

The Summit

Edmund Hillary



Warm Up

Adventures, expeditions and explorations are always exciting. Especially when they are real and if it is the first of its kind, it is even more thrilling. The only question that comes to one's mind is what makes one to take up such tasks that involve high risks. It is the spirit of formidable adventure and certain qualities which make them achieve such feats.



Tick the qualities that are required to achieve such a feat.

passion	reward	determination	physical fitness
fame	faith	courage	money
drive	vengeance	inspiration	self-satisfaction
vision	undying spirit	inner-urge	perseverance

This prose unit is a slightly adapted excerpt from 'The Ascent of Everest' by John Hunt.

Sir Edmund Hillary's own words, tells how the summit of the Everest was reached.

On May 28 there were six men at Camp 8 on the South Col: Edmund Hillary, Tenzing, George Lowe, Alfred Gregory, and the two Sherpas, Pemba and Ang Nyima. But Pemba was too ill to climb. The others, heavily laden, climbed that day to a height of 27,900 feet. Here, Hillary and Tenzing put up a little tent, and watched their three companions go down the ridge, back towards the South Col.

As the sun set, Hillary and Tenzing crawled into the tent, put on all their warm clothing,

and wriggled into their sleeping bags. Next morning, at 4 a.m. on May 29, they began to get ready for the climb.

1. We started up our cooker and drank large quantities of lemon juice and sugar, and followed this with our last tin of sardines on biscuits. I dragged our oxygen sets into the tent, cleaned the ice off them, and then rechecked and tested them.

2. I had removed my boots, which had become wet the day before, and they were now frozen solid. So I cooked them over the fierce flame of the Primus and managed to soften them up. Over our down clothing we donned our windproof and on to our hands we pulled three pairs of gloves – silk, woollen, and windproof.



3. At 6.30 a.m. we crawled out of that tent into the snow, hoisted our 30 lb. of oxygen gear on to our backs, connected up our masks and turned on the valves to bring life-giving oxygen into our lungs. A few good deep breaths and we were ready to go. Still a little worried about my cold feet, I asked Tenzing to move off.

4. Tenzing kicked steps in a long **traverse** back towards the ridge, and we reached its crest where it forms a great snow bump at about 28000 feet. From here the ridge narrowed to a knife-edge and, as my feet were now warm, I took over the lead.



Col depression in a mountain chain;
a pass

5. The soft snow made a route on top of the ridge both difficult and dangerous, which sometimes held my weight but often gave way suddenly. After several hundred feet, we came to a tiny hollow, and found there the two oxygen bottles left on the earlier attempt by Evans and Bourdillon. I scraped the ice off the gauges and was relieved to find that they still contained several hundred litres of oxygen – enough to get us down to the South Col if used sparingly.

6. I continued making the trail on up the ridge, leading up for the last 400 feet to the southern summit. The snow on this face was dangerous, but we persisted in our efforts to beat a trail up it.

7. We made frequent changes of lead. As I was stamping a trail in the deep snow, a section around me gave way and I slipped back through three or four of my steps. I discussed with Tenzing the advisability of going on, and he, although admitting that he felt unhappy about the snow conditions, and finished with his familiar phrase “Just as you wish”.

8. I decided to go on; and we finally reached firmer snow higher up, and then chipped steps up the last steep slopes and cramponed on to the South Peak. It was now 9 a.m.

9. We cut a seat for ourselves just below the South Summit and removed our oxygen apparatus. As our first partly-full bottle of oxygen was now exhausted, we had only one full bottle left. Our apparatus was now much lighter, weighing just over 20 lb., and as I cut steps down off the South Summit I felt a sense of freedom and well - being.

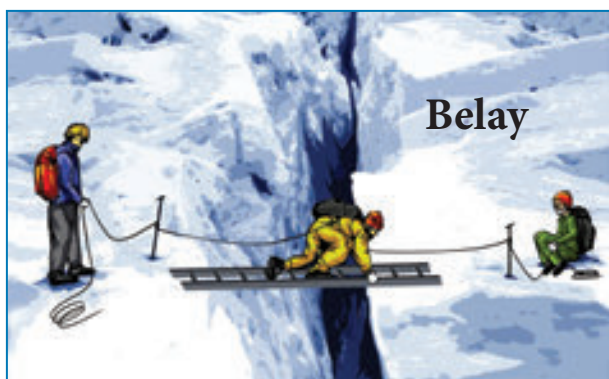
10. As my ice-axe bit into the first steep slope of the ridge, my high hopes were realized. The snow was crystalline and firm. Two or three blows of the ice - axe produced a step large enough even for our over-sized High Altitude boots, and a firm thrust of the ice-axe would sink it half-way up the shaft, giving a solid and comfortable belay.



11. We moved one at a time. I would cut a forty foot line of steps, Tenzing belaying me while I worked. Then in turn I would sink my shaft and put a few loops of the **rope** around it, and Tenzing, protected against a breaking step, would move up to me. Then once again as he belayed me I would go on cutting.

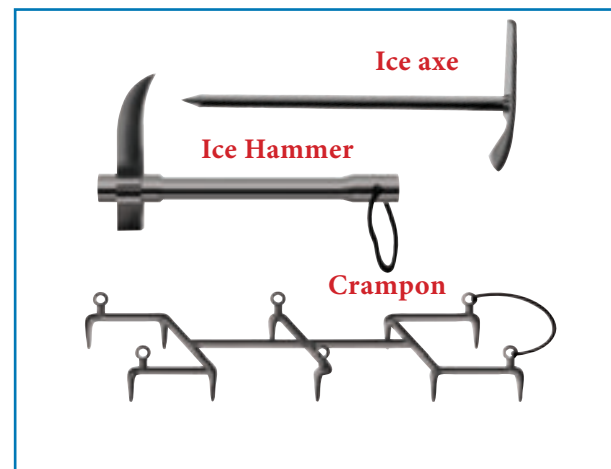
12. In a number of places the overhanging ice **cornices** were very large indeed, and in order to escape them I cut a line of steps down to where the snow met the rocks on the west. It was a great thrill to look straight down this enormous rock face and to see, 8000 feet below us, the tiny tents of Camp 4 in the Western **Cwm**. **Scrambling** on the rocks and cutting handholds on the snow, we were able to shuffle past these difficult portions.

13. On its east side was another great cornice; and running up the full forty feet of the step was a narrow crack between the cornice and the rock. Leaving Tenzing to belay me as best he could, I jammed my way into this crack. Then, kicking backwards, I sank the spikes of my crampons deep into the frozen snow behind me and levered myself off the ground.



14. Taking advantage of every little rock hold, and all the force of knee,

shoulder, and arms I could muster, I literally cramponed backwards up the crack, praying that the cornice would remain attached to the rock. My progress although slow was steady. As Tenzing paid out the rope, I inched my way upwards until I could reach over the top of the rock and drag myself out of the crack on to a wide ledge.



15. For a few moments I lay regaining my breath, and for the first time really felt the fierce determination that nothing now could stop us reaching the top. I took a firm stance on the ledge and signalled to Tenzing to come on up. As I heaved hard on the rope, Tenzing **wriggled** his way up the crack, and finally collapsed at the top like a giant fish when it has just been hauled from the sea after a terrible struggle.

16. The ridge continued as before: giant cornices on the right; steep rock sloped on the left. The ridge curved away to the right and we have no idea where the top was. As I cut around the back of one hump, another higher one would swing into view. Time was passing and the ridge seemed never-ending.



