







HIGHER SECONDARY (CLASS XI) - ENGLISH

# **REVISION TIPS**

# UNIT: 1 GLIMPSES OF GREATNESS

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-  HIS FIRST FLIGHT
-  I WILL FLY
-  QUEST FOR A THEORY OF EVERYTHING
-  IF (POEM)

## His First Flight by Liam O' Flaherty

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It is a short story by the Irish author Liam O'Flaherty. He vividly narrates how a young seagull learns to fly. The story is a metaphorical representation of human's need to be independent and confident in life. "To dominate fear" is the central idea of the story.

- It is an inspiring story of a young seagull.
- He was afraid to fly.
- The seagull lacked confidence and courage.
- It was a real crisis
- His mother and family motivated him to fly
- Every child needs courage and support in his life
- It is our duty to support everyone.
- The story proves the parental role in moulding the children.

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*His First Flight by Liam O' Flaherty, a magnificent story on the need for courage and self-confidence.*

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'His First Flight' by Liam O' Flaherty is a true parable about overcoming fears in life. Every journey of a thousand miles begins with but a single step. But that single step is the most difficult one to make. Conquer the fear and venture forth; and we realize that we were born with wings.

The young seagull looked down desperately at the vast expanse of sea that stretched down beneath his ledge. He was hungry. His parents had flown away along with his brothers and his little sister, leaving him alone on the rock without food. They could all fly; and he could not. He had tried several times to run forward to the brink of the ledge and flap his wings but he became afraid. He was certain that his wings would not support him. His parents had tried countless times to make him fly. But for the life of him he would not make an attempt.

He felt that he was going to starve to death on his ledge. Even his mother was not looking at him. She was tearing a piece of fish with her beak. The sight of food maddened him. He cried at her but she just screamed back mockingly.

Suddenly, he felt the joy, seeing his mother approaching him with food. But she halted, keeping the fish just out of his reach. Maddened by hunger, he dived at the fish. But his mother flew upward and he started falling. A monstrous terror seized him, but the next moment he realized that he was flying. He was born to fly and he had made his first flight.

Liam O' Flaherty was a keen observer of sea life and he believed that man has a lot to learn from nature. He has given a humane touch to the seagull's plight so that the reader is reminded of the nervousness he too might experience before doing something new.

**Themes:** 'His First Flight' highlights the importance of independence, self-belief and confidence, and the need for motivation to attain goals. Necessity is always the mother of invention, but it sometimes needs an initial spark from outside.

The story is also a metaphorical assertion that everyone needs to be independent even while staying involved in family life. But the joy of independence is not meant for cowards.

From an educator’s point of view ‘His First Flight’ shows how to tactfully impart motivation. The parents of the seagull had tried to cajole and threaten him in different ways, but to no avail. The mother knew well that the trick was to arouse his need and she eventually lures him out with food – to his momentary horror and then great joy.

**Bottom line:** In fact, the mother seemed to be well aware of the Chinese proverb “*Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime.*” And why, she might have even heard of Franklin D. Roosevelt’s maxim “*The only thing we have to fear is fear itself.*”

## I Will Fly by A P J Abdul Kalam

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This is an adapted version of Dr.A.P.J. Abdul Kalam's speech. The ignited mind of the youth is the most powerful resource on earth, under the earth and above the earth. Kalam instils courage and confidence in the boy by reciting the poem “I Will Fly”. He asked the boy to fly using his wings of goodness, trust, potentialities, greatness and confidence. He also encouraged all the students to be unique by fighting the hardest battle in life.

- ‘I will fly ‘is a speech by Dr. A.P.J. Abdul Kalam
  - Kalam makes this speech in a programme called ‘Sasthrayan’
  - 'Sasthrayan' means the propagation of science.
  - Kalam said that today's youth need not fear about their future.
  - A boy from a village tells about his lack of confidence to become a marine engineer.
  - Kalam considers his concern and recited the poem ‘I will fly’
  - Everyone has ideas and dreams
  - Kalam advised the boy to be unique
  - We should find the ‘Unique You’
  - Students must work hard until they reach the goal.
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### Q. Speech to motivate class X student for public examination

Dear friends,

“Well began is half done” and “Self help is the best help “ are the two ideas which come running to my mind when I think of any PUBLIC EXAMINATION .Isn’t it true? Class X is the culmination of high school education and it is also a permanent record of our academic excellence in school. We have been striving for 10 long years to achieve success in this exam. To face reality with confidence must be our first aim. The exam is real, it must be attended and we must write on paper to express our ideas. For this year – end exam preparation must begin early ‘Planning ‘ is the key note to success and achievement .That’s the meaning of “well began is half done” . Secondly, we ourselves have to study early and write well. No one can substitute us. No short cut is the route to success. Only hard work can ensure victory. So self help is the best help. Some of Dr. A.P.J Abdul Kalam’s words come to my mind when I think of the word “SELF – CONFIDENCE”. All of us are born with ‘Potential’ -that is power. We all have talents. But we do not realize them. We look around and compare ourselves with others. We must use our talents to the maximum. Studies must be our first priority. We must have an ambition. Wishing for good luck, looking at the stars will not make us reach anywhere. We must put heart and soul and full dedication to achieve our goal. The ignited mind of the youth is the most powerful resource on earth. We must become useful to our society and contribute to its development. We must believe that “ I am born with wings”. Wings must enable us to fly. Fly high in the world of education; secure a job to earn money. But, my dear friend for all this, the base is STD X. The marks we score in this exam is our ticket to the skies. We must learn and then earn a living. So let us all be inspired by Dr.Kalam. Let us accept his ideas .Let us plan early, study hard face the exam with confidence and get full scores in the X exams.

