

## In Celebration of Being Alive

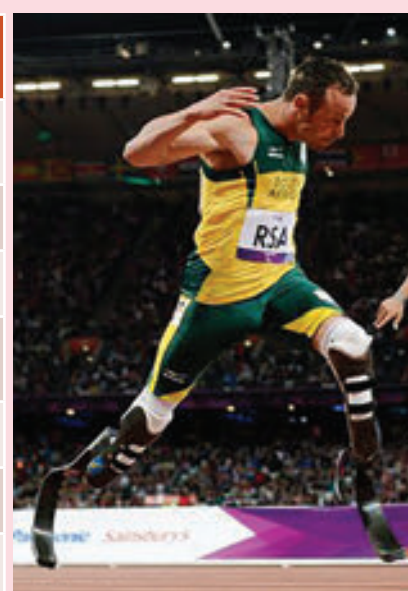
Dr. Christiaan Barnard



## Warm Up

There are several physically-challenged people who have lived successful and meaningful lives. Here are a few personalities who have fought great odds and lived a life of blazing achievements. Let's share what we know about each of them and complete the table below.

Name of the personality	Nature of challenge	Field of achievement
e.g. Beethoven	Hearing impairment	Music
Demosthenes		
Helen Keller		
Mariyappan Thangavelu		
Mozart		
John Milton		
Sudha Chandran		



We all know that Dr. Christiaan Barnard was the first doctor to perform a heart transplant surgery. Here we have an extract of his speech, wherein he narrates an experience, which has changed his perspective of life altogether. Let's find out what led to such a dramatic transformation.

1. More and more, as I near the end of my career as a heart surgeon, my thoughts have turned to the **consideration** of why people should suffer. Suffering seems so cruelly **prevalent** in the world today. Do you know that of the 125 million children born this year, 12 million are unlikely to reach the age of one and another six million will die before the age of five? And, of the rest, many will end up as mental or physical **cripples**.

2. My gloomy thoughts probably stem from an accident I had a few years ago. One minute I was crossing the street with my wife after a lovely meal together, and the next minute a car had hit me and knocked me into my wife. She was thrown into the other lane and struck by a car coming from the opposite direction.

3. During the next few days in the hospital, I experienced not only **agony** and fear but also anger. I could not understand



why my wife and I had to suffer. I had eleven broken ribs and a **perforated** lung. My wife had a badly fractured shoulder. Over and over, I asked myself, why should this happen to us? I had work to do, after all; there were patients waiting for me to operate on them. My wife had a young baby who needed her care.

4. My father, had he still been alive, would have said: “My son, it’s God’s will. That’s the way God tests you. Suffering **ennobles** you – makes you a better person.”

5. But, as a doctor, I see nothing noble in a patient’s **thrashing around** in a sweat-soaked bed, mind clouded in agony. Nor can I see any nobility in the crying of a lonely child in a ward at night.

6. In those days, they didn’t have **sophisticated** heart surgery. I have always found the suffering of children particularly heartbreaking—especially because of their total trust in doctors and nurses. They believe you are going to help them. If you can’t they accept their fate. They go through **mutilating surgery**, and afterwards they don’t complain.

7. One morning, several years ago, I witnessed what I call the **Grand Prix** of Cape Town’s Red Cross Children’s Hospital. It opened my eyes to the fact that I was missing something in all my thinking about suffering – something basic that was full of **solace** for me.

8. What happened there that morning was that a nurse had left a breakfast trolley unattended. And very soon this trolley was commandeered by

an **intrepid** crew of two – a driver and a mechanic. The mechanic provided motor power by galloping along behind the trolley with his head down, while the driver, seated on the mower deck, held on with one hand and steered by scraping his foot on the floor. The choice of roles was easy because the mechanic was totally blind and the driver had only one arm.



9. They put on quite a show that day. Judging by the laughter and shouts of encouragement from the rest of the patients, it was a much better entertainment than anything anyone puts on at the Indianapolis 500 car race. There was a grand **finale** of scattered plates and silverware before the nurse and ward sister caught up with them, scolded them and put them back to bed.

10. Let me tell you about these two. The mechanic was all of seven years old. One night, when his mother and father were drunk, his mother threw a lantern at his father, missed and the lantern broke over the child’s head and shoulders. He suffered severe third-degree burns on the upper part of his body, and lost both his eyes. At the time of the Grand Prix, he was a walking horror, with a **disfigured** face and long flap of skin hanging from the side of his neck to his body. As the

wound healed around his neck, his lower jaw became gripped in a mass of fibrous tissue. The only way this little boy could open his mouth was to raise his head. When I stopped by to see him after the race, he said, "You know, we won." And he was laughing.

11. The trolley's driver I knew better. A few years earlier, I had successfully closed a hole in his heart. He had returned to the hospital because he had a **malignant tumour** of the bone. A few days before the race, his shoulder and arm were **amputated**. There was little hope of his recovery. After the Grand Prix, he proudly informed me that the trolley's wheels were not properly oiled, but he was a good driver, and he had full confidence in the mechanic.

12. Suddenly, I realized that these two children had given me a **profound** lesson in getting on with the business of living. Because the business of living is joy in the real sense of the word, not just something for pleasure, amusement, recreation. The business of living is the celebration of being alive.

13. I had been looking at suffering from the wrong end. You don't become a better person because you are suffering; but you become a better person because you have experienced suffering. We can't appreciate light if we haven't known darkness. Nor can we appreciate warmth if we have never suffered cold. These children showed me that it's not what you've lost that's important. What is important is what you have left.

### About The Author

Christiaan Neethling Barnard was born in rural South Africa in 1922 to poor parents as their fourth child. He evinced great interest in his academics and was determined to pursue medicine, after the loss of his brother to a cardiac ailment. He won many scholarships and pursued his higher studies specializing in cardiac surgery. As a cardiac surgeon, Barnard focussed on congenital and complicated cardiac conditions for which there was no cure at that time. After experimenting with heart transplantation on animals, he performed the world's first human-to-human heart transplant in the year 1967. He gained worldwide recognition and went on to develop many surgery techniques, which are being adopted till date. Barnard has penned fourteen books and 235 scientific articles that have been published in reputed journals. Some of his books are, 'One Life', '50 Ways to a Healthy Heart', 'The Best Medicine' and 'The Faith'. A pioneer in cardiac surgery, he obtained a Doctorate in Medicine from the University of Cape Town. This was followed by 11 honorary doctorates, bestowed upon him by universities all over the world. He has also received 36 International Awards. In his late years, he established the Christiaan Barnard Foundation to serve and promote the cause of underprivileged children throughout the world and died at the age of 78 in the year 2001.





## Glossary

consideration	– careful thought		
prevalent	– common	Grand Prix	– (here) one of several international motor-racing events
cripples	– people with some disability preventing them from performing certain normal functions	solace	– comfort or consolation in times of grief or pain
agony	– extreme physical and mental suffering	intrepid	– bold and daring
perforated	– torn and damaged with holes	finale	– climax or an exciting end
ennobles	– (figurative use) makes dignified, morally noble	disfigured	– spoiled or marred in appearance
thrash around (idiom)	– to move about restlessly	malignant	– (here, of diseases) very harmful to life
sophisticated	– (here) well-advanced	tumour	– diseased growth in some part of the body
mutilating surgery	– surgery involving removal of tissue even at the risk of worsening of the patient's condition	amputated	– cut off by surgical operation
		profound	– very great

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

- a. What thoughts troubled Dr. Christiaan Barnard as he neared the end of his career as a heart surgeon?
- b. What were Dr. Barnard's feelings when he was hospitalized after an accident?
- c. When and where did the accident occur?
- d. How did the hospitalization of Dr. Barnard and his wife affect their routine?
- e. How was Dr. Barnard's attitude to suffering different from that of his father's?
- f. How was the unattended trolley put to use?
- g. What roles did the duo take up?
- h. Why did the choice of roles prove to be easy for them?
- i. Who encouraged them and how?
- j. What does Dr. Barnard compare this entertainment to?



- k. What happened in the grand finale?
- l. How does Dr. Barnard know the boy who played the trolley's driver?
- m. What was the profound lesson that Dr. Barnard learnt from the boys?

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

- a. Detail the statistics Dr. Barnard has provided in his speech.
- b. What happened when the doctor couple were crossing the street?
- c. What injuries did they sustain in the accident?
- d. Dr. Barnard couldn't find any nobility in suffering. Why?
- e. Why does Dr. Barnard find suffering of children heartbreaking?
- f. How did the boy who played the mechanic lose his eyesight?
- g. Why does Dr. Barnard describe the blind boy as a 'walking horror'?
- h. What were the problems the trolley driver suffered from?

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

- a. Give an account of the medical problems for which the two boys were hospitalized.
- b. "These two children had given me a profound lesson ..." Elucidate.
- c. Describe the 'Grand Prix' at Cape Town's Red Cross Children's Hospital.
- d. How did a casual incident in a hospital

help Dr. Barnard perceive a new dimension of life?

- e. Life is unjust and cruel to certain people. Do they all resign themselves to their fate? Can you think of some who have fought their disabilities heroically and remained a stellar example for others? (for e.g. the astrophysicist Stephen Hawking, a paraplegic). Give an account of one such person and his/her struggle to live a fruitful life.



**Vocabulary**

- a) Go through the lesson and spot the words which mean the same as the following.

- 1. profession (para 1)
- 2. sorrowful (para 2)
- 3. decency (para 5)
- 4. destiny (para 6)
- 5. hijacked (para 8)
- 6. motivation (para 9)
- 7. serious (para 10)
- 8. significant (para 13)

- b) Go through the lesson and spot the words opposite to the meaning of the following.

- 1. rare (para 1)
- 2. primitive (para 6)
- 3. fiction (para 7)
- 4. fearful (para 8)
- 5. benign (para 11)
- 6. diffidence (para 11)
- 7. boredom (para 12)
- 8. criticize (para 13)





c) Frame illustrative sentences to distinguish the meaning of the words in the following clusters.

1. career – carrier – courier
2. patients – patience – patents
3. accident – incident – incidence
4. scraping – scrapping – scrubbing
5. accept – except – expect
6. lesson – lessen – lesion
7. severe – sever – sewer
8. raise – rise – rice
9. quiet – quite – quit
10. final – finale – feline

d) Fill in the blanks with the words given in brackets.

[profound, amusement, confidence, agony, solace, intrepid, disfigured, perforated]

1. Theatrical plays were a main source of \_\_\_\_\_ before the advent of television.
2. The \_\_\_\_\_ warriors of the Spartan Army marched into battle against a powerful enemy.
3. The \_\_\_\_\_ of parents finally came to an end when their lost child was found with the help of police.
4. Social media has brought about a

\_\_\_\_\_ impact on the lives of millennials.