17. Our original zest had now quite gone, and it was turning more into a grim struggle. I then realized that the ridge ahead, instead of rising, now dropped sharply away. I looked upwards to see a narrow snow ridge running up to a snowy summit. A few more whacks of the ice-axe in the firm snow and we stood on top.

18. My first feelings were of relief—relief that there were no more steps to cut, no more ridges to traverse, and no more humps to **tantalize** us with hopes of success. I looked at Tenzing. In spite of the balaclava helmet, goggles, and oxygen mask – all encrusted with long icicles—that concealed his face, there was no disguising his grin of delight as he looked all around him. We shook hands, and then Tenzing threw his arm around my shoulders and we thumped each other on the back until we were almost breathless. It was 11.30 a.m. The ridge had taken us two and a half hours, but it seemed like a lifetime.

19. To the east was our giant neighbour Makalu, unexplored and unclimbed. Far away across the clouds, the great bulk of Kanchenjunga loomed on the horizon. To the west, we could see the great unexplored ranges of Nepal stretching off into the distance.

20. The most important photograph, I felt, was a shot down the North Ridge, showing the North Col and the old route which had been made famous by the struggles of those great climbers of the 1920's and 1930's. After ten minutes, I realized that I was becoming rather clumsy-fingered and slow-moving. So I quickly replaced my oxygen set.

21. Meanwhile, Tenzing had made a little hole in the snow, and in it he placed various small articles of food— a bar of chocolate, a packet of biscuits, and a handful of lollies. Small offerings, indeed, but at least a token gift to the Gods that all devout Buddhists believe have their home on this lofty summit.

22. While we were together on the South Col two days before, Colonel Hunt had given me a small crucifix which he had asked me to take to the top. I, too, made a hole in the snow and placed the crucifix beside Tenzing's gifts.

23. After fifteen minutes, I moved down off the summit on to our steps. Wasting no time, we **cramponed** along our tracks, spurred by the urgency of diminishing oxygen. We scrambled cautiously over the rock traverse, moved one at a time over shaky snow sections and finally cramponed up our steps and back on to the South Peak.

24. We were now very tired, but moved down to the two reserve cylinders on the ridge. As we were only a short distance from camp, and had a few litres of oxygen left in our own bottles, we carried the extra cylinders down, and reached our tent on its crazy platform at 2 p.m.

25. With a last look at the camp that had served us so well, we turned downwards with dragging feet and set ourselves to the task of safely descending the ridge to the South Col.

26. The time passed as in a dream. Two figures came towards us and met us



a couple of hundred feet above the camp. They were George Lowe and Wilfrid Noyce, laden with hot soup and emergency oxygen. Just short of the tent my oxygen ran out. We had had enough to do the job, but by no means too much.

27. We crawled into the tent and, with a sigh of delight, collapsed into our sleeping-bags, while the tents flapped and shook under the perpetual South Col gale.



John Hunt



Edmund Hillary

John Hunt who led the expedition states that “It was an unforgettable day.” They had climbed to the top! There were shouts of joy, handshakes and hugs for the two heroes. Their happiness and pride showed, how these men had shared in the achievement, that was brilliantly concluded by Tenzing and Hillary. The adventure was over.

The story of the ascent of Everest is one of comradeship and teamwork, formed through dangers and difficulties met and overcome together. Perhaps, after the climbing of this great mountain, others will find their own “Everests”, for there are still many opportunities for adventure. Some are close at hand, others are far away in distant lands.

Not all adventures are exciting. Nor is adventure to be found only upon a mountain. There are “Everests” to be climbed in our everyday life. Given the selflessness and resolve which enabled men to climb Everest, there is no height, no depth, that the spirit of man, guided by a higher Spirit, cannot attain.

About The Author

Sir Edmund Percival Hillary (20 July 1919 – 11 January 2008) was a New Zealand mountaineer, explorer, and philanthropist. He served in the Royal New Zealand Air Force as a navigator during World War II. Following his ascent of Everest, Hillary devoted himself to assisting the Sherpa people of Nepal through the Himalayan Trust, which he established. *High Adventure, No Latitude for Error, Nothing Venture, Nothing Win, View from the Summit: The Remarkable Memoir by the First Person to Conquer Everest* are some of his famous works.



Glossary

- traverse** - to cross a mountain slope horizontally or diagonally; the name given to such a crossing
- rope** - links members of climbing party for safety; a party may be referred to as “a rope”
- cornice** - overhanging mass of snow or ice along a ridge, shaped like the curling crest of a wave



- cwm** - an enclosed arm-chair-shaped hollow situated at the head of a valley
- scrambling** - climbing hurriedly on hands and knees
- wriggle** - to move with a twist or turn
- tantalize** - tease or taunt
- cramponed** - climbing on ice wearing spike shoes

1. Based on your reading of the text, answer the following questions in one or two sentences each.

- What did Hillary do with his wet boots?
- Name an equipment and a tool carried by the climbers during their expedition.
- Why did Hillary become clumsy-fingered and slow-moving?
- What did Hillary find in a tiny hollow?
- When did Hillary feel a sense of freedom and well being?
- What did Hillary mean by saying “We had had enough to do the job, but by no means too much”?

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

- How did the mountaineers belay?
- Why was the original zest fading away?
- What did Edmund Hillary do to escape the large overhanging ice cornices?
- What did Tenzing and Edmund Hillary gift to the God of lofty Summit? How did they do it?
- What did the photograph portray?

- The soft snow was difficult and dangerous. Why?
- How did the firm snow at the higher regions fill them with hope?

3. Based on the text, answer the following questions in a paragraph of about 100–150 words each.

- How did Hillary and Tenzing prepare themselves before they set off to the summit? (Para 1, 2 and 3)
- Give an account of the journey to the South Col from 28,000 feet.(Para 4 to 8)
- Describe the feelings of Edmund Hillary and Tenzing as they reached the top of the Summit. (Para 18)
- The ridge had taken us two and half hours, but it seemed like lifetime. Why? (Para 15 to 17)
- Describe the view from the top. What was the most important photograph? (Para 19 and 20)
- ‘There is no height, no depth that the spirit of man, guided by higher Spirit cannot attain’. Discuss the above statement in the context of the achievement of Edmund Hillary and Tenzing.



Indian Mountaineering Foundation (IMF) is the apex national body for mountaineering and allied sports. IMF supports, promotes and regulates national and international climbing and mountaineering in India. IMF is also the regulatory body for the competitive Olympic sport of Sport Climbing. IMF is also engaged in mountain protection work, knowledge building and creating awareness of the Indian Himalaya.



Vocabulary

a) Idioms

We have already learnt that idiom is an expression in English, with a special meaning of its own.

i) Given below are some idiomatic expressions with their meanings. Understand the meaning.

- | | |
|-------------------------------------|--|
| a) wait for the dust to settle | - to wait for a situation to become clear or certain |
| b) get/have all your ducks in a row | - to have made all the preparations needed to do something / to be well organized |
| c) fetch and carry (for somebody) | - to do a lot of little jobs for somebody as if you were their servant |
| d) do the math | - to think carefully about something before doing it, so that you know all the relevant facts or figures |
| e) round the corner | - very near |

ii) Fill in the blanks with the right idioms. Choose from the above given idioms.