Let our country be full of ignited youth who will lead India to development.

### Activity III: Email

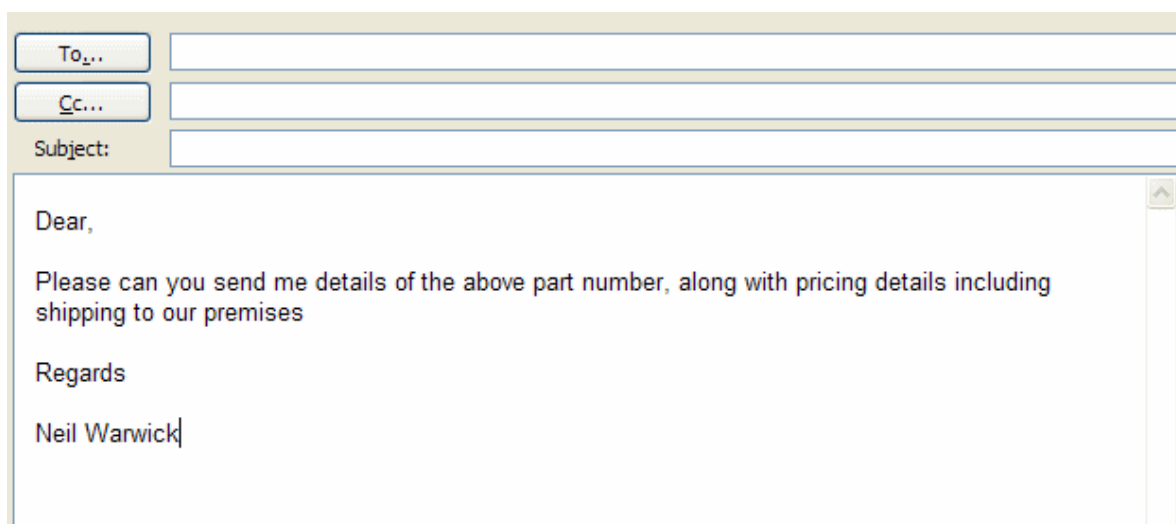
Dear friend,

Hello and how are you? Things are going on fine here in Kerala. I have joined school for plus one course in Govt MGHSS, Chadayamangalam. You too must be going to school right? Did you join for the commerce group? How does the new subjects feel? Are you still in New Indian School, Dubai? Well, when will you be arriving here next year? I have a lot of things to convey to you.

The best thing I saw in the Plus one course is a set of new books and a new syllabus. Especially the new English Text. Oh, my dear friend.... all the stories and articles are so nice; and so inspiring. The text is printed in colour and even has pictures and grammar exercises; for the first time in history.

Let me tell you about one of our lessons. A speech by Dr.A.P.J Abdul Kalam. Its title- "I will fly". Actually this was a speech delivered by Dr.Kalam to a set of university students at "Pavai Institutions" on (13.10.13) Thirteenth October, 2013. Its original title was "HAVE A GOAL TO SOAR HIGH". We should note that all the ideas given by Dr.Kalam to the students are positive and inspiring. He says that the "ignited mind of the youth is the most powerful resource on earth". He also talks about the ancient poem – "I Will Fly" by the Persian poet "Jalaluddin Rumi".

This poem gave me new confidence and I looked into myself and found that God has created all of us with immense potential and talents. We should fly high in life with confidence. He also stressed the fact that we the youth have a very hard battle to face, the battle to be "you"-a UNIQUE self, because we are forced to be what some others force us to become. We have to be 'our self' - we must be positive and become GREAT.



To:

Cc:

Subject:

Dear,

Please can you send me details of the above part number, along with pricing details including shipping to our premises

Regards

Neil Warwick

### **Quest for a Theory of Everything by Kitty Gail Ferguson**

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Stephen Hawkins' profile by Kitty Gail Ferguson reveals how he has overcome his disabilities to become the 'supernova' of physics.

- Stephen Hawking was an ordinary English boy.
  - He was a slow-learner at school.
  - His father wanted him to attend Oxford University.
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- He decided to study mathematics and physics from Oxford university
- He liked classical music, took part in sports and was famous for his wit.
- He became popular and accepted by his friends
- Meeting with Jane Wilde was a turning point in his life.
- He was affected with ALS, a rare disease.
- She supported him throughout his life
- He wrote a book to make science understandable to common people.
- Hawking was an optimist.
- Hawking's life is an inspiration to the entire world.

## Profile

### TITLE

He/She was born **on** (date) **at**(place)**in**(city/state/year)

He **was educated** from..... ( state the institutions)

(He *studied* in.....( state the institutions)

( He *had/did* his education/ schooling from..... )

Some of his works are .....