5. The tyres of the car got \_\_\_\_\_ when the vehicle rolled over the rusted nails scattered on the road.
6. Thomas Alva Edison did not lose his \_\_\_\_\_, even after facing a series of experimental failures in his quest to discover tungsten.
7. Many victims of the pipeline explosion in an oil refinery were left permanently \_\_\_\_\_.
8. The old lady found \_\_\_\_\_ in the company of the children in the neighbourhood.

e) Form a phrase with each of the following pairs of nouns given below.

Here is an example from the lesson:  
fibre + tissue – fibrous tissue

1. muscle + pain -
2. skeleton + system -
3. nerve + disorder -
4. digestion + enzymes -
5. surgery + instruments -
6. agony + experience -
7. glory + victory -
8. fancy + idea -
9. emotion + song -
10. sense + issue -

f) Fill the empty boxes with suitable words under each word class.

NOUN	VERB	ADJECTIVE	ADVERB
amusement			
	appreciate		
success			
			proudly
		hopeful	

g) Spot the errors in the following sentences and rewrite them correctly.

1. My grandfather is well-known in the village for his nobel deeds.
2. I had my evening meals in a restaurant near my office.
3. The Boss had full confidence on his Manager for successful completion of the project.
4. After the complicated surgery, the patient hoped of complete recovery.
5. The new health care scheme announced by the Government will bring relief to the children suffering with acute tuberculosis.
6. In spite of his poverty and setbacks, he was able to launch his dream carrier.



### Listening

**Listen to the passage being read out. Based on your understanding, complete the statements given below with appropriate answers.**

1. Boredom occurs when a person is unable to -----
2. -----and ----- are emotional consequences of boredom.

3. Two physical signs of acute boredom are

a. b.

4. How does boredom affect the quality of work a person does?

5. Mention two ways by which one can overcome boredom.

a. b.



### Speaking

1. You are rushing to attend to an important work and you witness an accident on your way. Will you go to the rescue of the injured person? Share your views with the class.
2. Every person should take up the responsibility to serve the society in his or her own way. Discuss the various ways in which you can serve the society.

### Dialogue

Dialogue is a conversation between two or more persons in a narrative style. It is widely used to communicate ideas. It requires at least a listener and a speaker. Asking a question and offering a reply is common in dialogue. We usually start the

dialogue with a greeting, and complete it with a proper ending. A dialogue may be formal or informal. Informal dialogue is used in personal (non-official) contexts. A dialogue between friends or members of family is an example of informal dialogue. Formal dialogue is common in official contexts. A dialogue between a student and a teacher is an example of formal dialogue.

**Here is a conversation between a student who wishes to open an account and a bank clerk.**



**Student** : Good morning, madam.

**Bank Clerk** : Good morning, what can I do for you?

**Student** : I would like to open an account in your bank.

**Bank Clerk** : Are you a student of a school or a college?

**Student** : I am a student of Govt. Hr. Sec. School, Asoka puram.

**Bank Clerk** : Why do you want to open an account?

**Student** : My class teacher advised me to open an account to receive the monetary benefits from government schemes.

**Bank Clerk** : Here is an application form to open an account in our bank. Fill it up with all necessary details.

**Student** : Should I enclose any document with the form?

**Bank Clerk** : Yes. You should enclose a valid identity proof and an address proof that are approved by the government.

**Student** : Madam, can I submit the form and documents tomorrow?

**Bank Clerk** : Okay. You need to make an initial deposit of Rs. 500/- to open an account.

**Student** : Sure Madam, Thank you.

**Bank Clerk** : You are welcome.

**a) Pair work:** Practise the dialogue with another student. Then write a similar dialogue between a student and the class teacher regarding an educational trip.

**b) Build a conversation for the following situations with a minimum of five exchanges.**

1. A passenger and a railway staff regarding the cancellation of the reserved tickets.
2. Two friends about the NSS camp which they are going to attend.
3. A salesman and a customer at an electronic shop.





4. A father and his daughter about the advantages of the habit of newspaper-reading.

**c) Extend the conversation with two more relevant exchanges.**

1. Receptionist: Good evening, sir.

Welcome to Chennai.

Traveller : I would like to book a deluxe room in your hotel for 3 days.

Receptionist : -----

Traveller : -----

Receptionist : -----

Traveller : -----

2. Student : Good morning, sir. May I come in?

Teacher : Good morning, why are you late today?

Student : -----

Teacher : -----

Student : -----

Teacher : -----



**Reading**

**Reading Comprehension**

**General tips**

- ❖ Read the text completely to get the global comprehension of the text
- ❖ Read the text again for specific information
- ❖ Apply the context clue to know the meaning of passive vocabulary
- ❖ Attempt answering the direct or easy questions

- ❖ Then, attempt answering other questions

- ❖ For answering the vocabulary-based questions, pay your attention to the preceding and the following sentences of the sentence where the word is placed

- ❖ After identifying the answers, they may be reproduced or presented in simplified version (form)

- ❖ Besides literal understanding of the text, critical understanding of the text has to be applied.

**Read the passage given below and answer the questions that follow.**

Humans have long been fascinated by fiction. We experience excitement in assigning supernatural power to imaginary characters in fictional stories – and so we have Spider man, Batman, He-man, Titans and many more. The ‘Cyborg’ was an offshoot of such wild imagination of humans to invest our species with superhuman powers. Today, the Cyborg is no more an imaginary organism. We are living in a world where a sizeable population of humans have merged their bodies with technological implants. The term ‘Cyborg’, short for ‘cybernetic organism’, was coined to describe a man, whose body is implanted with technological devices to supplement and substitute body functions.

Cyborgs include people with cardiac pacemakers, contact lenses, bionic ears and eyes, prosthetics and so on. In other words, a cyborg is partly human and partly machine. The technological innovations in the field of medicine

and healthcare augment humans with machines, producing a beta version of the human body. The advent of brain machine interfaces is certain to blur the boundary between humans and machines. Scientists are working hard to find a technique for age reversal too. People do not want to die, so mankind is striving to get to the final frontier, which is development of machines and devices that would accord man immortality.

The needs of humans are not limited. As time passes, food habits change, thinking patterns change, and even appearances change. We are about to travel by driverless, fully automated vehicles. Computers and smart phones have become our masters. The more we depend and merge with technological advancements, the more the humanness in us slowly erodes. Intelligence is sought to be infused into machines and robotics are designed in such a way to give man a virtual human companion. The field of artificial intelligence is overtaking the human brain and many fear that it could even harm the human race. Despite certain limitations and potential threats, many believe that cyborgs will be the next step in the evolution of mankind. The amalgamation of man and machine is sure to add a new dimension to the life of mankind and this will prove to be the 'biggest evolution in Biology' since the emergence of life, four billion years ago.

- a) Account for the popularity of characters with supernatural powers.
- b) Who is referred to as a 'Cyborg'?
- c) What is expected to happen with the

advent of the brain machine interface?

- d) The needs of humans are not limited. How is this statement elaborated in the passage?
- e) How can a machine turn into a virtual companion for humans?
- f) Explain the flipside of the rapid technological advancement.
- g) Identify the word in para 1 which means 'everlasting life'.
- h) Which of the following words is synonymous with 'amalgamation'?
  - a) recreation      b) integration
  - c) exploration      d) proposition
- i) Which of the following options is the antonym of the word 'advent'?
  - a) drawback      b) dispute
  - c) departure      d) danger
- j) Find out the word which is the antonym of 'natural' in para 2.



### Active and Passive Voice

**You have already learnt the use of Active and Passive Voice in your earlier classes. Let's quickly recall some of the important rules now.**



- ❖ The object of the Active Verb is made the Subject of the Passive Verb.



- ❖ The Subject of the Active Verb is made the object of some Preposition (generally 'by').
- ❖ The Verb of the Active Voice must have the Past Participle form of the Finite Verb.
- ❖ The tense of the Verb does not change.
- ❖ Only Transitive verbs can be changed into Passive Voice.
- ❖ When the verbs expressing command, order, advice or request are changed into Passive Voice, 'Let' is placed at the beginning of the subject. Also place 'Passive Infinitive' without 'to' after 'be'. The form of the Passive Voice will be – Let + Subject + be + Verb in third form. Subject is placed between 'Let' and 'be' + verb in third form.
- ❖ While changing Present Infinitive into Passive Voice, put 'to + be + verb in third form' (Past Participle in place of infinitive form) e.g. A letter has to be posted by me.
- ❖ Some vague and indefinite subjects like 'everyone', 'they', 'people', 'someone', 'somebody', 'everybody', 'anybody', etc., are dropped when the sentence is changed into Passive Voice. e.g : Prizes were distributed at the end of the function.
- ❖ The use of 'by' is considered superfluous when the special interest of the speaker is not in the active subject but in the predicate . For example – 'People speak French in many parts of the world'.
- ❖ 'They say' can be changed into 'It is said'.

### Sentences with the following four tenses of verbs cannot be transformed into Passive Voice.

- ❖ Present Perfect Continuous  
E.g. Anita has been playing squash since childhood.
- ❖ Past Perfect Continuous  
E.g. My family had been running textile business for years.
- ❖ Future Continuous  
E.g. Students will be giving dance performance tomorrow.
- ❖ Future Perfect Continuous  
E.g. They will have been discussing the sensitive issues for five days.

### Task 1

Change the following sentences into Passive Voice.

- a. The Governor inaugurated the exhibition at ten o' clock.
- b. The crowd expected their leader to arrive early in the morning.
- c. Who taught her Computer Science?
- d. They unanimously named Ravi the captain of team.
- e. The President gave the commander an award.
- f. Do not tell a lie.
- g. Please open the door.
- h. It is time to stop the work.
- i. They say he is a spy.
- j. One should keep one's promise.
- k. People burn a great deal of wood in winter.
- l. Where had you kept the book?



- m. When did you feel the tremors?
- n. How did you do the experiment?
- o. Whose car did someone park in front of your gate?

## Task 2

Change the following sentences into Active Voice.

- a) The smuggler has been nabbed by the police.
- b) By whom were you interviewed?
- c) Why were you scolded by your parents?
- d) Not a word was spoken by the convict in self-defence.
- e) Good news is expected shortly.
- f) The mail has just been received.
- g) Sundari has been taken to hospital by her husband.
- h) Our television is being repaired now.
- i) Sweets have not been distributed to children by the organisers.
- j) Prizes were being given by the chief guest.
- k) Nobody has been seen in the library this week.
- l) Nobody would have known the truth if you had not disclosed it.
- m) You are advised to help the poor and needy.
- n) You are requested to make a cup of tea for the guest.

## Interrogations or Questions

There are different ways of asking

questions. Let's take a look at the different types of questions and deal with Tag Questions in detail:

### 1. 'Yes' or 'no' Questions or Polar Questions

These questions expect or elicit a response of either 'yes' or 'no'. 'Yes-no' questions begin with 'be verbs', 'do verbs' and 'have verbs' or with modal verbs. They can be framed in both positive and negative forms.

Generally, people tend to make mistakes in answering 'Yes' or 'No' to a negative question. For instance,

"Did you **not** attend the function last week?"

