10.	Dash	—
11.	Parentheses	()
12.	ellipsis	...
13.	slash	/
14.	asterisk	*





### Important points to remember

- a) Every sentence begins with a capital letter.
- b) Assertive and imperative sentences end with a full-stop or a period. A full-stop is also used to mark abbreviations, titles and initials. (e.g. Dr. P.Rukmangadhan, M.S.)
- c) Sentences that ask something end with a question mark.

- d) Sentences that express excitement or strong feelings end with an exclamatory mark.

#### e) Capitalization:

- ❖ the first letter of the first word in each line of poetry (normally)
- ❖ the single-letter word 'I'
- ❖ proper nouns
- ❖ initials, abbreviations and acronyms
- ❖ names of months of the year, days of the week, and holidays
- ❖ names of god and specific deities
- ❖ words that refer to religious figures and holy books
- ❖ titles preceding a person's name
- ❖ titles applied to one particular person
- ❖ names of places, cities, states, countries, districts, towns, villages, streets, roads and buildings
- ❖ adjectives derived from places
- ❖ names of races, religions, nationalities, languages and geographical names

- ❖ the words 'east, west, north and south' when they refer to a section of a country
- ❖ names of institutions, organisations, clubs, associations, brand names of products and business firms
- ❖ the first words and all other major words in titles of stories, articles, poems, plays, essays, books and magazines

#### f) Uses of Comma: ('comma' indicates a brief pause)

- ❖ to separate a series of words of the same class in the same sentence
- ❖ after the words 'yes', 'no' and 'well' when they start a sentence
- ❖ after an introductory phrase or clause
- ❖ before the question tags at the end of the statements or imperatives they are attached to
- ❖ to denote the omission of a word, especially a verb
- ❖ before coordinating conjunctions (and, yet/but, or/otherwise, so/otherwise, nor) in compound sentences

#### g) Use of Semi-colon:

- ❖ links two independent clauses without a co-ordinating conjunction
- ❖ instead of a full-stop, to denote that the sentences are somewhat connected

#### h) Uses of Colon:

- ❖ used to separate two independent clauses, when the second explains,



illustrates or follows from the first.  
Never use a colon after a sentence fragment.

- ❖ to introduce a list
- ❖ before a quotation, and sometimes before direct speech

i) Uses of Apostrophe:

- ❖ in the possessive forms of nouns before the letter 's' when the words do not end in 's' and after the letter s, when the nouns end in 's'
- ❖ in contracted forms, in place of the letter that is left out

j) Uses of Quotation Mark or Inverted Commas:

- ❖ to enclose the words of a speaker verbatim in direct speech
- ❖ with titles of minor works and parts of whole
- ❖ around words and phrases to indicate a special sense of use or being misused
- ❖ purposely or ironically
- ❖ for the translation of a foreign word or phrase

k) Uses of hyphen:

- ❖ to join words or parts of words
- ❖ in a compound word, where two words work together to function as one adjective before the noun they describe
- ❖ in a compound word, when a noun or adjective and a present participle is combined
- ❖ in a compound word with a noun

and past participle

- ❖ in numbers between twenty-one and ninety-nine, when they are written in words
- ❖ in compound adjectives with fractions (e.g. one-third / quarter-million / half-boiled)
- ❖ with prefixes ex- , self-, all- (e.g. ex-minister / self-satisfied / all-over)
- ❖ in compound adjectives using high and low (e.g. high-level, low-tide)

l) Uses of Dash: (the dash is longer than hyphen)

- ❖ to set off a word or phrase after an independent clause or a parenthetical remark (words, phrases, or clauses that interrupt a sentence)
- ❖ to signal an abrupt change in tone and to introduce or emphasize information
- ❖ to set off a series within a phrase
- ❖ before attribution to an author or composer in some formats
- ❖ after datelines
- ❖ to start lists
- ❖ to indicate hesitation in speech

**Quotable Quote**

"A Dash is a mark of separation stronger than a comma, less formal than a colon, and more relaxed than parentheses."