(His important works are ..... )

( ..... and ..... *are* his important works.)

He **was awarded**.....

*He was honored with*.....

He **died/ passed away** on (date) in (year).

### ? Prepare a short profile of Octavio Paz using the hints given below

Name : Octavio Paz

Birth : March 31st 1914

Famous works : The Labyrinth of solitude, The Grammarian Monkey, East Slope etc

Awards/honours : Nobel prize for literature (1990)

Special Feature of his works : It probes deep into the minds of the people

Death : 1998

<b>Born</b> : 31 <sup>st</sup> March 1914	Octavio Paz, the world famous writer, was born on 31 <sup>st</sup> March 1914 in Mexico
<b>Famous works</b> : The Labyrinth of solitude, The Grammarian Monkey and East Slope etc	Some of his famous works are "The labyrinth of solitude", "The Grammarian Monkey" and "East Slope"
<b>Awards/honours</b> : Nobel prize for literature (1990)	He was awarded the Nobel Prize for literature in 1990
<b>Special Feature of his works</b> : It probes deep into the minds of the people	His writings/works probe deep into the minds of the people.
<b>Death</b> : 1998	He died in 1998

### Octavio Paz

Octavio Paz, the world famous writer, was born on March 31st in 1914 in Mexico. Some of his famous works are "The labyrinth of solitude", "The Grammarian Monkey, East Slope"

*Slope" etc. He was awarded the Nobel Prize for literature in 1990. His writings probe deep into the minds of the people. He died in 1998.*

## **IF by Rudyard Kipling**

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*If* is a didactic poem by the renowned British poet, Rudyard Kipling. It is perhaps his most famous poem, which gained popular attention and became a popular anthem.

- *If* is a beautiful poem by Rudyard Kipling.
- It explains the qualities of a perfect man.
- A gentleman should have a balanced character.
- He should believe in himself.
- He should be patient in waiting.
- He must not listen to lies.
- He thinks and acts well.
- He faces victory and defeat in the same manner.
- Others may twist his words but he never talks bad about them.
- He should work hard.
- He should keep in touch with ordinary people.
- He also keeps friendship with kingly people.

The poet uses figures of speech like metaphor, personification, etc. in the poem

Personification: *Triumph and disaster* are personified as two imposters.

Metaphor: *Unforgiving minute* for the time that waits for no man.

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The poem "If" is a didactic poem written by Rudyard Kipling. It is a well-known poem. It gives sound advice to young people for a successful life. It is considered as the most beloved poem of Kipling. The poem is addressed to Kipling's son John. The theme of the poem is manhood and leadership. The word "if" is repeated to describe each action that should or should not be done to achieve manhood in his son's life. Throughout the poem, Kipling combines contradicting ideas. Kipling advises the younger generation to follow the cardinal virtue of patience, mental equilibrium, courage, devotion and detachment for achieving success and honour in worldly life.

The central idea of the poem "If" is that success comes from self-control and a true sense of the values. In the first stanza, he shows his readers the ideal way to act during times of acute crisis. A man must not lose heart because of doubts or opposition. The poet advises the readers to be strong for taking the responsibility of life bravely. He also advises not to indulge in blame games. A person must have enough confidence to believe in himself and his potentials when everyone else hates him. Thus this poem is about becoming mature and adult. The writer is putting his own experiences into it. This poem compares and contrasts the right and wrong decisions that one person can make in their journey to adulthood.

The second stanza reminds us the correct way to pursue one's goals in life. He asks his readers to dream because dreams are important. But at the same time, he advises them that their dreams must not lose sight of reality. He also tells not to be changed by victory or failure in life. He advises them that defeat should not affect their life. He also tells to treat every defeat and tragedy as a chance to learn another lesson. In the end of the second stanza, he reminds the readers that the journey towards success is never an easy ride. The poet gives us courage saying that strength lies in getting past the traps. We should not lose heart when we see our words twisted by people. Thus he prepares his readers to have strength, patience and courage in dealing with all these adversities.

In the third stanza, the poet says that risks must be taken in life and hopes must not be lost if things do not work out the desired way. The poet says that a man must be able to risk all his achievements while aiming towards bigger goals. He gives the readers enough courage saying that if you don't succeed "try again", without being discouraged.

Towards the last stanza, the poet says to stay true to ourselves and not to forget who we are. He also instructs to make our actions and words meaningful and powerful. Thus the poet wants his readers to become a true man who can fit well with all sections of society. He asks his readers to mingle with the common crowd without losing their individuality. Money often makes people stone-hearted. The poet warns his readers against the evil effects of money.

The concluding lines say that "if you do not waste time but spend each second fruitfully then the earth is yours". He also adds that "you will be successful in life". Time if wasted will never forgive you but if his readers can make the most out of the time no force can stop them from conquering the world.

Thus the poem "If" is really an advice to the younger generation. This poem is written in the tradition of "The Book of Proverbs" in the Holy Bible. All these contain useful principles for a practical and successful life.

The poem employs iambic pentameter. Each line has five feet with one stressed and one unstressed syllable. The tone of the poem is informative and didactic. The mood of the poem is philosophic and reflective.