"Yes, I did not." (wrong response)

"No, I did not." (right response)

Here, two negatives do not neutralise each other, but only emphasize the point or the message if the person has attended the function, the answer will be: "Yes, I did."

### 2. 'Wh' Questions or Information Questions

These questions are framed to seek some sort of information. They begin with 'What, When, Where, Who, Why, Which, Whom, Whose and How. For e.g. What are your plans for this weekend? / Whom do you want me to meet there? / How long should I wait for you? / When will you be able to complete this work? / Why does your father travel to UK quite often?

### 3. Alternative Questions

These questions offer the listener a closed choice of two or more possible answers, presuming that only one is true. They are framed with the word 'or'. For e.g. Shall I meet him today or tomorrow? / Would you like to have tea, coffee or juice? Are you going to spend your vacation in Ooty or Kodaikanal? / Did you buy a sedan or a hatchback?

### 4. Tag Questions

A tag question is a short question form added at the end of a declarative or an imperative sentence. It is generally used to draw the attention of the listener to the sentence and to seek confirmation. Sometimes they are used to encourage a reply from the person who is spoken to. Tag questions are commonly used in conversations and not usually in formal English.

#### Points to remember while framing tag questions

- ❖ The question tag always begins with an auxiliary verb or a modal verb. Question tags are formed with the same auxiliary or modal verb found in the main part of the sentence.
- ❖ The subject of the question tag is a personal pronoun (except 'there'), which is a substitute for the subject of the statement.
- ❖ The pronoun should agree with the number, gender and person of the subject of the statement.
- ❖ The negative adverb 'not' is always used in contracted form.

[isn't, wasn't, aren't, weren't, hasn't, haven't, hadn't, doesn't, don't, didn't, won't, shan't, can't, wouldn't, shouldn't, couldn't, mustn't, needn't, oughtn't, daren't]

- ❖ If the statement is in the affirmative, the tag it takes is usually negative. If the statement is negative, the tag it takes is positive.

e.g. Mr. Ranjith is a great scholar, **isn't he?**

You **can** complete this project in a week, **can't you?**

e.g. Ahalya **will never** accept your proposal, **will she?**

- ❖ If the main part of the sentence doesn't have an auxiliary verb or a modal verb, the question tag is formed with the appropriate form of 'do' based on the tense of the main verb and the number of the subject.

e.g. Mahathi **sings** very well, **doesn't she?**  
(present tense – singular subject)

These girls **sing** very well, **don't they?**  
(present tense – plural subject)

Mahathi **sang** very well yesterday, **didn't she?**  
(past tense – singular subject)

These girls **sang** very well yesterday, **didn't they?**  
(past tense – plural subject)

- ❖ The subject hidden in an imperative sentence is always 'you' and so the subject of the question tag is also 'you'.
- ❖ Imperative sentences that express a polite request, obligation, suggestion, invitation, impatience, warning etc.





take 'will or would' as verbs in the question tag.

e.g. Please, bring me a glass of water, **would you?** (polite request)

Always follow the traffic rules, **would you?** (obligation)

Join us for lunch tomorrow, **will you?** (invitation)

Don't ever meddle with my papers, **will you?** (warning)

- ❖ The pronoun 'they' is used if the subject of the sentence refers to people or animals or things in plural.

e.g. **The young should** learn to take up responsibilities, shouldn't they?

**The toys** in the box **are not** new, **are they?**

- ❖ Though the subjects 'someone, somebody, anyone, anybody, no one, nobody, everything, everyone and everybody' are singular in meaning, the pronoun 'they' is used in the question tag.

e.g. **Nobody has** arrived yet, **have they?**

**Everyone will** attend the party, **won't they?**

- ❖ The pronoun 'it' is used in the question tag when the subject of the statement is:

- a thing or an animal in singular form
- 'Something', 'Anything' or 'Nothing'
- 'This' or 'That'

e.g. **The peacock is** the national bird of India, **isn't it?**

**The blue frock was** more expensive than the pink one, **wasn't it?**

**Something has gone** wrong in the circuit, **hasn't it?**

**This is not** your dad's car, **is it?**

- ❖ When the statements begin with 'There', the same is used as the subject of the question tags too.

e.g. **There is not** much time left, **is there?**

**There was** a pond beside the temple, **wasn't there?**

- ❖ The words 'hardly, scarcely, rarely, barely and seldom' are considered as negatives and therefore take positive question tags.

e.g. We **rarely visit** our native town, **do we?**

Ajith **seldom speaks** in English, **does he?**

- ❖ Statements having 'a little' or 'a few' are positive and therefore they take a negative tag. Statements having 'little' or 'few' are negative and therefore take a positive tag.

e.g. **A few** germs can be viewed through this microscope, **can't they?**

**Little** do your parents know about this problem, **do they?**

- ❖ The appropriate form of 'be' is used, if the statement contains a 'be' verb. The 'be' forms 'is, are, was, were' are repeated in the tag. The verb **am** in the statement takes **aren't** as its tag; **ain't**



is not used in formal English; '**am I not**' is very formal.

e.g. I am a very honest and humble being, **aren't I**?

- ❖ Sentences that begin with 'Let's...' take 'shall we?' as the question tag.

e.g. **Let's** close our eyes and meditate for some time, **shall we**?

**Let's all** go to the beach this evening, **shall we**?

- ❖ Sentences that begin with 'Each of', 'Either of', 'Neither of', 'Both of' and 'All of' take plural pronouns as the subject in the question tag.

e.g. **Neither of** my two brothers **helped** me in that situation, **did they**?

All of us are not eligible to apply for this course, **are we**?

- ❖ **Punctuation:** A comma is added at the end of the statement and the tag begins with a small letter and ends with a question mark.

- ❖ **Intonation:** Question tags are usually asked for agreement when the speaker already knows the answer. Sometimes the speaker uses a tag question when he really wants to know the answer.

If the speaker asks a real question, he/she uses a rising intonation i.e. his/her tone of voice rises.

If the speaker already knows the answer and expects only an agreement or confirmation, he/she uses a falling intonation i.e. his/her tone of voice falls.

### Task – 1

Add suitable question tags to the following sentences and punctuate properly.

1. The children are very happy today.
2. You have not returned my books yet.
3. We enjoyed the trip very much.
4. Let's clean the shelves this weekend.
5. My mother rarely travels by bus.
6. Somebody must bell the cat.
7. Anita never comes late to office.
8. I am always the winner.
9. Don't commit this mistake again.
10. There is a pharmacy near that bus stand.
11. Bacteria can never survive in extreme weather conditions.
12. I am not as smart as you are.
13. The boys broke the window pane last evening.
14. Leaves wither during autumn.
15. You should add a little salt to the buttermilk.

### Task – 2

Correct the error found in the question tag in each of the following.

1. The evil doers cannot cross the path of truth, can't they?
2. The vegetables in the fridge are still fresh, aren't it?
3. The village head understood the intention of the politician, doesn't he?
4. I claim to be a person of faith and prayer, aren't I?



5. The employees are seldom allowed to meet their boss, aren't they?
6. Let's organize a trip to Goa, can we?
7. The landlady will charge me for the damage, shan't she?
8. Both the sisters have left for Canada, aren't they?
9. That's definitely not the right thing to do in this situation, isn't that?
10. We needn't apply for a bank loan, do we?
11. The Chief Guest spoke a few words, did he?
12. The rhinoceros has a horn made of keratin, haven't they?



Writing

## STORY WRITING

Story writing is an activity that involves creativity. It is a delightful form of composition in a narrative style. The purpose of writing a narrative piece is to educate, motivate or entertain. It can be a fictional story or narration of a real-life incident or experience. Even an interesting incident of everyday life can inspire a plot and supply a scenario for a beautiful story. This exercise requires rich imagination and graphic visualisation.

We all enjoy reading and listening to short stories. Let's try our hand in developing short stories. We shall look at two types of guided writings—developing hints and story completion—that will help us develop story-writing skills.

❖ Before you start writing a story, you need to decide on the following key points.

- **Plot** – What the story is about.
- **Theme** – The message conveyed by the story.
- **Characters** – Main characters – their descriptions and the supporting characters
- **Setting** – Time, location and background
- **Developing storyline** – Create a conflict for the main character.
- **Building the climax** – the turning point of the story – the most dramatic moment
- **Conclusion** – Give a suitable end.

❖ Here are a few hints that can help you produce a well-written short story.

- Begin the story in an impressive manner with any of the following:
  - ◆ a remarkable scene
  - ◆ a description of the main character
  - ◆ a powerful line of dialogue
  - ◆ a conflict or a mystery.
- Grab the attention of the readers with an opening sentence that arrests attention and raises questions in the reader's mind.
- Describe the setting – time, location, context and atmosphere.
- Develop the story line and introduce the characters.
- Incorporate an element of suspense and sustain the same till the climax unfolds.



- Build up the climax gradually.
  - Introduce dialogues that are interesting, lively, relevant and natural to the context, wherever possible.
  - Handle the conclusion of the story well. The story should have a striking end or a dramatic twist. It may also end with a moral or a message.
  - Provide an appropriate and a catchy title. The title may be based on the incident of the story or the chief character (protagonist). The story may also be titled after a proverb or a familiar quotation illustrated by the story or a popular catch phrase.
  - Revise and edit your writing as many times as possible till you feel it's perfect.
  - Show, don't tell. (Instead of saying "The boy was happy" say "The boy whistled as he walked down the corridor.")
- ❖ When you write a story, remember to use...
- the simple past tense, the past continuous tense and the past perfect tense
  - suitable adjectives and adverbs
  - direct speech with reporting verbs and proper punctuation marks
  - linkers and discourse markers

**To begin with, one can train oneself to write stories by following two steps:**

- (i) expanding the given outlines into a story
- (ii) completing a partly narrated story.

### **Task 1**

**Expand the following outlines into complete stories and supply a suitable title for each.**

**Here is an example.**

#### **Outline:**

A wealthy old lady – suddenly loses eyesight – calls an eye specialist – doctor demands exorbitant fees – lady agrees to pay if cured – doctor starts treatment – steals antique decorative pieces -one by one – treatment ends - lady's vision restored – doctor demands fees – lady refuses to pay – doctor knocks the doors of court – seeks justice – judge enquires lady – lady explains – not completely cured – cannot see antique items – kept in showcase – judge understands – gives verdict – lady's favour – arrests doctor for cheating.

#### **Story**

##### **The Invisible Antiques**

In a grand old-fashioned mansion overlooking a hill, lived a wealthy dear old lady named Margaret J. Smith. She inherited a huge fortune from her late husband John Maxwell Smith. Being a very smart and shrewd woman, she ably managed her estate all alone. As she grew older and older, she became frail. Subsequently, her eyesight also started failing. One day, when she woke up from her bed, she realised that she had lost her sight.