- a) The Sherpas are cheerful, gallant men, who _____ tents, oxygen, food etc., for climbers during their ascent of the summit.
- b) The team _____ carefully so as to reach the summit successfully.
- c) When they had to climb through deep new snow the party sometimes had to _____.
- d) Each member of the team had all their _____.
- e) We could not believe that with a few more whacks of the ice axe in the firm snow we were _____ to the top.

iii) Understand the meaning of the given idiomatic expression and choose the right one to complete the sentence.

the icing on the cake – something extra and not essential, but is added to make it even better

break the ice – to make people more relaxed, especially at the beginning of the meeting

- a) The conference room was silent though packed. The chairman introduced an interactive session to _____.
- b) Our headmistress not only promised us to take us for an excursion, but also announced that on return we would get a holiday. It was like _____.

b) Phrasal Verbs

i) Given below are the phrasal verbs with their meanings. Use the given phrasal verbs in sentences of your own.

turn on	-	to open
took over	-	take lead
set off	-	start a journey
put off	-	postpone

ii) Given below are some Phrasal Verbs which are frequently used in connection with travelling. Guess the meaning and match.

see off	-	start off / to begin a journey
stop over	-	to go to station or airport to say good bye to someone
set off	-	to stay at a place for a short period of time when travelling to another destination

get in	-	leave a bus, train etc.,
get off	-	to go away from home for a vacation
get on	-	arrive inside train, bus etc.
get away	-	enter a bus, train, plane.

check in	-	pay the bill when leaving a hotel
check out	-	arrive and register at airport or hotel

c) Compound Words

i) Here are some compound words chosen from the text.

ice-fall	knife-edge	wind-proof	sleeping-bags
half-way	never-ending	partly-full	ice-axe

Let us learn a few more with their meaning.

ice-berg	-	an extremely large mass of ice floating in the sea
ice-cap	-	a layer of ice permanently covering parts of the earth, especially around North and South Poles
ice-floe	-	a large area of ice floating in the sea
ice-sheet	-	a layer of ice that covers a large area of land for a long period of time
ice-rink	-	specially prepared flat surface of ice, where you can ice-skate;

d) Semantic network

Words belonging to different semantic fields.

i) Match the following with their right field, choosing appropriately from the box given.

Machinery	Sports
Transportation	Geography
Weather	Travel

snow-board -----
snow-mobile -----
snow-chains -----
snow-storm -----
snow-bird -----
snow-belt -----



Listening

First, read the following statements. Then, listen to the passage read aloud by your teacher or played on the recorder and complete the statements. You may listen to it again, if required.

Complete the following.

- a) List any three aspects which contributed to the success of the ascent of the summit.
- _____
 - _____
 - _____
- b) Without the help of _____ nothing would have been possible.
- c) The main idea of the passage is _____.
- d) The biggest thing of all is _____.
- e) _____ were cheerful and gallant men.



Speaking

a) Group Activity

- Have you ever been on an adventurous trip? If so, share your success story with your friends.
- How will you organize or plan for a trip or an event? Do you have the habit of preparing a check-list? Discuss.

b) Individual Activity

Given below are a few proverbs. Prepare a short speech of two minutes on one of the proverbs.

- Nothing is impossible.
- Where there is a will there is a way.
- Together we can achieve more.

Note: You can also include an anecdote. (Anecdote is a short amusing or interesting story about real incident or person.)

Giving instructions

We receive instructions in several places in various contexts. Giving instructions involves language abilities such as brevity, clarity and appropriacy. The imperative is normally used to deliver the instructions.

Listen to a teacher giving instructions at the Assembly Hall, on the eve of the annual examinations.

- Do not be late to the venue. Reach school at least 40 minutes before the examination commences.
- Remember to take your Admit card and ID card.



3. Carry a pouch with pen, pencil and other stationery items you require.
4. Use a blue or a black pen.
5. Do not carry any paper or book or any unauthorized material into the examination hall.
6. Follow the instructions given in the examination hall.
7. Your presentation should be neat and the handwriting legible.
8. Five minutes before the close of the examination, there will be a bell. Then check carefully and tie up your answer sheets together.
9. Stop writing when the invigilator tells you to.
10. Leave the exam hall, only after handing over your answer sheet to the invigilator.

Here are a few instructions given by a Health Inspector to a group of students, in order to prevent malaria and dengue. Complete the series adding some more important instructions.

1. Do not allow water to stagnate in and around your house.
2. Keep your surroundings clean.
3. Wear long- sleeved shirts / blouses and long pants / skirts that cover your arms and legs.
4.

Now, write a set of 8 to 10 instructions for the following situations.

1. A doctor instructing a patient regarding a healthy diet and proper care after a surgery.

2. A traffic police personnel to the public, as to how to move around in safety, in crowded public places during festival seasons.
3. A mother to her children, on safety measures to be taken before leaving home on vacation.



Reading



On the basis of your understanding of the given passage, make notes in any appropriate format.

The Sherpas were nomadic people who first migrated from Tibet approximately 600 years ago, through the Nangpa La pass and settled in the Solukhumbu District, Nepal. These nomadic people then gradually moved westward along salt trade routes. During 14th century, Sherpa ancestors migrated from Kham. The group of people from the Kham region, east of Tibet, was called “ShyarKhamba”. The inhabitants of ShyarKhumbu, were called Sherpa. Sherpa migrants travelled through Ü and Tsang, before crossing the Himalayas. According to Sherpa oral history, four groups migrated out of Solukhumbu at different times, giving rise to the four fundamental Sherpa clans: Minyagpa, Thimmi, Sertawa and Chawa. These four groups have since split into the more than 20 different clans that exist today.

Sherpas had little contact with the world beyond the mountains and they spoke their own language. AngDawa, a 76-year-old former mountaineer recalled “My first expedition was to Makalu [the



world's fifth highest mountain] with Sir Edmund Hillary". We were not allowed to go to the top. We wore leather boots that got really heavy when wet, and we only got a little salary, but we danced the Sherpa dance, and we were able to buy firewood and make campfires, and we spent a lot of the time dancing and singing and drinking. Today Sherpas get good pay and good equipment, but they don't have good entertainment. My one regret is that I never got to the top of Everest. I got to the South Summit, but I never got a chance to go for the top.

The transformation began when the Sherpa Tenzing Norgay and the New Zealander Edmund Hillary scaled Everest in 1953. Edmund Hillary took efforts to build schools and health clinics to raise the living standards of the Sherpas. Thus life in Khumbu improved due to the efforts taken by Edmund Hillary and hence he was known as 'Sherpa King'.

Sherpas working on the Everest generally tend to perish one by one, casualties of crevasse falls, avalanches, and altitude sickness. Some have simply disappeared on the mountain, never to be seen again. Apart from the bad seasons in 1922, 1970 and 2014 they do not die en masse. Sherpas carry the heaviest loads and pay the highest prices on the world's tallest mountain. In some ways, Sherpas have benefited from the commercialization of the Everest more than any group, earning income from thousands of climbers and trekkers drawn to the mountain. While interest in climbing Everest grew gradually over the decades after the first ascent, it wasn't until the

1990s that the economic motives of commercial guiding on Everest began. This leads to eclipse the amateur impetus of traditional mountaineering. Climbers looked after each other for the love of adventure and "the brotherhood of the rope" now are tending to mountain businesses. Sherpas have taken up jobs as guides to look after clients for a salary. Commercial guiding agencies promised any reasonably fit person a shot at Everest.



Kinds of sentences

Sentences are of three kinds – **Simple**, **Complex** and **Compound**. They have been discussed in Class XI. Let us recall the basic structure of the three kinds of sentences:

a) Simple sentence

Look at the following sentences:

- i. There is a solution to every problem.
- ii. Work with dedication, to achieve success.
- iii. The path to success is highly complicated.
- iv. A golden key can open any door.
- v. In the event of your missing the bus, take a taxi.
- vi. A journey of a thousand miles begins with a single step.
- vii. The Chief Guest arrived in great haste.