### **Conditionals : Type 1 (open condition)**

If-clause Simple Present -- Main clause Will shall can may +plain infinitive

1. If you study hard -- you will get a first class.
2. If it rains -- we shall postpone our picnic.
3. If I find the pen -- I shall give it to you.
4. If he runs all the time -- he can - get there in time.
5. If her uncle arrives -- she may not come with you.
6. If you hit the dog -- it will bite you.

Conditionals of this type tell us that something will happen if a certain condition is fulfilled. The condition may or may not be fulfilled.

### **Conditionals : Type 2 (Improbable or imaginary condition)**

If-clause Simple Past (Subjunctive) -- Main clause would/should/could/might + plain infinitive

1. If you studied hard -- you would get a first class.
2. If I were you -- I should not do that
3. If we started now -- we could be in time
4. If you were a millionaire -- how would you spend your time ?
5. If he stopped smoking -- he might get fat

6. If I had a degree -- I could get a job easily.

Conditionals of this type are used when we talk about something which we don't expect to happen or which is purely imaginary.

### Conditionals : Type 3 (Unfulfilled condition)



If-clause past perfect Main clause would/should/could/might + perfect infinitive,

1. If you had studied hard -- you would have got a first class.
2. If I had tried again -- I should have succeeded.
3. If I had seen him -- I could have saved him from drowning,
4. If you had left that wasp alone -- it might not have stung you.
5. If you had come to me -- I would not have got into trouble.

Conditionals of this type say that something did not happen because a certain condition was not fulfilled.

### Exercise 131

Make up five sentences on each of the patterns.

<p><b>If-clause (Simple Present)</b></p> <ol style="list-style-type: none"><li>1. If you telephone him</li><li>2. If you eat it</li><li>3. If you run</li><li>4. If you come late</li><li>5. If it is hot</li></ol> <p>(14)</p>		<p><b>Main Clause (will/shall/can/may+plain infinitive)</b></p> <p>he will come. you may be ill. you can catch the bus. you will be punished. we shall stay indoors.</p>
<p><b>If-clause (Simple Past)</b></p> <ol style="list-style-type: none"><li>1. If you telephoned him</li><li>2. If you took a taxi</li><li>3. If I were in your place</li><li>4. If you didn't obey traffic rules</li><li>5. If I had the money</li></ol> <p>(15)</p>		<p><b>Main Clause (would/should/could/ infinitive)</b></p> <p>he would come you could overtake him I would not agree to it you might be put in jail I would buy a car.</p>
<p><b>If-clause (Past Perfect)</b></p> <ol style="list-style-type: none"><li>1. If you had telephoned him</li><li>2. If you had run</li><li>3. If the driver had been careful</li><li>4. If he had taken the doctor's advice.</li><li>5. If I had not been busy</li></ol>		<p><b>Main Clause (would/should/could/might+perfect infinitive)</b></p> <p>he would have come. you could have caught him up. the accident would not have happened. he would not have died. I would have met him.</p>



Conditionals			
	If-clause (hypothesis)	Main clause (result clause)	Use
Type 1 real present	If + any present form (Present S., Present Cont. or Present Perfect)	Future/Imperative can/may/might/must/should + bare inf/Present Simple	true or likely to happen in the present or future
	<i>If the weather is nice, we will go on an excursion. If you have done your homework, you can watch TV. If you have a headache, take an aspirin.</i>		
Type 2 unreal present	If + Past Simple or Past Continuous	would/could/might + bare infinitive	untrue in the present; also used to give advice
	<i>If I were you, I wouldn't speak to him again. (advice) If he didn't eat so many sweets, he wouldn't have a problem with his teeth. (but he eats a lot of sweets - untrue in the present)</i>		
Type 3 unreal past	If + Past Perfect or Past Perfect Continuous	would/could/might + have + past participle	imaginary situation contrary to facts in the past; also used to express regrets or criticism
	<i>If she had known how to use the mixer, she wouldn't have broken it.</i>		

## SEMINAR REPORT

A seminar was organized under the auspices of Literary Club of ABC School on the topic 'English as a Global Language'. The seminar was conducted on June 10, 2012 at the School Auditorium. The registration started at 9 AM. Around 150 student participants and 40 teachers registered for the seminar. (The Seminar was a successful confluence of intellectuals, scholars, teachers and students from different parts of the state.) The inaugural session started at 10 AM. The school leader welcomed the gathering. Dr APJ Abdul Kalam, former President of India had inaugurated the seminar in the function, which was presided over by the Principal. He also delivered the key note address. He spoke on the importance of English as a global language. The paper presentation was at 11 AM. Papers were presented by Master.X of class XI and Kumari.Y of Class XI, followed by discussion, debate on each of the session. The Valedictory function started at 3 PM. The Secretary of the Literary Club proposed the vote of thanks.

## Seminar Notice

ABC School,  
Thiruvananthapuram  
23<sup>rd</sup> July 2011

Sir/ Madam,

We are very proud to inform you that under the auspices of our English Literary Club, we are conducting a seminar on 'Environmental Pollution' at the School Auditorium at 10 am on Sunday 29<sup>th</sup> July 2011. The District Panchayath President has consented to inaugurate the Seminar. Our Principal will preside over the function. Your gracious presence is earnestly solicited.