The old lady immediately sent word to an eye-specialist in the County to treat her. The doctor though skilful in his profession was a greedy and crafty person by nature. He visited Margaret Smith the very same day and examined her. He told her that he



could cure her but it would cost her a huge sum. He named an exorbitant fee for the treatment. The old lady was taken aback by the amount demanded by the doctor. However, she agreed to pay on condition that her eyesight was completely restored after the treatment. The doctor agreed and went ahead with his treatment.

During his visits to the lady's mansion for treatment, the greedy doctor eyed her collection of antique decorative pieces displayed in a showcase. Knowing that those antique pieces would fetch a good price in the market, the doctor started stealing those items, one by one, during every visit. Eventually, the treatment worked and the old lady's vision was totally restored. Now, as per the agreement, the doctor demanded his fees. But, the old lady said that she was not satisfied with the treatment given and firmly refused to pay. The doctor threatened her to drag her to the court. The old lady said, "You can go ahead and do whatever you want."

The angry doctor filed a case against old Margaret and sought justice from the court. The old lady was summoned for examination. The judge enquired the reason as to why she refused to pay the agreed fees to the doctor. The old lady replied, "As per the agreement made, I must be completely cured of my problem. Unfortunately, my vision has been only partially restored after the treatment." As a proof of her statement, she said that she was not able to see the antique items kept in her showcase.

The learned judge understood the meaning of the lady's statement and its implication. The judge concluded the case

and read out his verdict. The verdict went thus: "After a thorough examination of the case and connected issues, this court pronounces that Margaret, the defendant, is absolved of her obligation to pay her doctor. This court also pronounces that the doctor has committed the offence of theft and as such he should undergo a rigorous imprisonment for six months." The shocked doctor hung his head down in shame. The old lady felt greatly relieved and marched out of the court triumphantly.

### Exercise

1. Big cotton merchant – owned a factory – many employees – one day a heap of cotton stolen – no clue – merchant's secretary assured to find out - asked him to host dinner - invite all workers – merchant agreed – middle of feast – secretary suddenly shouted – cotton sticking to hair of thieves – the guilty dusted their heads – tried to clear – caught in the trap – punished.

2. Mr. X, a rich businessman – runs a company - always very busy with office work – one day his son – 10 years old – approaches dad and asks – how much he earns in one hour – father gets furious – boy persuades – father says Rs. 500 – immediately son asks for Rs. 300 – father shouts – wasting money on toys - son leaves to his room crying – father feels bad – thinks might need some stationery – enters boy's room and gives money – boy becomes happy – takes some crumpled notes – under his pillow – counts everything together – total Rs.500 – gives it to dad – wants to buy – one hour of his time – father realizes his mistake – feels sorry and guilty – hugs son – closes





all office files - takes him on a picnic - decides to spend more time with near and dear ones.

## Task 2

Continue and complete the following stories and suggest suitable titles for the same.

### Beginning of the story

#### Tit for Tat

It was a pleasant breezy evening. The college auditorium was filled to capacity. The students, dressed in their finest, looked very cheerful and excited. When the chief guest entered the hall, they stretched their necks eagerly to catch a glimpse. He was a very well-known personality—a great scholar and an excellent orator—in the town. The programme began and the students were looking forward to listening to the key-note address which was to be delivered by the chief guest. The occasion was the college annual day function. The chief guest was invited to take the podium by the compere. He began his speech and there was a hushed silence. He started off with an interesting anecdote followed by a humorous one liner. He went on to delve deeper into the topic of technology and opportunities. Suddenly, a mischievous student among the lot, crowed like a cock in a high pitch “cock-a-doodle-doo” “cock-a-doodle-doo”.

### Completion of the story

This broke the mood of the occasion, flow of speech and the seriousness of the atmosphere. Some students were amused by this break and responded with a

laughter here and a giggle there. But, the accomplished orator stood undeterred. He took this interruption in his stride and pretended to be surprised. He stopped his speech, checked his watch and got back to his mike. In a calm and composed voice and a matter-of-fact tone, he said, “A cackling of a cock indicates daybreak, but my watch shows it is dusk. However, studies have proved that animals of lower creation possess a wonderful sense of the day-night rhythm. I guess my watch is wrong and the rooster is right.” He stressed the words ‘animals of lower creation’.

At this, the entire audience burst into loud, hearty, never-ending laughter. They applauded in true appreciation of the orator’s presence of mind and sense of humour. The student who made the crowing sound hung his head in shame. He had received a fitting response for his misbehaviour. The scholar, true to his greatness, won on this occasion too.

### Exercises



1. A rich man had a neighbour who was suffering from acute poverty. The rich man was proud of his wealth and treated his poor neighbour with disrespect and derision. One day, a fortune-teller told the rich man that all his wealth would be possessed by his neighbour within a month. The rich man became greatly worried and spent sleepless nights. He did not know how to safeguard his wealth round the clock. Suddenly he thought of a plan. He disposed of everything he had and with all that money, he bought a large, precious diamond. He sewed up the diamond in his turban. He proudly said

to himself, “Now, there’s no way. My poor neighbour can never secure my wealth. The words of the fortune-teller will prove false.”.....

2. Four friends decided to go to a restaurant for dinner. They ordered an extra-large pizza with grated cheese and other choice toppings. The next 20 minutes seemed to be too long a time. Their eyes widened and their mouth watered, when the server brought the steaming hot pizza and placed it on the table. They could barely control the drool. Simultaneously, all the four hands pulled at a slice from the plate, their faces beaming with a victorious grin. Silence prevailed as they were absorbed in the taste of their favourite food. They

relished every mouthful to the core and savoured the taste of each topping with a smile of approval. Soon, the plate was empty and clean with no trace. The boys dabbed their mouths and wiped their hands with tissues. Mission accomplished, they leaned back with immense joy and satisfaction not knowing, it would be short-lived. The waiter arrived with the bill. Joseph, who had brought the others to the restaurant for a treat casually slipped his hand into his pocket to get his wallet. He gave a soft shriek accompanied by an expression of dismay and utter disbelief. He exclaimed, “It’s not there! Someone has pinched my wallet! What are we to do now?” .....

**UTHIRA is an event conducted by the NSS unit of ABC Hr Sec School. Imagine you are a volunteer and help a parent fill in the following registration form. (Invent necessary details)**

Blood Donation Application Form 		PAGE 1	
<input type="checkbox"/> First Time Donor	<input type="checkbox"/> Repeat Donor	Date of Donation (dd/mm/yy).....	
<b>For Repeat Donor</b>			
What did you donate last time ?:			
<input type="checkbox"/> Whole Blood <input type="checkbox"/> Apheresis please specify : <input type="radio"/> Single Donor Red cell <input type="radio"/> Single Donor Platelets <input type="radio"/> Plasmapheresis			
Did you encounter any problems in your last donation ? : <input type="checkbox"/> No problems			
<input type="checkbox"/> problems : <input type="radio"/> Fainting <input type="radio"/> Bruise <input type="radio"/> Difficulties in finding vein <input type="radio"/> Deferred due to ..... <input type="radio"/> Others .....			
ID CARD NUMBER	<input type="text"/>	Blood Group	Rh
OTHER CARD ID	<input type="text"/>		
Donor Number.....			
Date of birth (dd/mm/yy) .....		Age .....year	Sex .....   Weight..... kg.
(Age between 17-70) If 17 years old, do you have parents or guardian signed consent form ? <input type="checkbox"/> Yes <input type="checkbox"/> No.....			
≥60-70 years old, Do you have medical certificate? <input type="checkbox"/> Yes <input type="checkbox"/> No.....			
Present address <input type="checkbox"/> Same address <input type="checkbox"/> Changed as follows : .....			
.....			
.....			
Post Code .....		Telephone .....	Mobile Phone .....
E-Mail address.....			
Occupation : <input type="checkbox"/> Student <input type="checkbox"/> Gov. official, soldier, police, State Enterprise <input type="checkbox"/> Company, employee			
<input type="checkbox"/> Monk, priest <input type="checkbox"/> Others, specify.....			
Name: Mr. / Ms. / Mrs. ....			
(first name )		(last name)	
(Please fill out the questions on page 2)			
Signature .....			



<b>For your own safety and the safety of the patient who will receive your blood, please answer the following questions to the best of your knowledge by marking ✓ in the correct box</b>		<b>PAGE</b> <b>2</b>
<b>Category 1 (For women only)</b>		<b>YES   NO</b>
1. Pregnant ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Do breast-feed ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Gave birth or miscarriage in the last 6 months ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Category 2</b>		
4. Had diarrhea in the last 7 days ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Had unintendedly lost weight in rapidly the last 3 months? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Had dental treatments in the last 3 days ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Had major surgery in the last 6 months or minor surgery in the last 7 days? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8. Do you drink alcohol or others ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9. Had a history of drug use or had you been imprisoned in the last 3 years ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
10. Had a blood transfusion in the past 1 year ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
11. Did you visit any area with malaria in the last 1 year or have you had malaria in the last 3 years ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
12. Have menstruation ? (to be answered by female only) .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
13. Do you feel fit enough and have enough rest last night ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
14. Had high-fat diet in the last 6 hours ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
15. Did you take aspirin, muscle relaxants or NSAIDS or any other medicine(s) ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
16. Did you take antibiotics or any other medicine(s) ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
17. Have you or any in your family member ever had hepatitis ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
18. Have asthma, epilepsy, chronic skin disease, chronic cough, tuberculosis, allergies, .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
19. high blood pressure, heart/kidney/thyroid disease, cancer, bleeding disorder etc.? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
20. Have ear/body piercings, tattoos made or removed or acupuncture? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
21. Did you get any vaccinations in the last 2 months ? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Did you receive serum injection in the last 1 year? .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
22. Others .....	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>I hereby certify that I have answered the following questions truthfully and that, to the best of my knowledge, my blood is safe for donation. I have been informed that my blood will be tested for syphilis, hepatitis B and C, as well as HIV/AIDS. I hereby voluntarily donate blood to the National Blood Centre of the Red Cross Society without expecting any type of remuneration. The blood may be given to any patient or for research purpose as deemed suitable by the National Blood Centre of the Thai Red Cross Society. I certify that the staff of the National Blood Centre is not responsible for any untoward effects that may occur after this blood donation. I shall be pleased to donate blood again. Donor signature.....</b>		
<b>Reason for allowing donor to donate blood in this case.....</b>		
<b>Doctor/Staff signature .....</b>		
<b>For staff</b>		
Donor Number.....	No. of Donation.....	
<b>In case of no donor ID card for repeat Donor</b>		
First donation(dd/mm/yy).....	Place.....	<input type="checkbox"/> Deferred due to.....
Last donation(dd/mm/yy).....	Place.....	<input type="checkbox"/> On medication that
Blood pressure.....mm. Hg		effects platelet counts
Pulse	<input type="checkbox"/> normal <input type="checkbox"/> abnormal	<input type="checkbox"/> Under volume
Heart/Lung	<input type="checkbox"/> normal <input type="checkbox"/> abnormal	<input type="checkbox"/> High volume
Hemoglobin	<input type="checkbox"/> pass <input type="checkbox"/> not pass	<input type="checkbox"/> Discarded
Hb.....mg/dL	<input type="checkbox"/> pass <input type="checkbox"/> not pass	
Unit Number		
Remarks .....		
Registrar.....	Blood bag preparation staff.....	Blood collector .....
Blood sample collector .....	Rechecked by.....	