- ❖ A simple sentence has only one finite verb.
- ❖ Simple sentences are used to depict universal truths, facts and descriptions.



- ❖ A simple sentence has just one independent clause – it has only one subject and one predicate.
- ❖ A simple sentence may have subject complements, object complements, adverbial phrases and non-finite verbs.

Task 1

Pick out the finite verbs in the following sentences:

- a) You can solve this problem in different ways.
- b) The professor has been working on the last chapter of the book since March.
- c) Despite being a celebrity, Ravi mingles easily with everyone.
- d) You must speak clearly to make yourself understood.
- e) The chairman being away, the clerk is unable to approve the proposal.
- f) Getting down from the car, the Chief Guest walked towards the dais amidst applause.
- g) The old man struggled to walk without support.
- h) In case of emergency, please contact this number.
- i) The sun having set, the temperature fell rapidly.
- j) But for your help, I could not have completed the assignment.

Task 2

Read the following passage and identify the simple sentences.

Sunflowers turn according to the position of the sun. In other words, they 'chase the light'. Have you ever wondered

what happens on cloudy, rainy days when the sun is completely covered by clouds? If you think the sunflower withers or turns its head towards the ground, you are completely mistaken. Do you know what happens? Sunflowers turn to each other to share their energy. Learning from Nature, we too should support and empower each other.

b) Complex sentence

Let us recall the differences between a phrase and a clause and learn to identify Main and Subordinate clauses.

Phrase

- i. A phrase is a group of words without a finite verb in it.
- ii. It does not give complete sense.

Examples : my new watch, a barking dog, the wise, the brave etc.

Clause

- i. A clause is a group of words with a finite verb in it.
- ii. It may or may not make complete sense.

Examples : my watch that is new, a dog that is barking, people who are wise, those who are brave

Look at the following sentence:

I have lost the watch that you gave me.

I have lost	-	Main clause (the clause stands on its own)
that you gave me	-	Subordinate clause (the clause depends on the Main clause for its meaning to be completed)



that - clause marker

The above sentence is an example of a complex sentence.

A complex sentence has one Main clause and one or more Subordinate clauses.

Task 1

Look at the following complex sentences. Circle the Main clauses and underline the Subordinate clauses.

- a) Nobody knows when the power supply will resume.
- b) Please tell me what the time is.
- c) The man who directed the film was my schoolmate.
- d) I believe that all men are basically good.
- e) No one knows when he will return.

Task 2

Pick out the complex sentences in the following passage.

A man saw a lion in the bush, as he was walking through the forest. He did not know what to do. He was helpless. He was too scared to turn around and run. He just knelt down as if he were getting ready to pray. He closed his eyes, thinking that the lion would pounce on him anytime. Out of the corner of his eye, he saw the lion on its knees too. Shocked, he asked the lion what it was doing. The lion replied that he was praying before he started his meal.

c) Compound sentence

Look at the following sentence:

Honesty promotes character, and dishonesty destroys it.

Honesty promotes character - Main clause I

dishonesty destroys it - Main clause II

and - conjunction

Two Main clauses connected by a conjunction form a compound sentence.

Task 1

Identify the two Main clauses and conjunction in each of the following sentences.

- a) It started raining suddenly and people ran for shelter.
- b) Understand the concept well, otherwise you cannot solve the problem.
- c) Fifty candidates appeared for the interview, but only five were selected.
- d) Ramesh did not know Spanish, so he wanted a translator.
- e) He is a good actor, still he is not popular.

Task 2

Pick out the compound sentences in the following passage.

The food we eat has to be digested and then thrown out of the body. The air we breathe in, has to be thrown out, to help us survive. But we hold negative emotions like insecurity, anger and jealousy within ourselves for years. If these negative emotions are not eliminated, the mind grows corrupt and diseased. Let us do away with hatred and lead a healthy life filled with peace and joy.

Task 3

Complete the sentences choosing the right endings.

We were thoroughly disappointed	to find out his address
Hardly had he stepped out	we could not go further
They wanted	since our team did not get a prize
Since we had run out of petrol	was his reckless driving
The cause of his injury	when it began to rain

Conditional Clauses

Let us recall what you have learnt about conditional clauses in Std. 11.

Example:

Type I

If I play well, I will win the match.
(Possible condition)

Type II

If it rained, they would cancel the match. (An unlikely or hypothetical condition)

Type III

If Saravanan had played well, he would have won the match. (Impossible condition)

Task 1

Read the following sentences and fill in the blanks.

- If I(be) a spider, I (weave) webs.
- If Raj(be) a sculptor, he (make) beautiful idols.
- If Mary had an umbrella, she..... (lend) it to me.
- Rex would have played with me, if he(has) time.

CONDITIONALS

Conditionals in English grammar are sentences with two clauses, an 'if clause' and a main clause, which describe a condition and the result of it

TYPES

A
B
C

ZERO CONDITIONAL

FIRST CONDITIONAL

SECOND CONDITIONAL

THIRD CONDITIONAL

0

ZERO CONDITIONAL
IF / WHEN + PRESENT SIMPLE, PRESENT SIMPLE / IMPERATIVE

FACTS AND SITUATIONS THAT ARE ALWAYS TRUE

If you don't water the flowers, they die

TO GIVE INSTRUCTIONS
If you want to come, send me a message

1

FIRST CONDITIONAL
IF / UNLESS + PRESENT SIMPLE, WILL + INFINITIVE

TO TALK ABOUT POSSIBLE AND PROBABLE SITUATIONS

If you behave kindly, people will respect you

TO MAKE PROMISES AND GIVE WARNINGS
If I have time, I will visit you soon

2

SECOND CONDITIONAL
IF + PAST SIMPLE, WOULD + INFINITIVE

TO TALK ABOUT IMAGINARY, UNREAL OR IMPOSSIBLE SITUATIONS

If I were rich, I would buy a mansion by the sea

If I found a ring, I wouldn't keep it

3

THIRD CONDITIONAL
IF + PAST PERFECT, WOULD HAVE + PAST PARTICIPLE

TO TALK ABOUT THINGS THAT DIDN'T HAPPEN

If you had studied more, you would have passed the test

I wouldn't have been late if I hadn't woken up at 12am



- e. If I were you, I(accept) this offer.
- f. We (select) story books for kids, if we allot time for storytelling.
- g. The Education Minister (visit) our school tomorrow, if he goes by this way.
- h. You will be rewarded by the wise, if you(stand) for truth.
- i. If my mother(know) of my poor performance in the exam, she will not allow me to watch a movie.
- j. If I had won the lottery, I (donate) relief materials for the flood victims.

Task 2

Rewrite the following sentences using 'If' without changing the meaning.

e.g.

Unless you go for a walk regularly, you cannot reduce your weight. (Use 'If') If you do not go for a walk regularly, you cannot reduce your weight.

- a) Sindhu would not have won the world championship, unless she had had singleminded devotion.
- b) You will not reach your goal, unless you chase your dream.
- c) Unless we plant more trees, we cannot save our planet.
- d) The rescue team would not have saved the victims unless they had received the call in time.
- e) The palace cannot be kept clean, unless we appoint more people.
- f) The portraits would not have been so natural unless the artist had given his best.

- g) The manager would not have selected Nithiksha unless she exhibited good accounting skill.
- h) The policeman would not have arrested the man unless he had violated the rules.
- i) Mr Kunaal would not sponsor my higher education unless I studied well.
- j) Kavin will not stop flying kites unless he understands the risk involved in it.
- k) Tanya would not know the answer unless she referred to the answer key.
- l) My village cannot achieve 100 % literacy rate, unless the elders of the village cooperate with the education department.