William Strunk Jr. & E.B. White

m) Uses of Parentheses or Round Brackets:

- ❖ within a sentence to provide supplementary or additional information, not essential to the main point



- ❖ to enclose numbers or letters used in numbered or lettered lists (e.g. (1) (2) ...../ (a) (b).....)
- ❖ to enclose time zones following the time (e.g. 6 a.m. (IST))
- ❖ to enclose abbreviations/acronyms or their expansions upon their first use for the readers' understanding

n) Uses of Ellipsis (dot-dot-dot):

- ❖ to denote omission of a word, phrase, line, paragraph, or any missing piece of a text passage
- ❖ to shorten the quote without changing the meaning
- ❖ to avoid unnecessary repetition of words
- ❖ to show a pause in a thought or to create suspense

o) Uses of Slash or Oblique Stroke:

- ❖ to signify alternatives (and/or)
- ❖ to denote division and separate parts of a fraction
- ❖ to mark line divisions in poetry quoted with running text

p) Uses of asterisk:

- ❖ to show that a footnote like reference or comment has been added at the bottom of a page (in case of many footnotes, use one star \* for the first one, two stars \*\* for the second and so on)
- ❖ in advertisements to indicate that there is extra information

**Punctuate the following.**

1. Indias prime minister lal bahadur shastri who coined the slogan jai jawan jai kisan was a man of humble origin
2. When were stressed we eat a lot of sweets chocolates and ice creams because the word stressed when spelled backwards becomes desserts
3. To lead a healthy life man needs three things clean water unpolluted air and bright sunshine
4. The notice displayed on the pin-board read those who can do those who cant do learn those who cant learn quit
5. When we transport something by car its called a shipment but when we transport something by ship its called cargo
6. If i remember right i was studying in tagore middle school at that time one day my english teacher looked at me and said name two pronouns i said who me
- 7 What is punctuation To quote lynne truss punctuation marks are the traffic signals of a language they tell us to slow down notice this take a detour and stop
8. Behold how beautiful these flowers are they dont blossom for their own sake rather they take pride in spreading fragrance around and making people happy
9. Edison built a huge plant at ogdensburg new jersey to process iron ore this venture was one of edisons few failures however Tom shrugged off the losses incurred well its gone he said of the money but we had a good time spending it



10. Alexander the great was eagerly awaiting the arrival of his mother while he was on his deathbed fearing that he may not live to see her he said take my entire kingdom oh god i wish

i knew beforehand that my entire strength of men and material cant be exchanged for a single breath of life for then i wouldnt have wasted my life in amassing this empire

## SPELLING

### What is spelling?

Spelling is the art of assembling letters in the right order to form words. This is one of the most essential components of successful writing. Spelling aids in pronouncing words properly and reading perfectly. Learning to spell helps to cement (fuse/link) the connection (correlation) between letters and their sounds.

Spelling in English is tricky. It is because there are twenty six letters in the English alphabet, but there are about forty-four basic sounds. Moreover, the letters often do not match with the sounds. We should never hesitate to refer a dictionary, whenever there is confusion or doubt related to spelling.

Here are a few simple ways to improve our spelling skills:

- ❖ playing word games like scrabble and trying to solve crossword puzzles
- ❖ splitting long words into short chunks
- ❖ learning syllabification of words
- ❖ making a list of tricky words and memorizing them
- ❖ knowing the rules of spelling

There are certain spelling rules in English. If we observe those rules, we will be able to avoid spelling mistakes while writing. Let's have a quick recap of some spelling rules that you have already learnt in your earlier classes.

### 1. Final 'e'

a) When a suffix is added to words ending in silent 'e', the letter 'e' is normally dropped before a vowel.

e.g. drape + ed – draped / hope + ed – hoped / close + ed - closed  
strike + ing – striking / like + ing – liking / fine + er – finer / wise + \ er – wiser / large + er - larger  
brave + est – bravest / safe + est – safest / nice + est - nicest / love + able – lovable / move + able – movable

b) The final 'e' is not normally dropped before a consonant.

e.g. hope + full – hopeful / shame + full - shameful like + ness – likeness / tire + some – tiresome / use + less - useless / move + ment – movement / sure + ly – surely / nine + ty - ninety

c) Exceptions to the rule

e.g. true + ly – truly / due + ly - duly / awe + ful – awful / nine + th –



ninth / wise + dom – wisdom /  
argue + ment – argument

- d) In the following words, the final 'e' is retained to keep 'c' or 'g' soft before 'a' or 'o'.

e.g. change + able – changeable /  
manage + able – manageable /  
courage + ous – courageous / trace  
+ able – traceable / notice + able –  
noticeable

## 2. Final 'y'

- a) In words ending in a consonant + 'y', the letter 'y' changes to 'ie' before '-s' and to 'i' before -ed, -er, -est and -ly.

e.g. lady + s – ladies / carry + s – carries  
/ fairy + s – fairies / worry + ed –  
worried fry + ed – fried / marry +  
ed – married / lucky + er – luckier  
/ funny + er – funnier / happy +  
er – happier / easy + est – easiest /  
funny + est – funniest / busy + est  
– busiest / easy + ly – easily / happy  
+ ly – happily

- b) The letter 'y' does not change if it comes after a vowel letter.