Yours faithfully  
Kiran Mohan  
Secretary (Literary Club)

#### PROGRAMME

Prayer

Welcome : Secretary (Literary Club)

Inauguration : President, Jilla Panchayath, Tvpm

Presidential Address

Paper Presentation on 'Environmental Pollution'

1. A (Group/ Individual)
2. B (Group/ Individual)
3. C (Group/ Individual)




Interactive Session

Moderator's Conclusion

of education in one's life.

## UNIT: 2 WORDS AND DEEDS

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-  AND THEN GANDHI CAME
-  THE PRICE OF FLOWERS
-  DEATH THE LEVELLER (POEM)

### And then Gandhi Came

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*Jawaharlal Nehru writes about the timely arrival of Gandhiji to Indian Politics...*

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Jawaharlal Nehru writes about the timely arrival of Gandhiji to Indian politics in his book "The Discovery of India". He emphasizes the dynamic leadership of Gandhi. He describes Gandhiji as a beam of light that removed the darkness. Nehru thus makes the right assessment of Gandhiji.

When the First World War came to an end people expected peace, relief and progress. But it brought repressive rule and martial law. People felt that they were being humiliated. Large numbers of people became unemployed. People were in great confusion. They did not know how to free India from poverty and misery.

It was at this critical period that Gandhiji came. It was like a powerful current of fresh air. It pierced the darkness that surrounded the people and he taught the lessons of fearlessness and non-violence. Gandhiji was an ordinary man. He was one among us. He exhorted the people to stop their exploitation. His teachings instilled fearlessness and truth. He worked for the welfare of the common man.

When Gandhiji became the leader of the people, fear was disappeared to a large extent. Truth followed fearlessness. It was like a psychological change. There was a psychological reaction also. People felt ashamed of being under foreign rule. Here came a need in the minds of the people to throw away the foreign rule.

Gandhiji influenced millions of people in India in different degrees. Different people reacted differently at this situation. Some people were ready to comprehend the change. Others were not ready to have a total change. At this time Gandhiji came with a two-fold action. One was to challenge and resist the foreign rule and the other was to fight against our social evils. At this time the fundamental objective of the Congress was to attain political freedom. As a result of Gandhiji's influence, several people were ready to give up their titles. People did not respect British titles. New values and a new way of life were implemented with the powerful leadership of Gandhiji. Many people adopted simpler ways and wore simple dresses.

Gandhiji had his own ideas and dreams of free India. He sent volunteers for the rehabilitation of Indian villages. These messengers helped the Indians to come out of their shells. He wanted to make India a place without any class distinctions and rigid caste systems. According to him an ideal India would be free from the curse of untouchability, intoxicating drinks and drugs.

Nehru says that Gandhiji was truly proud of his Hindu inheritance. He tried to give Hinduism a kind of universal attire which included all religions. Indian culture according to Gandhiji is a fusion of all. Thus Gandhiji attracted the common people of India like a magnet. He was a link between the past and the future. He affected a psychological revolution even among his opponents.

**? In connection with Gandhi Jayanthi, your school is organizing a programme to propagate the relevance of Gandhian values in the present day. Prepare and deliver a speech before the class.**

Truly, the birthday of the 'Mahatma' is a very apt occasion to think why he was awarded this title. Gandhiji – a barrister by profession was shocked by the untouchability of the British people towards the Indian citizen. He threw away his job and rushed into the political scene of India. This man was determined to get the British out of India. But his weapon was peace and truth and non violence. He was able to convince the common man that we had no need to suffer the oppression of the foreign power. He made the Indian crowd feel shameful of being suppressed by the British. And he was successful in leading a non violent struggle to gain freedom.

He wanted free India to be a home for every poor individual with a feeling of equality. India should have no class and caste distinction. India would be a land of religious harmony too. Even women would be equal to men.

Now we the young generation should think twice about the free India, we all live in. Is it free and equal in the aspects Gandhiji dreamed of? Is truth and non violence the weapons of Gandhiji, now our weapon or tool? Has our leader influenced our minds psychologically? Gandhian ideals are actually showcase items in the museum of History in India.

Sorry to say the Mahatma and his ideals are forgotten. It is up to us to shake off our negative attitudes and pull India together. Gandhiji must be reborn in our hearts and our actions and be given due respect.

Thank you

**? Justify the title of the story 'The Price of Flowers'**

The title of the story ‘The Price of Flowers’ is very appropriate. Flowers express our emotions of varied sorts. In our happy moments, they bring us joy and on sad occasions they bring us consolation. Flowers have no price tag. They express our emotional attachment.

Maggie is the central character of the story. Her brother Frank is a soldier posted in Punjab in India. Unfortunately, Frank is killed while fighting on the North West Frontier. He is buried at Fort Munroe near Dera-Ghazi-Khan in Punjab. Maggie wishes to place some flowers on the grave of her dead brother. Therefore, she gives Mr.Gupta a shilling of her hard earned money to buy flowers. Mr.Gupta knows that Maggie is a poor girl. She cannot afford to spend a shilling on flowers. So he has a mind to return the shilling. But he realizes that flowers have an emotional value. He also realizes that the girl will experience great relief if flowers bought by her own money are put on her brother’s grave. He therefore accepts the shilling. He lets the girl have the consolation of placing flowers at his grave a token of a sister’s love for her brother.