Writing

Summarizing

Summarizing is to briefly sum up the various points from the notes made from the original passage.

Refer the reading passage. You must have completed reading. Now go through the passage once again and refer to the notes made and do the summarizing.

Interpreting non-verbal presentation

You have already learnt to present information or data in a visual form through tables, graphs etc. Map reading also falls under this category. Now let us interpret a map as a part of non-verbal presentation.

Reading a map

Nowadays though locations are traced easily using GPS, (Global Positioning System) one should know what to look for in the map to reach the destination. Here are a few general instructions to be followed while reading a map.

1. Identify and understand the elements of the map correctly.

2. Look out for the title to know what the map shows.
3. Study the symbols / colours that are used on the map and find what they stand for.
4. Look at the scale of the map. (whether to be scaled or not to be scaled)
5. Look for the pointer to know the direction.

Let us together scale the summit. Here is a drawing of the Everest showing the way to the summit, and the position of the camps with their heights. Trace the trekking trail to reach the summit with the given details and write an interesting paragraph in about 100 words.

The Summit of Mount Everest



Ulysses

Alfred Tennyson



Warm Up

Introduction

The poem 'Ulysses' is a dramatic monologue that contains 70 lines of blank verse. Ulysses, the king of Ithaca, gathers his men together to prepare for the journey and exhorts them not to waste their time left on earth. Ulysses has grown old, having experienced many adventures at the battle of Troy and in the seas. After returning to Ithaca, he desires to embark upon his next voyage. His inquisitive spirit is always looking forward to more and more of such adventures.



The poem can be divided into three parts – (i) the thirst for adventure, which does not allow Ulysses to remain in his kingdom as a mere ruler; (ii) Ulysses handing over the responsibility to his son Telemachus, with total confidence in his abilities; (iii) Ulysses' clarion call to his sailors, urging them to venture into unknown lands.

Read the poem Ulysses by Alfred Lord Tennyson, which speaks of the unquenchable thirst of the Greek hero Ulysses for travel and exploration of new vistas, until death would overpower him.

It little profits that an idle king,
By this still hearth, among these barren crags,
Match'd with an aged wife, I mete and dole
Unequal laws unto a savage race, 4

That hoard, and sleep, and feed, and know not me.
I cannot rest from travel: I will **drink**
Life to the lees: All times I have enjoy'd
Greatly, have suffer'd greatly, both with those 8

That loved me, and alone, on shore, and when
Thro' **scudding** drifts the rainy **Hyades**
Vext the dim sea: I am become a name;
For always roaming with a hungry heart 12



Much have I seen and known; cities of men
And manners, climates, councils, governments,
Myself not least, but honour'd of them all;
And drunk delight of battle with my peers, 16

Far on the ringing plains of windy Troy.
I am a part of all that I have met;
Yet all experience is an arch wherethro'
Gleams that untravell'd world whose margin fades 20

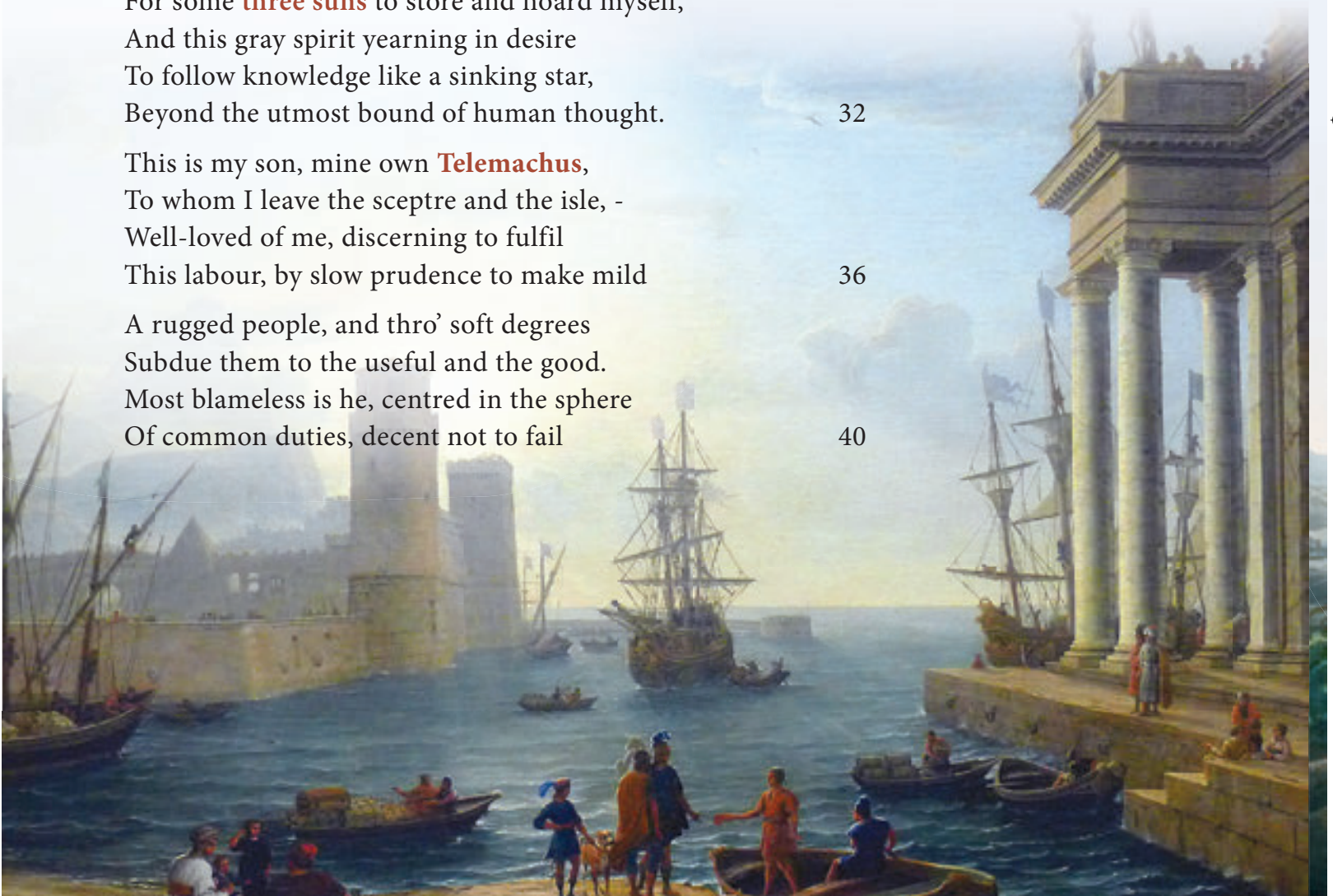
For ever and forever when I move.
How dull it is to pause, to make an end,
To rust unburnish'd, not to shine in use!
As tho' to breathe were life! Life piled on life 24

Were all too little, and of one to me
Little remains: but every hour is saved
From that eternal silence, something more,
A bringer of new things; and vile it were 28

For some **three suns** to store and hoard myself,
And this gray spirit yearning in desire
To follow knowledge like a sinking star,
Beyond the utmost bound of human thought. 32

This is my son, mine own **Telemachus**,
To whom I leave the sceptre and the isle, -
Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild 36

A rugged people, and thro' soft degrees
Subdue them to the useful and the good.
Most blameless is he, centred in the sphere
Of common duties, decent not to fail 40