# All the World's a Stage

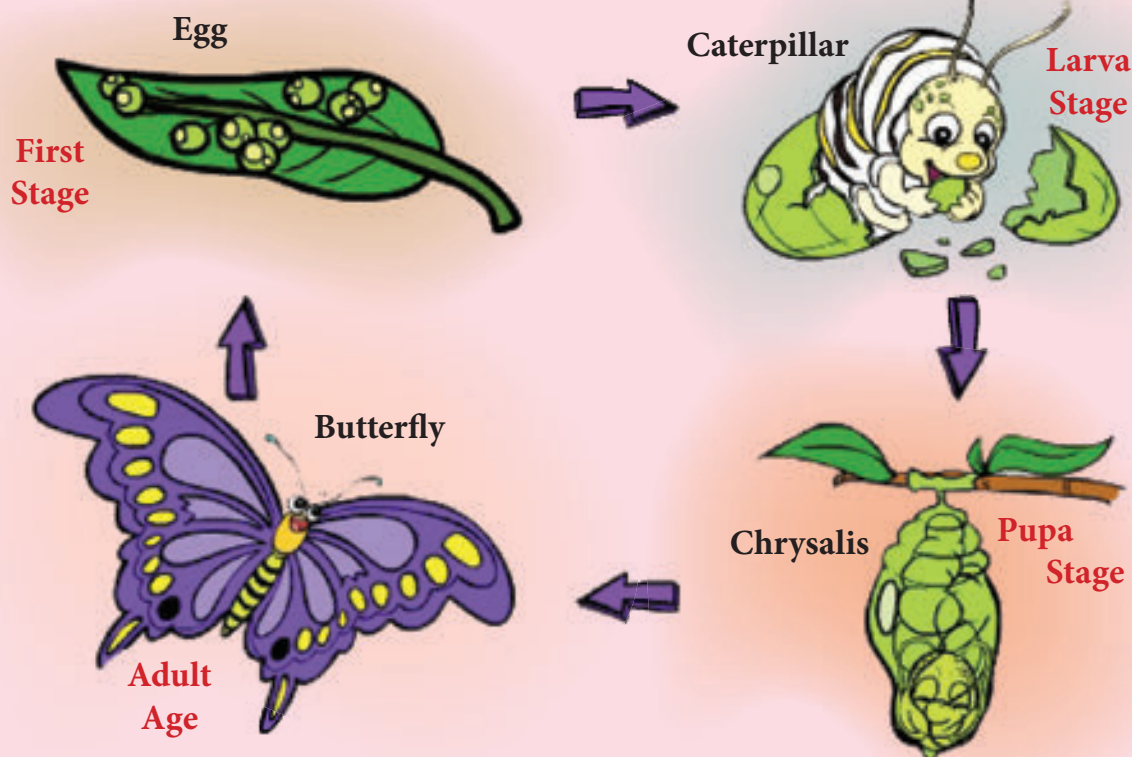
(from *As You Like It*)

William Shakespeare



## Warm Up

This is the life cycle of a butterfly.



Discuss with your partner the different stages in the growth of man from a new born to an adult.

The phrase “All the world’s a stage” is the beginning of a monologue from William Shakespeare’s *As You Like It*, spoken by Jaques in Act II Scene VII (Line 138). He compares the world to a stage and life to a play and catalogues the seven stages of a man’s life. This is one of Shakespeare’s most frequently quoted passages.



## Know the words depicting different age groups.

Age group	Word	Age group	Word
10-19	denarian	60-69	sexagenarian
20-29	vicenarian	70-79	septuagenarian
30-39	tricenarian	80-89	octogenarian
40-49	quadragenarian	90-99	nonagenarian
50-59	quinquagenarian	100 and above	centenarian



First, listen to a reading of the complete poem. Then, read silently and get to know what Shakespeare says about the different stages in the life of man. You may refer to the glossary given at the end of the monologue to help you.

“All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances;  
And one man in his **time** plays many **parts**,  
His acts being seven **ages**. At first the infant,  
**Mewling** and **puking** in the nurse's arms;  
Then the **whining** school-boy, with his **satchel**  
And shining morning face, **creeping** like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a **woeful** ballad  
Made to his mistress' eyebrow. Then a soldier,  
Full of strange **oaths**, and bearded like the **pard**,  
**Jealous in honour, sudden and quick in quarrel**,  
**Seeking the bubble reputation**  
**Even in the cannon's mouth**. And then the **justice**,  
In fair round belly with good **capon lin'd**,  
With eyes severe and beard of formal cut,  
Full of wise **saws** and modern instances;  
And so he plays his part. The sixth age shifts  
Into the **lean and slipper'd pantaloon**,

With spectacles on nose and **pouch** on side;  
His youthful **hose**, well sav'd, **a world too wide**  
For his **shrunk shank**; and his big manly voice,  
Turning again toward childish **treble**, **pipes**  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history,  
Is **second childishness** and mere **oblivion**;  
**Sans** teeth, sans eyes, sans taste, sans everything.”





## About The Author

William Shakespeare (1564-1616) was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English Renaissance). Shakespeare's plays are perhaps his most enduring legacy, but they are not the only things he wrote. Shakespeare's poems remain popular to this day. Shakespeare's rich and diverse works have spawned countless adaptations across multiple genres and cultures. His writings have been compiled in various iterations of *The Complete Works of William Shakespeare*, which include all his plays, sonnets, and other poems. William Shakespeare continues to be one of the most important literary figures of the English language.



## Glossary

<b>time</b>	- lifetime	<b>justice</b>	- here, a judge, someone very respected
<b>parts</b>	- here, characters	<b>saws</b>	- sayings
<b>ages</b>	- here, periods of time	<b>pouch</b>	- a small bag for carrying money
<b>mewling</b>	- a small weak noise that a cat makes	<b>hose</b>	- tights, thin trousers that men wore in Shakespeare's time
<b>puking</b>	- vomiting	<b>a world too wide</b>	- much too big
<b>whining</b>	- expressing unhappiness	<b>pipes</b>	- a high sound
<b>creeping</b>	- walking slowly	<b>second childishness</b>	- being like a child again
<b>satchel</b>	- a shoulder bag	<b>Sans</b>	- without
<b>furnace</b>	- place where fire is made		
<b>woeful</b>	- unhappy		
<b>oaths</b>	- promises		
<b>pard</b>	- a large cat, such as a leopard		

### Contextual meaning of a few difficult phrases.

#### Line 13:

*'jealous in honour'*: The young man takes great care of his honour, his reputation as a good man.

#### Line 13:

*'sudden and quick in quarrel'*: 'quarrel' is a slightly old-fashioned word for an argument; 'sudden' here means unpredictable - so in an argument this young man might suddenly become violent.



#### Line 14:

*'Seeking the bubble reputation'*: a bubble is empty, so by 'seeking the bubble reputation', Shakespeare means a short lived glory.

#### Line 15:

*'Even in the cannon's mouth'*: a 'cannon' - large gun, and its 'mouth' was at the front -so the man seeks his reputation even if it means standing in front of guns.

#### Line 16:

*'capon lin'd'*: 'to line' means to fill something at the edges here, the man was fat from eating good chicken.

#### Line 20:

*'lean and slipper'd pantaloons'* : this phrase describes a thin old man.

#### Line 23:

*'shrunk shank'*: - 'to shrink' means to grow smaller, and a 'shank' is a piece of meat cut from a leg of an animal - so man's legs have grown narrower with age.

#### Line 24:

*'treble'*: a treble is the higher part of a piece of music - so Shakespeare is referring to a boy's high-pitched voice.

#### Line 27:

*'oblivion'*: if someone is 'oblivious' he/she doesn't know what is happening around him/her, and if he/she lives in 'oblivion' he/she is completely forgotten by other people.

### 1. Fill in the blanks using the words given in the box to complete the summary of the poem.

Shakespeare considers the whole world a stage where men and women are only (1) \_\_\_\_\_. They (2)\_\_\_\_\_the stage when they are born and exit when they die. Every man, during his life time, plays seven roles based on age. In the first act, as an infant, he is wholly (3) \_\_\_\_\_on the mother or a nurse. Later, emerging as a school child, he slings his bag over his shoulder and creeps most (4)\_\_\_\_\_to school. His next act is that of a lover, busy (5) \_\_\_\_\_ballads for his beloved and yearns for her (6) \_\_\_\_\_. In the fourth stage, he is aggressive and ambitious and seeks (7) \_\_\_\_\_in all that he does. He (8) \_\_\_\_\_solemnly to guard his country and becomes a soldier. As he grows older, with (9) \_\_\_\_\_and wisdom, he becomes a fair judge. During this stage, he is firm and (10) \_\_\_\_\_. In the sixth act, he is seen with loose pantaloons and spectacles. His manly voice changes into a childish (11) \_\_\_\_\_. The last scene of all is his second childhood. Slowly, he loses his (12) \_\_\_\_\_of sight, hearing, smell and taste and exits from the roles of his life.

attention	treble	reluctantly
actors	maturity	reputation
serious	faculties	composing
enter	promises	dependent

### 2. From your understanding of the poem, answer the following questions briefly in a sentence or two.

a) What is the world compared to?



- b) "And they have their exits and their entrances" - What do the words 'exits' and 'entrances' mean?
- c) What is the first stage of a human's life?
- d) Describe the second stage of life as depicted by Shakespeare.
- e) How does a man play a lover's role?
- f) Bring out the features of the fourth stage of a man as described by the poet.
- g) When does a man become a judge? How?
- h) Which stage of man's life is associated with the 'shrunk shank'?
- i) Why is the last stage called second childhood?

**3. Explain the following lines briefly with reference to the context.**

- a) *"They have their exits and their entrances;  
And one man in his time plays many parts,"*
- b) *"Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation"*
- c) *"Is second childishness and mere oblivion;  
Sans teeth, sans eyes, sans taste, sans everything."*

**4. Read the poem once again carefully and identify the figure of speech that has been used in each of the following lines from the poem.**

- a) *"All the world's a stage"*
- b) *"And all the men and women merely players"*
- c) *"And shining morning face, creeping like snail"*
- d) *"Full of strange oaths, and bearded like the pard,"*
- e) *"Seeking the bubble reputation"*
- f) *"His youthful hose, well sav'd, a world too wide"*
- g) *"and his big manly voice, turning again toward childish treble"*

**5. Pick out the words in 'alliteration' in the following lines.**

- a) *"and all the men and women merely players"*
- b) *"And one man in his time plays many parts"*
- c) *"Jealous in honour, sudden and quick in quarrel."*

**6. Read the given lines and answer the questions that follow.**

- a) *Then the whining school-boy, with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school.*



- i. Which stage of life is being referred to here by the poet?
- ii. What are the characteristics of this stage?
- iii. How does the boy go to school?
- iv. Which figure of speech has been employed in the second line?

b) *Then a soldier,  
full of strange oaths, and bearded like the pard,  
Jealous in honour, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth.*

- i. What is the soldier ready to do?
- ii. Explain 'bubble reputation'.
- iii. What are the distinguishing features of this stage?

c) *And then the justice,  
In fair round belly with good capon lin'd,  
With eyes severe and beard of formal cut,  
Full of wise saws and modern instances;*

- i. Whom does justice refer to?
- ii. Describe his appearance.
- iii. How does he behave with the people around him?
- iv. What does he do to show his wisdom?