The price she paid for the flowers symbolizes love, affection, sacrifice and was thus beyond measure. Hence, the title is just and apt.

### **Character Sketch – Maggie**

The story ‘The Price of Flowers’ centers around three characters, Mr.Gupta, Mrs.Clifford and Maggie. Maggie is an adolescent girl, fourteen years old who had to perform the duties of an earning member in a family. She sacrifices all her joys of education and enjoyment to earn money for her aged and ill mother. Her brother serves in the British Army and is presently posted in India. Maggie’s first appearance in the hotel shows that she is anxious to learn about India and Indians to enquire something about the land where her brother is serving. Her clothes reveal her poverty. The waitress of the hotel tells Mr.Gupta that Maggie works as a typist in the civil service stores. She often took no lunch, and waits for Saturday, her pay day to have a meal. Maggie is a girl full of love and care towards her family. She is modest and humble. She is well behaved and mannered. She is depressed about her brother, but still we have many instances which show her positive attitude – especially when she requests Mr.Gupta to say a small lie for her mother. She is practical in life and is ready to face hard realities in life.

Her aesthetic sense and talents are shown through her violin recital. She keeps her house neat and clean. She respects elders and her words to Mr.Gupta show how caring she is about others feelings – “Mr.Gupta, I have read in books that Hindus are extremely truth loving. If you could say a lie, just once, for my mother – will it be wrong, very wrong?” – Yes, she was a virtuous girl with strong will power to face life as an adult does.

And we feel more sympathetic about her when we see her ready to sacrifice – A SHILLING – her hard earned money to place flowers on her brother’s cemetery. She believes that Mr.Gupta will do this for her. She prays for her lost brother, now dead. She prays his soul will rest in peace.

### **Analysis of the poem: ‘Death the Leveller’**

**James Shirley's 'Death the Leveller'** is a hauntingly philosophical poem about the dismal march of death that tramples down human pride and pomp. It presents a vividly personified picture of death as the ultimate conqueror in whose realm perfect equality prevails.

The poem opens, reminding the reader of the futility of taking pride in one's birth and state. No armour offers protection from the merciless hands of death. The ultimate leveller comes and lays his icy hands on kings and clowns alike. The sceptre and the crown of the king fall down and lie equal in the dust with the poor peasant's scythe and spade.

Worldly victory and success too are futile before death. Some men reap and heap enemy heads in the battlefield and win laurels to adorn their heads. They too shall bow their heads before death. But poor mortals still tame and kill one another like thoughtless beasts.

Strength and courage too shall pass. We all die helpless and weak. The garlands on our heads wither and lose their charm and the victories they once proclaimed are forgotten. We too lose our charm and like pale captives we creep to death with a feeble murmur. Death's altar is purple and no 'blue blood' has ever been shed there. Here the victors too, are victims. The winners too are sacrificed and sent to their cold tombs.

In the end, we must return to the dust from which we all came, but the good deeds of the just will blossom from the dust and smell sweet forever.

**'Death the Leveller'** deals with the recurrent theme of the futility of human vanity and pride which are rendered ineffectual in the end, with death looming large over us. But the poem leaves an optimistic note with the actions of the just surviving the sting of death.

Figures of speech abound and add to the charm of the poem. Death is personified and shown as 'laying his icy hands'. Metonymy is employed in the beautiful contrast between 'sceptre and crown' and 'scythe and spade'.

## **DIRECT AND INDIRECT SPEECH**

We may report the words of a speaker in two ways:-

- (i) We may quote his actual words. This is called Direct Speech.
- (ii) We may report what he said without quoting his exact words. This is called Indirect (or Reported) Speech.

Direct. -- Rama said. "I am very busy now."

Indirect. -- Rama said that he was very busy then.

It will be noticed that in Direct Speech, we use inverted commas to mark off the exact words of the speaker. In Indirect Speech we do not. It will be further noticed that in changing the above Direct Speech into Indirect certain changes have been made. Thus:

- (i) We have used the conjunction that before the Indirect statement. (The that is often omitted especially in spoken English)
- (ii) The pronoun I is changed to he. (The Pronoun is changed in Person.)
- (iii) The verb am is changed to was. (Present Tense is changed to Past.)
- (iv) The adverb now is changed to then.

Rules for changing Direct Speech into Indirect

When the reporting or principal verb is in the Past Tense, all Present tenses of the Direct are changed into the corresponding Past Tenses. Thus:-

(a) *A simple present becomes a simple past.*

Direct. -- He said, "I am unwell."  
Indirect. -- He said (that) he was unwell.

(b) *A present continuous becomes a past continuous.*

Direct. -- He said, "My master is writing letters."  
Indirect. -- He said (that) his master was writing letters.

(c) *A present perfect becomes a past perfect.*

Direct. -- He said, "I have passed the examination."  
Indirect. -- He said (that) he had passed the examination.

Note:- The shall of the Future Tense is changed into should. The will of the Future Tense is changed into would or should.

(d) *As a rule, the simple past in the Direct becomes the past perfect in the Indirect.*

Direct. -- He said, "The horse died in the night."  
Indirect. -- He said that the horse had died in the night.