e.g. pray + s – prays / pray + ed – prayed  
/ pray + ing – praying / pray + er  
– prayer

- c) Exceptions to the rule

e.g. pay + ed – paid / say + ed – said /  
day + ly – daily

- d) The letter 'y' in the end does not change before '-ing'.

e.g. try + ing – trying / worry + ing –  
worrying

- e) The final 'ie' changes to 'y' before -ing.

e.g. die + ing – dying / lie + ing – lying

## 3. The Final Consonant

- a) In short words ending in one vowel letter + one consonant letter, the consonant is doubled before an ending with a vowel. (-ed, -ing, -er, -est)

e.g. drop + ed – dropped / bag + ed –  
bagged / stop + ing – stopping /  
plan + ing – planning / big – er –  
bigger / hot + est – hottest

However,

clean + ed – cleaned / weak + er –  
weaker (two vowels) / ask + ed – asked /  
fast + er – faster (two consonants)

- b) In longer words, the final syllable is doubled if the last part of the word is stressed.

e.g. begin + ing – beginning / refer +  
ed – referred / admit + ed – admitted

- c) The consonant is not doubled if the last part of the word is unstressed.

e.g. visit + ing – visiting / suffer + ing  
– suffering / open + ed – opened

But if the words ends with 'l', the letter 'l' is doubled in British English, even if the last part of the word is unstressed.

e.g. travel + ed – travelled / travel  
+ er – traveller / quarrel + ing –  
quarrelling

(Note the exception: parallel + ed –  
paralleled)

- d) If the word to which the suffix -ful is added ends in 'll', one 'l' is dropped in British English.

e.g. skill + ful – skilful





#### 4. Use of 'ie' and 'ei'

a) When 'ie' or 'ei' is pronounced like 'ee' in 'bee', 'i' comes before 'e' except after 'c'.

e.g. 'ie' – field / achieve / believe  
'ei' after 'c' – receive / deceive / receipt / deceit

(Note some exceptions: seize / surfeit / protein)

b) This rule does not apply to those words, where the two vowels 'ei' are not pronounced like 'ee' as in 'bee'.

e.g. height / weight / neighbour / leisure / fiery / friend

#### 5. Use of 'oi' and 'oy'

'oi' is used in the middle of a word and 'oy' is used at the end of a word.

e.g. turmoil, soil, boil / destroy, boy, toy

#### 6. Use of 'ou' and 'ow'

'ou' is used in the middle of a word, whereas 'ow' is used at the end of words, except those that end in letter 'n' or letter 'd'.

e.g. blouse, mount, found / borrow, sorrow

#### 7. Confusing endings

-our, -or, -ar, -er, -re, -able, -ible, -ent, -ant, -ence, -ance, -ceed, -cede are often confusing because there are no rules to decide when to use one or another. We should learn them only through familiarity and by use.

**Here is a list of some words with each of these endings. You can recall and add a few more.**

-ar – beggar, burglar, circular, grammar, particular, popular, regular, scholar, secular

-er – adviser, beginner, courier, deliver, explorer, gardener, lecturer, manager, observer, promoter

-or – ancestor, bachelor, corridor, director, equator, governor, instructor, monitor, operator, traitor

-our – behaviour, endeavour, flavour, rumour, splendour

-re – agriculture, atmosphere, literature, millionaire, pressure, temperature, questionnaire

-able – acceptable, bearable, comfortable, durable, profitable, respectable, valuable, workable

-ible – audible, compatible, divisible, eligible, horrible, possible, responsible, sensible, terrible

-ent – adjacent, confident, different, excellent, obedient, intelligent, permanent, resident, sufficient

-ant – assistant, brilliant, dominant, elegant, ignorant, important, pleasant, reluctant, triumphant

-ceed – exceed, proceed, succeed

-cede – accede, concede, precede, recede

-sede – supersede (Note: This is the only word that ends with -sede)



## Career Guidance

### DEGREE

BA(Bachelor of Arts)-3years  
BA(Hons.) (Bachelor of Arts(Hons.))-3years  
BRS(Bachelor of Rural Studies)-3years

### CAREER PROSPECTS

Prepare for Civil Service Exams  
Start own Venture  
Research and Academics  
Corporate/Private Job  
Join Government Organizations  
Consulting  
Go for Higher Studies in Humanities, Management,  
Communication or Social Work

### SPECIALISATIONS

Applied Psychology	History
Sociology	Economics
Political Science	Journalism
Psychology	Geography
Philosophy	Social Work
Public Administration	
Archaeology and Museology	

#### Indian Language

(Urdu, Bengali, Hindi, Punjabi, Sanskrit,)

#### Foreign Language

(Italian, Spanish, French, German)

The skills you gain through studying an English degree are marketable  
in most career areas.