In offices of tenderness, and pay
Meet adoration to my household gods,
When I am gone. He works his work, I mine.
There lies the port; the vessel puffs her sail: 44

There gloom the dark, broad seas. My mariners,
Souls that have toil'd, and wrought, and thought with me -
That ever with a frolic welcome took
The thunder and the sunshine, and opposed 48

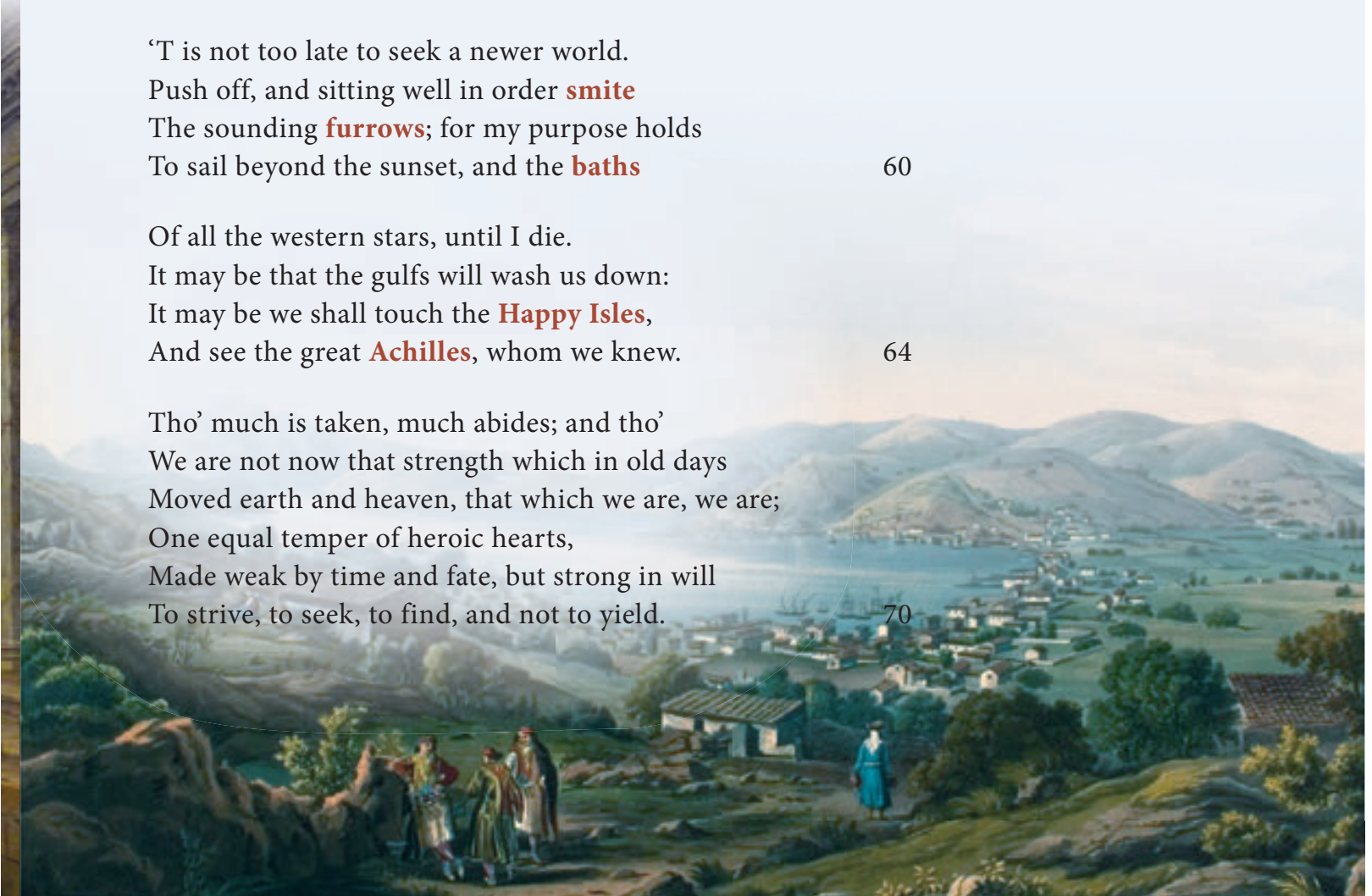
Free hearts, free foreheads - you and I are old;
Old age hath yet his honour and his toil;
Death closes all: but something ere the end,
Some work of noble note, may yet be done, 52

Not unbecoming men that strove with Gods.
The lights begin to twinkle from the rocks:
The long day wanes: the slow moon climbs: the deep
Moans round with many voices. Come, my friends, 56

'T is not too late to seek a newer world.
Push off, and sitting well in order **smite**
The sounding **furrows**; for my purpose holds
To sail beyond the sunset, and the **baths** 60

Of all the western stars, until I die.
It may be that the gulfs will wash us down:
It may be we shall touch the **Happy Isles**,
And see the great **Achilles**, whom we knew. 64

Tho' much is taken, much abides; and tho'
We are not now that strength which in old days
Moved earth and heaven, that which we are, we are;
One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield. 70





About The Author

Alfred Tennyson, 1st Baron Tennyson (6 August 1809 – 6 October 1892) was a British poet. He was the Poet Laureate of Great Britain and Ireland during much of Queen Victoria's reign and remains one of the most popular British poets. Tennyson excelled at penning short lyrics, such as "Break, Break, Break", "The Charge of the Light Brigade", "Tears, Idle Tears", and "Crossing the Bar". He wrote verses on classical mythology such as Ulysses, Idylls of the King and Tithonus. Tennyson's use of the musical qualities of words to emphasise his rhythms and meanings is sensitive.



Glossary

drink life to the lees – drink to the very last drop; here 'live life to the fullest'

scudding – moving rapidly because of the wind

Hyades – a group of stars in the constellation Taurus often associated with rain

vext – (past tense of 'vex') upset

to rust unburnish'd – to let go waste, without being used

three suns – three long years

Telemachus – son of Ulysses

smite – strike

furrow – mark made in the water by the ship

baths – outer ocean or river that the Greeks believed to surround the flat earth

Happy Isles – a fortunate island situated in the Atlantic Ocean, popularly known as Greek Paradise

Achilles – the greatest of Greek warriors (as an infant his mother dipped into the river Styx, which made him invulnerable everywhere but the feet by which she held him)

1. Complete the summary of the poem, choosing words from the list given below.

Lines 1 to 32

Ulysses is (1) _____ to discharge his duties as a (2) _____, as he longs for (3) _____. He is filled with an (4) _____ thirst for (5) _____

and wishes to live life to the (6) _____. He has travelled far and wide gaining (7) _____ of various places, cultures, men and (8) _____. He recalls with

delight his experience at the battle of Troy. Enriched by his (9) _____ he longs for more and his quest seems endless. Like metal which would (10) _____ if unused, life without adventure is meaningless. According to him living is not merely (11) _____ to stay alive. Though old but zestful, Ulysses looks at every hour as a bringer of new things and yearns to follow knowledge even if it is (12)_____.

fullest, unquenchable, unattainable, experience, knowledge, king, matters, rust, adventure, unwilling, travel, breathing

Lines 33 to 42

Ulysses desires to hand over his (1) _____ to his son Telemachus, who would fulfil his duties towards his subjects with care and (2) _____. Telemachus possesses patience and has the will to civilise the citizens of Ithaca in a (3) _____ way. Ulysses is happy that his son would do his work blamelessly and he would pursue his (4) _____ for travel and knowledge.