(e) The tenses may not change if the statement is still relevant or if it is a universal truth. We can often choose whether to keep the original tenses or change them.

Direct. -- "I know her address," said Gopi.  
Indirect. -- Gopi said he knows/knew her address.  
Direct. -- The teacher said, "The earth goes round the sun."  
Indirect. -- The teacher said the earth goes/went round the sun.  
Direct. -- "German is easy to learn", she said.  
Indirect. -- She said German is/was easy to learn.

(f) The past tense is often used when it is uncertain if the statement is true or when we are reporting objectively.

(g) If the reporting verb is in the Present Tense, the tenses of the Direct Speech do not change. For example, we may rewrite the above examples, putting the reporting verb in the Present Tense, thus:

He says he is unwell.  
He has just said his master is writing letters.  
He says he has passed the examination.  
He says the horse died in the night.

(h) The pronouns of the Direct Speech are changed, where necessary, so that their relations with the reporter and his hearer, rather than with the original speaker, are indicated. Observe the following examples :-

Direct. -- He said to me, "I don't believe you."  
Indirect. -- He said he didn't believe me.  
Direct. -- She said to him, "I don't believe you."  
Indirect. -- She said she didn't believe him.  
Direct. -- I said to him, "I don't believe you."  
Indirect. -- I said I didn't believe him.  
Direct. -- I said to you, "I don't believe you."  
Indirect. -- I said I didn't believe you.

(i) Words expressing nearness in time or place are generally changed into words expressing distance. Thus :-

now -- becomes -- then  
here -- becomes -- there

ago -- becomes -- before  
thus -- becomes -- so  
today -- becomes -- that day  
tomorrow -- becomes -- the next day  
yesterday -- becomes -- the day before  
last night -- becomes -- the night before

Direct. -- He says, "I am glad to be here this evening."

Indirect. -- He says that he was glad to be there that evening.

The changes do not occur if the speech is reported during the same period or at the same place ; e.g.,

Direct. -- He said, "I am glad to be here this evening."

Indirect. -- He said that he was glad to be there that evening.

### **Reporting Questions**

In reporting questions the Indirect Speech is introduced by some such verbs as asked, inquired, etc. When the question is not introduced by an interrogative word, the reporting verb is followed by whether or if.

Direct. -- He said to me, "What are you doing ?"

Indirect. -- He asked me what I was doing.

Direct. -- "Where do you live?" asked the stranger.

Indirect. -- The stranger enquired where I lived.

Direct. -- The policeman said to us, "Where are you going ?"

Indirect. -- The policeman enquired where we were going.

Direct. -- He said, "Will you listen to such a man?"

Indirect. -- He asked them whether they would listen to such a man. [Or] Would they, he asked, listen to such a man ?

Direct. -- "Do you suppose you know better than your own father?" jeered his angry mother.

Indirect. -- His angry mother jeered and asked whether he supposed that he knew better than his own father.

### **Commands and Requests**

In reporting commands and requests, the Indirect Speech is introduced by some verb expressing command or request, and the imperative mood is changed into the Infinitive.

Direct. -- Rama said to Arjun, "Go away."

Indirect. -- Rama ordered Arjun to go away.

Direct. -- He said to him, "Please wait here till I return."

Indirect. -- He requested him to wait there till he returned.

Direct. -- "Call the first witness," said the judge

Indirect. -- The judge commanded them to call the first witness.

Direct. -- He shouted, "Let me go."

Indirect. -- He shouted to them to let him go.

Direct. -- He said, "Be quiet and listen to my words."

Indirect. -- He urged them to be quiet and listen to his words.




### **Exclamations and Wishes**

In reporting exclamations and wishes the Indirect Speech is introduced by some verb expressing exclamation or wish.

Direct. --	He said, “Alas! I am undone.”
Indirect. --	He exclaimed sadly that he was undone.
Direct. --	Alice said, “How clever I am!”
Indirect. --	Alice exclaimed that she was very clever.
Direct. --	He said, “Bravo! You have done well.”
Indirect. --	He applauded him, saying that he had done well.
Direct. --	“So help me, Heaven!” he cried, “I will never steal again.”
Indirect. --	He called upon Heaven to witness his resolve never to steal again.

## UNIT: 3 BEYOND THE HORIZON

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-  SUNRISE ON THE HILLS (POEM)
-  THE TRIP OF LE HORLA
-  THE SACRED TURTLES OF KADAVU

### **-Sunrise on the Hills by H. W. Longfellow**

‘Sunrise on the Hills’ by H.W Longfellow is a celebration of the healing power of nature. The poet muses upon the morning sun shining on the woods and hills, and urges readers to return to the lap of nature to soothe their souls. Throughout the poem, Longfellow compares the sun to a knight, and nature to his sweetheart; the princess.

The poem opens with a description of the grand glorious returning march of the sun which the poet witnesses from the top of a hill. Nature, the princess, has been waiting long under captivity. Now the city gates – heaven’s wide arch – is glorious with the knight’s arrival.

The sun’s glory outshines everything else, and the clouds that have gathered midway round the wooded height now look like an army overpowered in battle. The enemy forces retreat and rocking on the conquered fortress is left the dark pine blasted, bare and cleft.