**7. Complete the table based on your understanding of the poem.**

Stage	Characteristic
	crying
judge	
soldier	
	unhappy
second childhood	
	whining
old man	

**8. Based on your understanding of the poem, answer the following questions in about 100 – 150 words each. You may add your own ideas if required, to present and justify your point of view.**

- a) Describe the various stages of a man's life pictured in the poem "All the World's a stage."
- b) Shakespeare has skilfully brought out the parallels between the life of man and actors on stage. Elaborate this statement with reference to the poem.



## Speaking

Shakespeare describes the characteristics of the various stages of man. You are in the second stage of life. What do you think of your roles and responsibilities at this stage? Discuss with your partner and share your ideas with the class.



## Listening

**Listen to the poem and fill in the blanks with appropriate words and phrases. If required listen to the poem again.**

### 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 \_\_\_\_\_ that is ours;

We have given \_\_\_\_\_ away, a sordid boon!

This Sea that bares her bosom \_\_\_\_\_,

\_\_\_\_\_ that will be howling at all hours,

And are up-gathered now like \_\_\_\_\_,

For this, for everything, we are \_\_\_\_\_;

It \_\_\_\_\_ 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

Or hear old Triton blow his wreathed horn.

**William Wordsworth**

## Parallel Reading

### On the Life of Man

What is our life? A play of passion,

Our mirth the music of division,

Our mother's wombs the tiring-houses be,

Where we are dressed for this short comedy.

Heaven the judicious sharp spectator is,

That sits and marks still who doth act amiss.

Our graves that hide us from the setting sun

Are like drawn curtains when the play is done.

Thus march we, playing, to our latest rest,

Only we die in earnest, that's no jest

**Sir Walter Raleigh**





Unit

3

Supplementary

## The Hour of Truth (Play)

Percival Wilde



### Warm Up

a) We judge people around us, based on their qualities and actions. We brand some people as good and some bad. What qualities, do you think, characterise a gentleman? Some of them may be merely external and some others internal



well-dressed

courteous

b) When we see a few *coins scattered* on the ground, we would probably pick them up on the sly or walk away ignoring them. What if it was an envelope full of ₹ 2000 bills? How are people likely to react in such a situation?



Discuss with a partner and share your views.

Here is a play which describes a situation where the honesty and uprightness of the protagonist is put to a crucial test. He is compelled by his family members to compromise on his ethical principles. Let's find out how he is saved from that crisis.

### CHARACTERS:

ROBERT BALDWIN

MARTHA

JOHN

EVIE

Mr. MARSHALL

*It is rather a hot and sultry Sunday afternoon, and the sun overhead and the baked clay under foot are merciless. In the distance, lowering clouds give promise of*

*coming relief. And at the parlour window of a trim little cottage the Baldwin family is anxiously awaiting the return of its head.*

*John, Baldwin's son, an average young man of twenty-seven, is smoking a pipe as philosophically as if this day were no whit more momentous than any other. But Martha, his mother, has made little progress in the last half-hour; and Evie, Baldwin's daughter, takes no pains to conceal her nervousness. There is a tense pause. It*

seems as if none of them likes to break the silence. For the tenth time in ten minutes, Evie goes to the window and looks along the sultry road.

### **THE SCENE : At Baldwin's**

**MARTHA:** It's time he was home.

**EVIE:** Yes, mother.

**MARTHA:** I do hope he hasn't forgotten his umbrella; he has such a habit of leaving it behind him.

**EVIE:** Yes, Mother.

**MARTHA:** It might rain. Don't you think so, Evie?

**EVIE:** *(after a pause)* Mother *(There is no answer.)*

Mother! *[Mrs. Baldwin turns slowly]* What does Mr. Gresham want with him? Has he done anything wrong?

**MARTHA:** *(proudly)* Your father? No, Evie.

**EVIE:** Then why did Mr. Gresham send for him?

#### **Let's understand better:**

Martha and Evie hear that Gresham had been arrested on suspicion of committing a fraud in his bank. They are angry and shocked at the news.



**MARTHA:** He wanted to talk to him.

**EVIE:** What about? Mr. Gresham has been arrested; they're going to try him tomorrow. What can he want with Father?

**MARTHA:** Your father will have to give evidence.

**EVIE:** But he's going to give evidence against Mr. Gresham. Why should Mr. Gresham want to see him?

**MARTHA:** I don't know, Evie, you know, your father doesn't say much about his business affairs. *(she pauses)* I didn't know there was anything wrong with the Bank until I saw it in the papers. Your father wouldn't tell me to draw my money out – he thought it wasn't loyal to Mr. Gresham. *(Evie nods)* I did it of my own accord – against his wishes – when I suspected...

**EVIE:** *(after a pause)* Do you think that Father had anything to do with – with... *(she does not like to say it)*

**MARTHA:** With the **wrecking** of the Bank? You know him better than that, Evie.

**EVIE:** But did he not know what was going on?

**MARTHA:** *(after a pause)* Evie, I don't believe your father ever did a wrong thing in his life – not if he knew it was wrong. He found out by accident – found out what Mr. Gresham was doing.

**EVIE:** How do you know that?

**MARTHA:** I don't know it. I suspect it – something he said. You see, Evie, he can't have done anything wrong. They haven't indicted him.



EVIE: *(slowly)* No. They didn't **indict** him because they want him to **testify** against

Mr. Gresham. That's little consolation, Mother.

**(John enters)**

JOHN: Look here mother, what does Gresham want with the **governor**?

EVIE: I've just been asking that.

MARTHA: I don't know, John.

JOHN: Didn't you ask him?

MARTHA: Yes, I asked him. He didn't say, John *(anxiously)*, I don't think he knew himself.

JOHN: *[after an instant's thought]* I was talking to the assistant cashier yesterday.

EVIE: Donovan?

JOHN: Yes, Donovan, I saw him up at the Athletic Club. He said that nobody had any idea that there was anything wrong until the crash came. Donovan had been there eight years. He thought he was taken care of for the rest of his life. He had got married on the strength of it. And then, one morning, there was a sign up on the door. It was like a bolt out of a clear sky.

**Let's understand better:**

After Mr. Gresham's arrest, Evie and Martha get the news that Donovan, another employee of the bank, has also lost his job.

EVIE: And father?

JOHN: He says the governor must have known. He'll swear nobody else did. You see, Father was closer to Gresham than

anyone else. That puts him in a nice position, doesn't it?

MARTHA: What do you mean, John?

JOHN: Father is the only witness against John Gresham – and me named after him! John Gresham Baldwin, at your service!

MARTHA: Your father will do his duty, John, no matter what comes of it.

JOHN: *(shortly)* I know it. And I'm not sure but what is right. *(They look at him inquiringly)* There's John Gresham, grown rich in twenty years, and the governor pegging along as his secretary at sixty dollars a week!

MARTHA: Your father never complained.

JOHN: No; that's just the pity of it. He didn't complain. Well, he'll have his chance tomorrow. He'll **go on the stand** and when he's through, they'll put John Gresham where he won't be able to hurt anybody for a while. Wasn't satisfied with underpaying his employees; had to rob his depositors! Serves him jolly well right!

*(There is the click of a latchkey outside. Evie makes for the door.)*

JOHN: *Hullo, Dad!*

BALDWIN: How are you, my boy? *(He shakes hands with John.)* Evie... *(He kisses her.)*

JOHN: Well Dad? Don't you think it's about time you told us something?

BALDWIN: Told you something? I don't understand, John.

JOHN: People have been talking about you – saying things –



**Let's understand better:**

Another senior member of the bank, Baldwin, father of John and Evie, and husband of Martha, is however believed to be honest.

**BALDWIN:** What kind of things, John?

**JOHN:** You can imagine; rotten things. And I couldn't contradict them.

**BALDWIN:** Why not, John?

**JOHN:** Because I didn't know.

**BALDWIN:** Did you have to know? Wasn't it enough that you knew your father?

**JOHN:** [*after a pause*] I beg your pardon, Sir.

**BALDWIN:** It was only a day before the **smash-up** that I found out what Gresham was doing. (*He pauses. They are listening intently.*) I told him he would have to make good. He said he couldn't...

**EVIE:** And what happened?

**BALDWIN:** I told him he would have to do the best he could—and the first step would be to close the bank. He didn't want to do that.

**MARTHA:** But he did it.

**BALDWIN:** I made him do it. He was angry—very angry, but I had the whip hand.

**EVIE:** The papers didn't mention that.

**BALDWIN:** I didn't think it was necessary to tell them.

**MARTHA:** But you let your name rest under a cloud meanwhile.

**BALDWIN:** It will be cleared tomorrow, won't it? (*He pauses*) Today Gresham sent for me. The trial begins in twenty-four hours. I'm the only witness against him. He asked - you can guess what...

**JOHN:** (*indignantly*) He wanted you lie to save his skin, eh? Wanted you to **perjure** yourself?

**BALDWIN:** That wouldn't be necessary, John. He just wanted me to have an attack of poor memory. If I tell all I know, John Gresham will go to jail—no power on earth can save him from it. But he wants me to forget a little- just the essential things. When they question me I can answer, "I don't remember". They can't prove I do remember. And there you are.

**JOHN:** It would be a lie, Dad!

**BALDWIN:** (*smiling*) Of course. But it's done every day. And they couldn't touch me - any more than they could convict him.

**MARTHA:** (*quivering with indignation*) How dared he - how dared he ask such a thing?

**EVIE:** What did you say, Father?

**BALDWIN:** (*smiling, and raising his eyes to John's*) Well son, what would you have said?

**JOHN:** I'd have told him to go to the devil.

**BALDWIN:** I did... but I didn't use your words, John, he's too old a friend of mine for that. However, I didn't mince matters any. He understood what I meant.

**EVIE:** And what did he say then?

**BALDIN:** There wasn't much to say. You





see, he wasn't surprised. He's known me for thirty-five years. And, well (*with simple pride*) anybody who's known me for thirty-five years doesn't expect me to **haggle** with my conscience. If it had been anybody else than Gresham, I would have struck him across the face. But John Gresham and I were boys together. We worked side by side. And I've been in his employ ever since he started in for himself. He is desperate—he doesn't know what he is doing—or he wouldn't have offered me money.