#### Jobs directly related to your degree include:

- \* TV Jobs (Anchors, Editors)
- \* Publishing jobs in Print Media (Newspaper, Magazine)
- \* Manager in Corporate Communication
- \* Teacher and lecturer in Schools and Colleges
- \* Lawyer
- \* Digital copywriter
- \* Editorial assistant
- \* English as a foreign language teacher
- \* Lexicographer
- \* Magazine journalist
- \* Newspaper journalist
- \* Publishing copy-editor/proofreader
- \* Web content manager
- \* Writer

#### Jobs where your degree would be useful include:

- \* Academic librarian
- \* Advertising account executive
- \* Advertising copywriter
- \* Arts administrator
- \* Film director
- \* Information officer
- \* Marketing executive
- \* PPC specialist
- \* Primary school teacher
- \* Private tutor
- \* Public relations officer
- \* Records manager
- \* Secondary school teacher
- \* Social media manager

## Interview Skills

An interview is a conversation between an employer and a prospective applicant. Interviews are of different types. Now a days, interviews are also conducted through video conferencing, through skype or over telephone.

The job interview is one of the several stages in the process of selecting the potential applicants. Listening and speaking skills play a vital role. Generally questions are asked in connection with the candidate's qualification, work experience, vision, interests, personality, physical health and general background. Apart from these, there are a number of things to remember and follow before, after and during the interview.

### Before the interview

- ❖ Gather information about the organisation.
- ❖ Find out why you are interested in the organisation and the job you have applied for
- ❖ Prepare answers for standard interview questions.

### Do's and Don'ts on the day of the Interview

#### Do's

- ❖ Be punctual. Arrive in time.
- ❖ Dress appropriately
- ❖ Act appropriately. Extend social courtesies. (Greet as you enter and thank when you leave.)
- ❖ Be positive. Stay focused.
- ❖ Maintain a confident posture.
- ❖ Maintain eye contact when you speak.
- ❖ Listen attentively. Smile pleasantly.
- ❖ Talk about your strengths.
- ❖ Ask only relevant questions.

#### Don'ts

- ❖ Don't be fidgety.
- ❖ Avoid sharing unnecessary information.
- ❖ Don't talk when not needed.

### 21<sup>st</sup> century Skills

To be successful in today's competitive world, you need to acquire necessary skills and competencies based on the field where you wish to pursue a career. Core academic knowledge and technology skills are mandatory requirements. In addition to these, regardless of the career you choose, job readiness in the 21<sup>st</sup> century requires competence in the following skill area:

- ❖ Communication skills-Aural, Oral and Written
- ❖ Critical thinking and Problem solving
- ❖ Creativity
- ❖ Collaboration and teamwork
- ❖ Initiative and leadership

While learning processes in school provide ample opportunities for holistic development, the learners need to focus on upgrading and enhancing their skills and talents through conscious continuous self driven learning.



Filling up OMR(Optical Mark Recognition) sheet is an important part of objective exams like the JEE, UPSC, TNPSC. Filling up OMR sheet is also a skill. There are two important aspects to be kept in mind while filling an OMR sheet–Fill it quickly and fill it correctly. The following is the sample filled in OMR sheet for a Scholarship Exam.

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<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p><b>INSTRUCTIONS TO THE CANDIDATE</b></p> <ol style="list-style-type: none"> <li>1. Use Blue / Black ball pen only to fill</li> <li>2. Ensure your choice before shading</li> <li>3. More than one choice will not be evaluated</li> <li>4. Handle the sheet with care</li> </ol> <p><b>SHADING METHOD</b></p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">A</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">B</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">C</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">D</span> </div> </div> <div style="width: 65%;"> <p><b>SUBJECT CODE</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">001 Maths with Biology</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">002 Maths with Computer Science</div> </div> </div>																																																																																																																																																																																																																	
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6	(A) (B) (C) (D)	26	(A) (B) (C) (D)	46	(A) (B) (C) (D)	66	(A) (B) (C) (D)	86	(A) (B) (C) (D)																																																																																																																																																																																																								
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For you to practise

**MERIT SCHOLARSHIP EXAMINATION**

**ANSWER SHEET**

Slide 1

**CENTRE NAME & PLACE :**

✓ Please refer to the Information Brochure for filling each item below.  
✓ Write only in CAPITAL LETTERS. Ensure you enter the correct code mentioned against the apt choice and shade ● the circle accordingly.