prudence, kingdom, quest, tender

Lines 44 to 70

Ulysses beckons his sailors to (1) _____ at the port where the ship is ready to sail. His companions who have faced both (2) _____ and sunshine with a smile, are united by their undying spirit of adventure. Though death would end everything, Ulysses urges his companions to join him and sail beyond the sunset and seek a newer (3) _____, regardless of

consequences. These brave hearts who had once moved (4) _____ and earth, may have grown old and weak physically but their spirit is young and (5) _____. His call is an inspiration for all those who seek true knowledge and strive to lead (6) _____ lives.

world, thunder, meaningful, gather, undaunted, heaven

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

- 'Ulysses is not happy to perform his duties as a king.' Why?
- What does he think of the people of his kingdom?
- What has Ulysses gained from his travel experiences?
- Pick out the lines which convey that his quest for travel is unending.
- 'As tho' to breathe were life!' – From the given line what do you understand of Ulysses' attitude to life?
- What does Ulysses yearn for?
- Who does the speaker address in the second part?
- Why did Ulysses want to hand over the kingdom to his son?
- How would Telemachus transform the subjects?
- 'He works his work, I mine' – How is the work distinguished?
- In what ways were Ulysses and his mariners alike?
- What could be the possible outcomes of their travel?



3. Identify the figures of speech employed in the following lines.

a) Thro' scudding drifts the rainy Hyades
Vext the dim sea...

eg. The figure of speech Personification is employed in the above lines.

b) For always roaming with a hungry heart

c) And drunk delight of battle with my
peers;

d)the deep
Moans round with many voices.

e) To follow knowledge like a sinking star.

f) There lies the port the vessel puffs her
sail

4. Read the sets of lines from the poem and answer the questions that follow.

a) ... I mete and dole
Unequal laws unto a savage race,
That hoard, and sleep, and feed, and
know not me.

- i. What does Ulysses do?
- ii. Did he enjoy what he was doing? Give reasons.

b) Yet all experience is an arch wherethrough
Gleams that untravelled world, whose
margin fades
For ever and for ever when I move.

- i. What is experience compared to?
- ii. How do the lines convey that the experience is endless?

c) Little remains: but every hour is saved
From that eternal silence, something more,
A bringer of new things; and vile it were

- i. How is every hour important to Ulysses?
- ii. What does the term 'Little remains' convey?

d) *This is my son, mine own Telemachus,
To whom I leave the sceptre and the isle
Well-loved of me,*

- i. Who does Ulysses entrust his kingdom to, in his absence?
- ii. Bring out the significance of the 'sceptre'.

e) *That ever with a frolic welcome took
The thunder and the sunshine, and
opposed*

- i. What do 'thunder' and 'sunshine' refer to?
- ii. What do we infer about the attitude of the sailors?

f) *Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with
Gods.*

- i. The above lines convey the undying spirit of Ulysses. Explain.
- ii. Pick out the words in alliteration in the above lines.

g)for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die.

- i. What was Ulysses' purpose in life?
- ii. How long would his venture last?

h) *One equal temper of heroic hearts,
Made weak by time and fate, but strong in
will
To strive, to seek, to find, and not to yield.*



- i. Though made weak by time and fate, the hearts are heroic. Explain.
- ii. Pick out the words in alliteration in the above lines.

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

- a) *I cannot rest from travel: I will drink
Life to the lees:*
- b) *I am become a name;
For always roaming with a hungry heart*
- c) *How dull it is to pause, to make an end,
To rust unburnished, not to shine in use!*
- d) *To follow knowledge like a sinking star,
Beyond the utmost bound of human thought.*
- e) *He works his work, I mine.*
- f) *....you and I are old;
Old age hath yet his honour and his toil;*
- g) *The long day wanes: the slow moon climbs: the deep
Moans round with many voices.*
- h) *It may be we shall touch the Happy Isles,
And see the great Achilles, whom we knew.*
- i) *We are not now that strength which in old days
Moved earth and heaven;*
- j) *To strive, to seek, to find, and not to yield.*

6. Answer the following questions in a paragraph of about 100 words each.

- a) What makes Ulysses seek newer adventures?
- b) List the roles and responsibilities Ulysses assigns to his son Telemachus, while he is away.
- c) What is Ulysses' clarion call to his sailors? How does he inspire them?



Listening

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

Choose the best option and complete the sentences.

1. _____ works like madness in the poet.
a) Wander – Thirst b) Bidding Farewell
c) Eastern Sunrise d) Western Seas
2. A man could choose _____ as his guide.
a) the sun b) the hills
c) a star d) a bird
3. There is no end of _____ once the voice is heard.
a) walking b) roaming
c) talking d) voyaging
4. The old ships return, while the young ships _____.
a) drift b) move
c) sail d) wander
5. The blame is on the sun, stars, the road and the _____.
a) hills b) trees
c) seas d) sky

Parallel Reading

In contrast to the 70 line poem of Tennyson, look at the following haikus.

1. A summer river being crossed
how pleasing
with sandals in my hands!
2. O Snail
Climb Mount Fuji,
But slowly, slowly!
3. Cutting into with the ax,
I was surprised at the scent of
The winter trees.



Unit

4

Supplementary

The Midnight Visitor

Robert Arthur



Warm Up

Study the title of the story 'The Midnight Visitor'. Discuss in groups what the story is all about.

a. Certain professionals can be identified by their appearance.

What comes to your mind first when you think of a 'pilot' or a 'traffic policeman'? Discuss in pairs and share your thoughts with the class.

b. Let us try to picturise people in a few interesting professions (based on common perception there can be exceptions).

Form groups of four and draw a picture of one or two of the following:

- ❖ scientist
- ❖ soldier
- ❖ journalist

In your attempt to sketch you may include the following:

- ❖ typical dress
- ❖ hair style
- ❖ accessories

Sometimes appearances can be deceptive, as in the case of Ausable, a secret agent, who despite his common looks, with his resourcefulness and presence of mind outwits a deadly criminal. Read the story to see how this happened.

AUSABLE did not fit any description of a secret agent Fowler had ever read. Following him down the **musty** corridor of the gloomy French hotel where Ausable had a room, Fowler felt let down. It was a small room, on the sixth and top floor, and scarcely a setting for a romantic adventure. Ausable was, for one thing, fat. Very fat. And then there was his accent. Though he spoke French and German passably, he had never altogether lost the American accent he had brought to Paris

from Boston twenty years ago. "You are disappointed," Ausable said **whizzily** over his shoulder. "You were told that I was a secret agent, a spy, dealing in **espionage** and danger. You wished to meet me because you are a writer, young and romantic. You envisioned mysterious figures in the night, the crack of pistols, drugs in the wine. "Instead, you have spent a dull evening in a French music hall with a **sloppy** fat man who, instead of having messages slipped into his hand by dark-eyed beauties, gets only a **prosaic** telephone call making an appointment in his room. You have been bored!" The fat man chuckled to himself as he unlocked the door of his room and stood aside to let his frustrated guest enter. "You are disillusioned," Ausable told him. "But take

cheer, my young friend. Presently you will see a paper, a quite important paper for which several men and women have risked their lives, come to me. Some day soon that paper may well affect the course of history. In that thought is drama, is there not?" As he spoke, Ausable closed the door behind him. Then he switched on the light. And as the light came on, Fowler had his first authentic thrill of the day. For halfway across the room, a small automatic pistol in his hand, stood a man.