**Let's understand better:**

Baldwin is pressurized by Gresham to falsely declare that he does not remember the facts, but Baldwin refuses to do so.

**JOHN:** (*furious*) Offered you money, Dad?

**BALDWIN:** He'd put it aside, ready for the emergency. If they don't convict him, he'll hand it over to me. The law can't stop him. But if I live until tomorrow night, they will convict him! (*He sighs*) God knows I want no share in bringing about his punishment. (*He breaks off; Evie pats his hand silently.*) Young man and old man, I've worked with him or for him the best part of my life. I'm loyal to him— I've always been loyal to him—but when John Gresham ceases to be an honest man, John Gresham and I part company!

(*There is a pause.*)

**MARTHA:** (*weeping softly*) Robert! Robert!

**BALDWIN:** I've got only a few years to live, but I'll live those as I've lived the rest of my life. I'll go to my grave clean!

**JOHN:** Dad...What did Gresham offer you?

**BALDWIN:** (*simply*) A hundred thousand dollars.

**EVIE:** What!

**Let's understand better:**

In order to tempt Baldwin, Gresham offers him a huge bribe of hundred thousand dollars, but Baldwin doesn't accept it.



**MARTHA:** Robert!

**BALDWIN:** He put it aside for me without anybody knowing it. It's out of his private fortune, he says. It's not the depositors' money—as if that made any difference.

**EVIE:** (*as if hypnotized*) He offered you a hundred thousand dollars?

**BALDWIN:** (*smiling at her amazement*) I could have had it for the one word 'Yes' – or even for nodding my head—or a look of the eyes.

**JOHN:** How-how do you know he meant it?

**BALDWIN:** His word is good.

**JOHN:** Even now?

**BALDWIN:** He never lied to me, John. (*He pauses.*) I suppose my eyes must have





shown something I didn't feel. He noticed it. He unlocked a drawer and showed me the hundred thousand.

**JOHN:** In cash?

**BALDWIN:** In thousand-dollar bills. They were genuine. I examined them.

**EVIE:** (*slowly*) And for that he wants you to say, 'I don't remember'.

**BALDWIN:** Just that: three words only.

**JOHN:** But you won't?

**BALDWIN:** (*shaking his head*) Those three words would choke me if I tried to speak them. For some other man, perhaps, it would be easy. But for me? All of my past would rise up and strike me in the face. It would mean to the world that for years I had been living a lie: that I was not the honourable man I thought I was. When John Gresham offered the money, I was angry. But when I rejected it, and he showed no surprise, then I was pleased. It was a compliment, don't you think so?

**Let's understand better:**

At this point, Gresham understands that it is impossible to persuade Baldwin to accept the bribe.

**JOHN:** (*slowly*) Rather an expensive compliment.

**BALDWIN:** Eh?

**JOHN:** A compliment which cost you a hundred thousand dollars.

**BALDWIN:** A compliment which was worth a hundred thousand dollars. I've never had that much money to spend in my life, John, but if I had, I couldn't imagine a finer way to spend it.

**JOHN:** (*slowly*) Yes. I suppose so.

**MARTHA:** (*after a pause*) Will the depositors lose much, Robert?

**BALDWIN:** (*emphatically*) The depositors will not lose a cent. We were able to save something from the wreck, Gresham and I. It was more than I had expected—almost twice as much—and with what Gresham has it will be enough.

**EVIE:** Even without the hundred thousand?

(*Baldwin does not answer.*)

**JOHN:** (*insistently*) Without the money that Gresham had put away for you?

**BALDWIN:** Yes, I didn't know there was the hundred thousand until today. Gresham didn't tell me. We **reckoned** without it.

**EVIE:** Oh!

**JOHN:** And you made both ends meet?

**BALDWIN:** Quite easily. [*He smiles*] Mr. Marshall is running the reorganization; Mr. Marshall of the Third National. He hasn't the least idea that it's going to turn out so well.

(*There is a pause.*)

**Let's understand better:**

John and Evie are tempted by the huge amount of money offered by Gresham. They try to justify Gresham's act of offering Baldwin a bribe.

**JOHN:** They're going to punish Gresham, aren't they?

**BALDWIN:** I'm afraid so.



JOHN: What for?

BALDWIN: **Misappropriating** the funds of the ---

JOHN: (*interrupting*) Oh, I know that. But what crime has he committed?

BALDWIN: That's a crime, John.

EVIE: But if nobody loses anything by it?

BALDWIN: It's a crime nevertheless.

JOHN: And they're going to punish him for it!

EVIE: (*timidly*) Would it be such an awful thing, Father, if you let him off?

BALDWIN: (*smiling*) I wish I could, Evie. But I'm not the judge.

EVIE: No, but... You're the only witness against him.

BALDWIN: (**nonplussed**) Evie!

**Let's understand better:**

John says that as he is named after Baldwin's friend Gresham, he will be put to shame for bearing the name of a criminal.

JOHN: She's right, Governor.

BALDWIN: You too, John?

JOHN: It's going to be a nasty mess if they put John Gresham in jail – with your own son named after him! It's going to be pleasant for me! John Gresham Baldwin!

MARTHA: (*after a pause*) Robert, I'm not sure I understood what you said before. What did Mr. Gresham want you to do for him?

BALDWIN: Get him off tomorrow.

MARTHA: You could do that?

BALDWIN: Yes.

MARTHA: How?

BALDWIN: By answering '*I don't remember*' when they ask me dangerous questions.

MARTHA: Oh! And you do remember?

BALDWIN: Yes, nearly everything.

JOHN: No matter what they ask you?

BALDWIN: I can always refresh my memory. You see, I have notes.

JOHN: But without those notes you wouldn't remember?

BALDWIN: What do you mean, John?

JOHN: As a matter of fact, you will have to rely on your notes nearly altogether, won't you?

BALDWIN: Everybody else does the same thing.

JOHN: Then it won't be far from the truth if you say, 'I don't remember'?

MARTHA: I don't see that Mr. Gresham is asking so much of you.

BALDWIN: Martha!

MARTHA: Robert! I'm as honourable as you are ...

BALDWIN: That goes without saying, Martha.

MARTHA: It doesn't seem right to me to send an old friend to jail. Robert, I've been thinking. The day John was **baptized**, when Mr. Gresham stood sponsor for him, how proud we were! And when we



came home from the church you said—do you remember what you said Robert?

**BALDWIN:** No. What was it?

**MARTHA:** You said, Martha may our son always live up to the name which we have given him! Do you remember that?

**Let's understand better:**

Martha, Baldwin's wife, feels that Baldwin is betraying his dear friend Gresham and thereby causing embarrassment to John.

**BALDWIN:** Yes – dimly.

**JOHN:** Ha! Only dimly, Governor?

**BALDWIN:** What do you mean, John?

**MARTHA:** (*giving John no opportunity to answer*) It would be sad – very sad- if the name of John Gresham, our son's name, should come to grief through you, Robert.

**BALDWIN:** Martha, are you telling me to accept the bribe money that John Gresham offered me?

**EVIE:** Why do you call it bribe money, Father?

**BALDWIN:** (*bitterly*) Why indeed? Gresham had a prettier name for it. He said that he had underpaid me all these years. You know, I was getting only sixty dollars a week when the crash came.

**JOHN:** (*impatiently*) Yes, yes?

**BALDWIN:** He said a hundred thousand represented the difference between what he had paid me and what I had actually been worth to him.

**MARTHA:** That's no less than true, Robert. You've worked for him very faithfully.

**BALDWIN:** He said that if he had paid me what he should have, I would have put by more than a hundred thousand by now.

**JOHN:** That's so, isn't it, Dad?

**BALDWIN:** Who knows? I never asked him to raise my salary. When he raised it, it was **of his own accord**. (*There is a pause. He looks around.*) Well, what do you think of it, Evie?

**EVIE:** (*hesitantly*) If you go on the stand tomorrow...

**Let's understand better:**

Martha also justifies Gresham's act of offering Baldwin money stating that it is a compensation for his low salary. She starts coercing Baldwin to accept the bribe.

**BALDWIN:** Yes?

**EVIE:** – And they put John Gresham in jail, what will people say?

**BALDWIN:** They will say I have done my duty, Evie, no more and no less.

**EVIE:** Will they?

**BALDWIN:** Why, what should they say?

**EVIE:** I don't think so. Of course, but other people might say that you had turned traitor to your best friend.

**BALDWIN:** You don't, mean that, Evie?

**EVIE:** When they find out that they haven't lost any money—when John Gresham tells them that he will pay back every cent—then they won't want him to go to jail. They'll feel sorry for him.

**BALDWIN:** Yes, I believe that. I hope so.



**JOHN:** And they won't feel too kindly disposed towards the man who helps put him in jail.

**MARTHA:** They'll say you went back on an old friend, Robert.

**JOHN:** When you pull out your notes in court, to be sure of sending him to jail! *(He breaks off with a snort.)*

**EVIE:** And Mr. Gresham hasn't done anything really wrong.

**JOHN:** It's a **technicality**, that's what it is. Nobody loses a cent. Nobody wants to see him punished.

**EVIE:** Except you, Father.

**JOHN:** Yes, and you're willing to jail the man after whom you named your son!

**MARTHA:** I believe in being merciful, Robert.

**BALDWIN:** Merciful?

**MARTHA:** Mr. Gresham has always been very good to you. *(There is another pause. Curiously enough, they do not seem to be able to meet each other's eyes.)* Ah, well! What are you going to do now, Robert?

**BALDWIN:** What do you mean?

**MARTHA:** You have been out of work since the bank closed.

**BALDWIN:** *(shrugging his shoulders)* Oh, I'll find a position.

**Let's understand better:**

John accuses Baldwin of betraying his dear friend Gresham. He adds that Baldwin will not get an employment anywhere, as he will be considered a traitor.

**MARTHA:** *(shaking her head)* At your age?

**BALDWIN:** It's the man that counts.

**MARTHA:** Yes, you said that a month ago.

**JOHN:** I heard from Donovan ...

**BALDWIN:** *(quickly)* What did you hear?

**JOHN:** He's gone with the Third National, you know.

**BALDWIN:** Yes; he's helping with the reorganization.

**JOHN:** They wouldn't take you on there...

**BALDWIN:** Their staff was full. They couldn't very well offer me a position as a clerk.

**JOHN:** That was what they told you... Mr. Marshall said he wouldn't employ a man who was just as guilty as John Gresham.

**BALDWIN:** But I'm not!

**JOHN:** Who knows it?

**BALDWIN:** Everybody will, tomorrow!

**JOHN:** Will they believe you? Or will they think you're trying to save your own skin?

**BALDWIN:** I found out only a day before the smash.

**JOHN:** Who will believe that?

**BALDWIN:** They will have to!

**JOHN:** How will you make them? I'm afraid you'll find that against you wherever you go, Governor. Your testifying against John Gresham won't make things any better. If you ever get another job, it will be with him! *(This is a startling idea)*



to Baldwin, who shows his surprise.) If Gresham doesn't go to jail, he'll start in business again, won't he? And he can't offer you anything less than a partnership.