**1. NAME OF THE CANDIDATE**

APPLICATION NUMBER  
19149853

See Only 10 PENCILS to fill the application card  
APPLICATION INCOMPLETE IN ANY RESPECT SHALL NOT BE CONSIDERED

RIGHT METHOD  
WRONG METHOD

**FATHER'S / GUARDIAN'S NAME OF THE CANDIDATE**

**MOBILE NO. : 1**

**MOBILE NO. : 2**

Please Turnover...



For you to practise

Slide - 2

**YOUR COMPLETE POSTAL ADDRESS INCLUDING YOUR FULL NAME**  
( Write in Black ball point pen only. Use CAPITAL LETTERS. Do not use Pencil)

Name : \_\_\_\_\_

CO : \_\_\_\_\_

Address : \_\_\_\_\_

City : \_\_\_\_\_

State : \_\_\_\_\_ Pin Code : \_\_\_\_\_

Mobile No. 1 : 0 \_\_\_\_\_

Mobile No. 2 : 0 \_\_\_\_\_

Email : \_\_\_\_\_

**2. GENDER** ☐

1. MALE ☐

2. FEMALE ☐

3. TRANSGENDER ☐

**SIGNATURE**  
( Use Black Ball Point Pen only )

**PHYSICS**

1	<input type="checkbox"/>	A	B	C	D
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3	<input type="checkbox"/>	A	B	C	D
4	<input type="checkbox"/>	A	B	C	D
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7	<input type="checkbox"/>	A	B	C	D
8	<input type="checkbox"/>	A	B	C	D
9	<input type="checkbox"/>	A	B	C	D
10	<input type="checkbox"/>	A	B	C	D

**CHEMISTRY**

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12	<input type="checkbox"/>	A	B	C	D
13	<input type="checkbox"/>	A	B	C	D
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**MATHS**

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**BIOLOGY**

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39	<input type="checkbox"/>	A	B	C	D
40	<input type="checkbox"/>	A	B	C	D

# OUTCOMES



# LEARNING

## *Listening*

### **Students will be able to**

- ❖ Listen to passages, announcements and answer short questions, based on their comprehension.
- ❖ Listen to poems and identify missing words, rhyming words and other words associated with sounds or themes.
- ❖ Identify and refer the pronunciation of words.

## *Speaking*

- ❖ Participate in activities like role-play, debates, discussions, etc.
- ❖ Describe process, express views on social issues and personal experiences
- ❖ Orate and elocute with clarity and expression.

## *Writing*

- ❖ Learn to paraphrase poems, make notes, take notes and summarise passages comprehending the theme and topic.
- ❖ Write letters, paragraphs, essays and develop hints into stories
- ❖ Acquire the ability to interpret non-verbal representations like pie-charts, histograms, bar-diagrams etc.

## *Vocabulary*

- ❖ Understand the meaning of words and learn to pronounce them correctly.
- ❖ Identify synonyms and antonyms.
- ❖ Use homophones and same word in different parts of speech and solve cross word puzzles.
- ❖ Use idioms in sentences of their own, words with appropriate prefixes and suffixes.

## *Grammar*

- ❖ Identify the different kinds of sentences and use the sentences appropriately in contexts.
- ❖ Identify active and passive voice and transform the sentences from one form to another.
- ❖ Learn to use tense forms, modal verbs and question tags.
- ❖ Differentiate direct and indirect speech, report conversations, write dialogues and to frame questions.



## Acknowledgement

We express our gratitude to the writers and publishers whose contributions have been included in this book. Copyright permission for use of these materials have been applied for, however information on copyright permission for some of the material could not be found. We would be grateful for information for the same.

### Prose

- ❖ **Two Gentlemen of Verona** - *A.J. Cronin*
- ❖ **A Nice Cup of Tea** - *George Orwell*
- ❖ **In Celebration of Being Alive** - *Dr. Chriistian Barnard*
- ❖ **The Summit** - *Edmund Hillary*
- ❖ **The Status of Tamil as a Classical Language** - *George L. Hart*
- ❖ **On the Rule of the Road** - *A.G Gardiner*

### Poem

- ❖ **The Castle** - *Edwin Muir*
- ❖ **Our Casuarina Tree** - *Toru Dutt*
- ❖ **All the World's a Stage** - *William Shakespeare*
- ❖ **Ulysses** - *Alfred Tennyson*
- ❖ **A Father to his Son** - *Carl August Sandburg*
- ❖ **Incident of the French Camp** - *Robert Browning*

### Supplementary

- ❖ **God Sees the Truth but Waits** - *Leo Tolstoy*
- ❖ **Life of Pi** - *Yann Martel*
- ❖ **The Hour of Truth (Play)** - *Percival Wilde*
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# English – Class XII

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