Ausable blinked a few times. "Max," he wheezed, "you gave me quite a start. I thought you were in Berlin. What are you doing here in my room?" Max was slender, a little less than tall, with features that suggested slightly the crafty, pointed countenance of a fox. There was about him - aside from the gun - nothing especially menacing. "The report," he murmured. "The report that is being brought to you tonight concerning some new missiles. I thought I would take it from you. It will be safer in my hands than in yours."

Ausable moved to an armchair and sat down heavily. "I'm going to raise the devil with the management this time, and you can bet on it," he said grimly. "This is the second time in a month that

somebody has got into my room through that nuisance of a balcony!" Fowler's eyes went to the single window of the room. It was an ordinary window, against which the night was pressing blackly. "Balcony?" Max said, with a rising inflection. "No, a passkey. I did not know about the balcony. It might have saved me some trouble had I known." "It's not my balcony," Ausable said with extreme irritation. "It belongs to the next apartment." He glanced explanatorily at Fowler. "You see," he said, "this room used to be part of a large unit, and the next room - through that door there - used to be the living room. It had the balcony, which extends under my window now. You can get onto it from the empty room two doors down - and somebody did, last month. The management promised to block it off. But they haven't." Max glanced at Fowler, who was standing stiffly not far from Ausable, and waved the gun with a commanding gesture.

"Please sit down," he said. "We have to wait half an hour, I think." "Thirty-one minutes," Ausable said moodily. "The appointment was for twelve-thirty. I wish I knew how you learned about the report, Max." The little spy smiled evilly. "And we wish we knew how your people got the report. But no harm has been done. I will get it back tonight. What is that? Who is at the door?" Fowler jumped at the sudden knocking at the door. Ausable just smiled. "That will be the police," he said. "I thought that such an important paper as the one we are waiting for should have a little extra protection. I told them to check on me to make sure everything was all right." Max bit his lip nervously. The knocking was repeated. "What will you do



now, Max?" Ausable asked. "If I do not answer the door, they will enter anyway. The door is unlocked. And they will not hesitate to shoot." Max's face was black with anger as he backed swiftly towards the window. He swung a leg over the **sill**. "Send them away!" he warned. "I will wait on the balcony. Send them away or I'll shoot and take my chances!" The knocking at the door became louder and a voice was raised.



Keeping his body twisted so that his gun still covered the fat man and his guest,

the man at the window grasped the frame with his free hand to support himself. Then he swung his other leg up and over the window-sill. The doorknob turned. Swiftly Max pushed with his left hand to free himself from the sill and drop to the balcony. And then, as he dropped, he screamed once, shrilly. The door opened and a waiter stood there with a tray, a bottle and two glasses.

"Here is the drink you ordered when you returned," he said, and set the tray on the table, **deftly** uncorked the bottle, and left the room. White-faced, Fowler stared after him. "But..." he stammered, "the police..." "There were no police." Ausable sighed. "Only Henry, whom I was expecting." "But won't that man out on the balcony...?" Fowler began. "No," said Ausable, "he won't return. You see, my young friend, there is no balcony."

About The Author

Robert Jay Arthur Jr. (November 10, 1909 – May 2, 1969) was a writer of speculative fiction and specialised in crime fiction, and mystery fiction. He was known for his work with *The Mysterious Traveler* radio series and for writing *The Three Investigators*, a series of young adult novels. Arthur was honoured twice by the Mystery Writers of America with an Edgar Award for Best Radio Drama. He also wrote scripts for television.



Glossary

musty - having a stale smell
wheezily - with a hissing sound while breathing
espionage - the practice of spying to obtain information

sloppy - careless and unsystematic
prosaic - ordinary, usual
inflection - modulation, intonation
sill - a slab of wood or stone at the foot of a window opening or doorway
deftly - skillfully



1. Answer in a sentence or two the following questions.

- Mention two features of Ausable that were uncharacteristic of a detective.
- What was Ausable waiting for?
- Who was the Midnight Visitor? What was the purpose of his visit?
- How had Max actually entered the room?
- Did Max's presence alarm Ausable?
- How did Ausable describe the balcony and the manner in which one could get into his room, through it?
- Where did Max try to hide himself?
- Who was Henry? Why had he visited Ausable's room?
- What happened to Max finally?

2. Answer the following questions in about three to four sentences each.

- Who was Fowler? Why did he meet Ausable?
- Why was Fowler initially disillusioned with Ausable?
- Fowler was thrilled when he entered Ausable's room. Why?
- How, according to Ausable, had Max entered the room?
- How did the three men react to the knocking at the door?
- Was Ausable really waiting for the police? Give reasons.

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

- How did Ausable outwit Max?
- Describe the significance of the balcony.
- Ausable planned to get rid of Max the very moment he noticed him. Explain with supporting evidence from the story.
- Sketch the character of Ausable.
- Do you think physical appearance matters most for a secret agent? Answer giving reasons in the context of the story 'The Midnight Visitor.'
- The unexpected presence of a criminal wielding a gun triggers different reactions in the two men who entered the room. In this light, discuss the appropriacy of the title.

4. Look at the following expressions used in the story. Match them with their meanings.

let down	to complain or scold
chuckled to himself	try one's luck/ take a risk
take cheer	become enraged
raise the devil	disappointed
black with anger	laughed softly to himself
take chances	to be encouraged

5. Based on your understanding of the story, complete the Graphic Organiser (GO) suitably.

Title:	Author:
Setting:	Plot:
Characters:	Climax:




Here is a list of espionage agencies of some countries:


Name of the Agency	Country	Headquarters
RAW – Research & Analysis Wing	India	New Delhi
CIA – Central Intelligence Agency	the USA	Fairfax, Virginia
MI6 – Military Intelligence Section 6	UK	London
Mossad (The Institute for Intelligence and Special operation)	Israel	Tel Aviv
ASIS – Australian Secret Intelligence Service	Australia	Canberra
MSS – Ministry of State Security	China	Beijing
FSB – Federal Security Bureau of Russian Federation	Russia	Moscow

6. Given below are pictures of fictitious detective characters in English & Tamil short stories. Match them with the authors who created them.


Hercule Poirot




Sankar Lal




Sherlock Holmes & Dr. Watson






Sambu



Ganesh, Vasanth





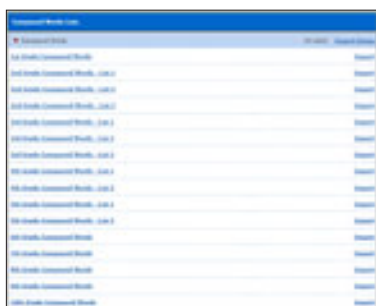
COMPOUND WORDS

To enable the students to know more about compound words and also to check their knowledge in it.

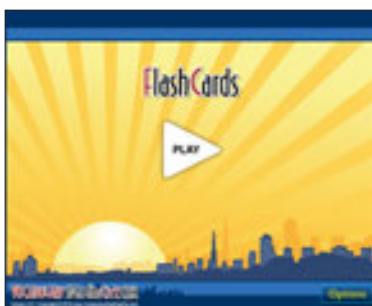


STEPS:

1. Type the URL link given below in the browser or scan the QR code to access the website.
2. You can see a short description about compound words & its types.
3. Scroll down to see the compound words lists (16 lists) and click the link.
4. Click any list of words and you can see various options like Teach me, Flash cards, Spelling etc.
5. You can click Flashcards to know the meaning of different compound words.
6. Continue the same till you familiarize with many sets of compound words.



STEP 1



STEP 2



STEP 3



WEBSITE LINK:

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

<https://www.spellingcity.com/compound-words.html>

** Images are indicatives only