**BALDWIN:** A partnership?

**JOHN:** (*with meaning*) With the hundred thousand capital you could put in the business, Dad.

**BALDWIN:** John! (*looks appealingly from one face to another; they are averted then*) You – you want me to take this money? (*There is no answer.*) Say 'Yes' one of you. (*still no answer*) or 'No'. (*a long pause*) I couldn't go into partnership with Gresham.

**MARTHA:** (*promptly*) Why not?

**BALDWIN:** People wouldn't trust him.

**JOHN:** Then you could go into business with someone else. Dad, a hundred thousand is a lot of money.

**BALDWIN:** (*walks to the window. looks out*) God knows I never thought this day would come! I know—I know no matter how you try to excuse it – I know that if I take this money I do a dishonourable thing. And you know it! You, and you, and you! All of you! Come, admit it!

**JOHN:** (*resolutely*) Nobody'll ever hear of it.

**BALDWIN:** But amongst ourselves, John! Whatever we are to the world, let us be honest with each other, the four of us! Well? (*His glance travels from John to Evie, whose head is bowed; from her to his wife, who is apparently busy with her knitting. He raises Martha's head; looks into her eyes. He shudders.*) **Shams!** Liars! **Hypocrites!** Thieves! And I no better than

any of you! We have seen our souls naked, and they stink to Almighty Heaven! Well, why don't you answer me?

**Let's understand better:**

Baldwin grows ashamed of the greed of his family. John has the courage to look at him straight in the eye. He compels Baldwin to accept the money offered by Gresham.

**MARTHA:** (*feebly*) It's not wrong, Robert.

**BALDWIN:** It's not right.

**JOHN:** (*facing him steadily*) A hundred thousand is a lot of money, Dad.

**BALDWIN:** (*nodding slowly*) You can look into my eyes now, my son, can't you?

**JOHN:** (*without moving*) Dad, why did you refuse? Wasn't it because you were afraid of what we'd say?

**BALDWIN:** [*after a long pause*] Yes, John.

**JOHN:** Well, nobody will ever know it.

**BALDWIN:** Except the four of us.

**JOHN:** Yes, Father.

(*Abruptly they separate. Evie weeps in silence. Martha, being less emotional, blows her nose noisily and fumbles with her knitting. John scowls out of the window, and Baldwin, near the fireplace, clenches and unclenches his hands*) Someone's coming.

**Let's understand better:**

Baldwin feels ashamed of himself too. Mr. Marshall, the President of the Third National, another bank, comes to his house to convey an important news.





**MARTHA:** (*raising her head*) Who is it?

**JOHN:** I can't see (*with sudden apprehension*) It looks like Mr. Marshall.

**BALDWIN:** Mr. Marshall? (*The doorbell rings. He goes to a window commanding a view of the doorway.*) It is Mr. Marshall.

**BALDWIN:** It is Marshall.

**MARTHA:** The President of the Third National?

**BALDWIN:** Yes. What does he want here?

**EVIE:** Shall I show him in, Father?

**BALDWIN:** Yes, yes, by all means.

(*Evie goes out.*)

**Let's understand better:**

Mr. Marshall informs Baldwin that Gresham had admitted his guilt, as he knew that Baldwin, being an honest and upright man, would never give false testimony.

**MARTHA:** (*crossing to him quickly*) Robert! Be careful of what you say; you're to go on the stand tomorrow.

**BALDWIN:** (*nervously*) Yes, yes, I'll look out.

(*Evie re-enters, opening the door for Marshall.*)

**MARSHALL:** (*coming into the room very buoyantly*) Well, well, spending the afternoon indoors? How are you, Mrs. Baldwin? (*He shakes hands cordially*) And you, Baldwin?

**MARTHA:** We were just going out. Come, Evie.

**MARSHALL:** Oh, you needn't go on my account. You can hear what I have to say. (*He turns to the head of the family*) Baldwin, if you feel like coming around to the Third National sometime this week, you'll find a position waiting for you.

**BALDWIN:** (*thunderstruck*) Do you mean that, Mr. Marshall?

**MARSHALL:** (*smiling*) I wouldn't say it if I didn't. (*He continues more seriously.*) I was in to see Gresham this afternoon. He told me about the offer he had made you. But he knew that no amount of money would make you do something you thought wrong. Baldwin, he paid you the supreme compliment; rather than go to trial with you to testify against him, he confessed.

**BALDWIN:** (*sinking into a chair*) Confessed!

**MARSHALL:** Told the whole story. (*He turns to Martha*) I can only say to you what every man will be saying tomorrow: how highly I honour and respect your husband! How sincerely-

**Let's understand better:**

Mr. Marshall offers Baldwin a job at his bank, The Third International, thus rewarding him for his uprightness.

**MARTHA:** (*seizing his hand piteously*) Please! Please! Can't you see he's crying?

(*Slowly, the curtain falls.*)

- (slightly adapted)



### About The Author

Percival Wilde (1887 – 1953) was an American author and playwright. He wrote novels, short stories and one-act plays. He also authored a textbook on the theatre arts. Native to New York City, Wilde graduated from Columbia University in 1906, and worked for a time as a banker. He began writing plays in 1912. Wilde's plays were especially popular in the Little Theatre Movement.



Percival Wilde chose to portray the values of life in his plays, throwing light on a specific trait of an individual. His one-act play *The Hour of Truth* is a testimony to his craftsmanship where the three classical unities of time, place and action are observed. The climax of the play develops rapidly and ends with a pleasant surprise.



### Glossary

wrecking	- ruining, destroying (here, bankruptcy)	misappropriate	- to take other's money dishonestly for one's own use
indict	- accuse or charge someone for a crime and put on trial	nonplussed	- confused, puzzled
testify	- give evidence as a witness in court	baptized	- named, christened
governor	- the way John addresses his father	of his own accord	- voluntarily, without compulsion
go on the stand	- testify during a trial in the court of law	technicality	- a minor detail
smash-up	- complete collapse (insolvency)	shams	- people who cheat others
indignantly	- angrily	hypocrites	- people who put on a false appearance, pretenders
perjure	- swear falsely	apprehension	- fear
haggle	- argue, disagree	buoyantly	- cheerfully
reckoned	- calculated	piteously	- sympathetically

### 1. Rearrange the following sentences in a meaningful sequence and write the summary of the play.

- Baldwin who returned home after meeting Gresham, informed his family that Gresham had offered a hundred thousand, if he would utter the words 'I don't remember' in court, during the trial.
- The family members tried to justify Gresham's act and enticed Baldwin into accepting the money.
- Thus 'The Hour of Truth' had dawned relieving Baldwin of the heavy burden and guilt.



- d) Baldwin was an honest and upright man, working under John Gresham, in a bank.
- e) To save Baldwin, Mr. Marshall, President of the Third National, visited him and informed him that Gresham had confessed his crime, in order to free him from betraying his trusted friend and testifying painfully against him.
- f) Gresham and Baldwin had been thick friends for over 30 years and Baldwin had even named his son after Gresham.
- g) Baldwin felt disgusted with himself and the attitude of his family members.
- h) Gresham had been arrested for misappropriation of money at the bank and Baldwin was to testify against him.
- i) Mr. Marshall also offered Baldwin a job in his Bank, to reward him for his honesty and integrity.
- j) The family members who were initially against Gresham, changed their mind on hearing the huge sum offered by him.

**2. Answer the following questions in one or two sentences each.**

- a) Why did Baldwin meet Gresham?
- b) What made Martha withdraw her money from the bank?
- c) How is Martha's strong conviction in Baldwin's integrity revealed?
- d) What had Donovan told John?
- e) John feels Gresham deserves punishment. Why?
- f) What was Baldwin's advice to Gresham?
- g) What did Gresham want Baldwin to do?
- h) Explain the significance of the words 'I don't remember'.
- i) Why does John turn wild on hearing that Gresham had offered his father money?
- j) When would Baldwin part company with Gresham?
- k) What does John consider 'a technicality'?
- l) Why was John filled with shame?
- m) How much did Gresham offer to pay Baldwin for saving his skin and how did he justify that?
- n) What was Mr. Marshall's offer to Baldwin?
- o) How was Baldwin's honesty rewarded?



3. Based on your understanding of the play, complete the Graphic Organiser given below.

<b>Title:</b>	<b>Author:</b>
<b>Setting:</b>	<b>Characters:</b>
<b>Theme:</b>	<b>Plot:</b>
<b>Climax:</b>	<b>Values highlighted in the play:</b>

4. Answer in a paragraph of about 150 words each.

- Trace the bond of friendship between Baldwin and Gresham. Explain why Baldwin wished to attribute some credit to his friend.
- How did Martha and John react when they came to know that Baldwin had rejected the generous offer made by Gresham?
- Is Baldwin really honest or does he maintain his honesty fearing criticism? Why do you say so?
- Sketch the character of: i) Robert Baldwin ii) John Gresham.
- Who do you think exhibits true friendship—Baldwin or Gresham? Justify your answer.

## 5. IDIOMS

An idiom is an expression in English language that has a special meaning of its own. It cannot be understood from the meanings of the individual words.

Here are a few idioms that you came across in the play you have just read. For e.g. 'I told him he would have to make good.' The idiom 'to make good' means 'to compensate for a wrongdoing'.

**Now match the idioms under column A with their meanings in column B:**

A. IDIOMS	B. MEANINGS
save one's skin	a sudden unexpected event or news
make both ends meet	to be the most powerful
a bolt out of a clear sky	viewed with suspicion and distrust
go to grave	to protect oneself from difficulty
have the whip hand	manage one's expenses within one's income
under a cloud	to exit the world



### Speaking

- Imagine you are Baldwin and your partner is Gresham. Try your best to persuade your partner to confess the truth. Build a conversation describing how both of you would react in such a situation. Work in pairs.
- 'A friend in need is a friend indeed'. Does this hold good in all situations? Share your views with your class.





# ENGLISH CONVERSATIONS

To enable the students to practice conversation in English at various situations.



## STEPS:

1. Access the application with the help of the link given below or the given QR code and install it in the mobile.
2. You can view many categories to practice conversation.
3. Click any one of the category and select the situations in which you like to practice.
4. Click the play button to hear the conversation.
5. Click Quiz to check your listening by answering the questions given there.
6. Try to play the game in all levels to get more practice in Prepositions.
7. You can record your own voice and check your pronunciation also by playing it again.



STEP 1



STEP 2



STEP 3



STEP 4



WEBSITE LINK:

APPLICATION NAME : ENGLISH CONVERSATION PRACTICE

<https://play.google.com/store/apps/details?id=com.talkenglish.conversation>

\*\* Images are indicatives only