The veil of cloud is lifted from above the face of princess nature and the sun’s first rays leave a mellow blush on her face. Nature begins to smile, and the rich valley begins to glow with all her charm. The distant waters dash and the current whirl and flash. And the lakes, princess nature’s blue eyes, with their silver beaches and the woods bending over them like eyelashes, brighten up.

From the beautiful sights of the valley, the poem gradually moves on to the mesmerising sounds that the valley sends out. Nature begins to sing and the noisy bittern wheels his spiral way up as in a musical note. The music of the village bells echoes in the hills. The voice of the wild horn and the merry shouts from the valley fill the air.



Watching sunrise on the hills leaves a profound soothing effect on the poet and the poem ends with a piece of advice to the readers. Whenever you are surrounded by the sorrows of life, whenever you fall upon the thorns of life and bleed, go to the woods and hills! Nature's charm will never fail to leave a smile on your face. It has everything in it to keep your heart from fainting and your soul from sleep. No tears can blur the beautiful look that Nature wears for us.

True to the spirit of American Romanticism, the poem venerates Nature as a sanctum of non-artificial serenity, where the self can feel free and fulfil its potential. Comparing nature to a beautiful maiden has remained popular in literature over the centuries, especially among the romantic poets. But Longfellow has kept the comparison subdued with skilful elegance.

As far as images are concerned, 'Sunrise on the Hills' holds on tight to the basic tenets of Romanticism and images of love, adventure, and battle abound in the poem. Soft gales going forth to 'kiss' the sun-clad vales and 'the mellow blush of day' evoke an atmosphere of love, whereas 'returning march,' 'hosts in battle overthrown,' and 'shattered lance' are suggestive of adventure and battle.

### **Draft a 'LIVE TV REPORT' of the Le Horla's take off**

Good evening Ladies and Gentlemen,

Today is a page which will be written in golden ink in the history of France. A journey with a difference is about to take place – a journey through the 'SKIES'. A few gentlemen are going to get the feeling of free birds, mastering the winds and the skies. Yes, Here is a balloon ride, a ride from Paris through the Belgian border and moving to Scheldt, through air.

As you can all see a crowd has assembled here to watch history through their own eyes. Le Horla the balloon to be is lying on the ground and has the appearance of a cake made of yellow cloth. Gas is filled into it. Now the balloon expands, it looks like a worm, wriggling in the air. The travelers dome at the canteen before their ride. The crowd is engaged in serious talk – happiness, doubts, opinions etc. Meanwhile the balloon has become enormous and transparent, like a golden prodigious fruit, a fantastic pear, which is ripening, by the last rays of the setting orange sun.

The basket has come; it is attached to the balloon, the barometers, the siren, the trumpets, the eatables, the overcoats, the raincoats and everything. Lieutenant Mallet jumps in first, inspects everything and he will be the night watchman. The officer on watch M. Etierine Beer gets in after him, M Bessand, M Eyries and the author get in too. But as the basket is too heavy M Eyries goes away, sad. M. Joliet now asks the crowd to move away as the sand which will be thrown overboard upon the rising of the balloon will fall on their faces. Captain Jovis is now ready. All efforts will bear fruit. The ropes of the Le Horal are now cut off and the balloon gets its 'LIBERTY' true to the spirits of a Frenchman

Ladies and Gentleman you are all witnesses to the historical take off of the Le Horal – let's all wish the best to the travellers. May their eyes enjoy the feasts of the air and their minds find comfort in the peaceful sights on looking at the earth from heaven above. This is the reporter from Reuters TV, right from Paris.

### **LIVE TV REPORT OF LE HORLA's Journey**

Now I am standing very close to La Villette, the place where Le Horla is about to take off. About 300 people are standing here to witness the starting of this wonderful event. Captain Jovis and the other travelers are ready for the ride. First Lieutenant Mallet jumps aboard. Mr. Mallet is followed by three more persons, including Mr. Guy de Maupassant.

Well, La Horla the balloon is also ready for the ride with the command of Mr. Joliet. The rope has been cut. Oh! The moment the rope is cut, the balloon starts flying upward. Vow! What a spectacular scene! The multicoloured balloon has its take off now with a team of courageous men headed by Captain Jovis. The balloon is moving in a moderate speed as you can see in the visuals.

From LaVillette,, with Cameraman Jean Davis, Juliet Le Paris TV, Paris.

### **A Ritual Popular in our Locality**

A ritual very popular in Kerala is the ‘laying of floral carpets’ during the festival of Onam. A small statue of ‘Onathappan’ or King Mahabali is placed at the centre of the floral carpet. Flowers are thrown and scattered around the statue to welcome Mahabali for his annual visit. This is done to keep fresh memories of the ancient legend of King Mahabali and Vamana. When Vamana was about to push king Mahabali down to the underworld, King Mahabali asked for permission to visit his subjects every year which was promptly granted. This was resulted in the ritual of laying floral carpets to welcome Mahabali Thampuran. The colourful spread of flowers remind us of the colour and happiness Kerala experienced during his rule. Imitations of old practices promote brotherhood among natives.

### **THEYYAM**

A ritual dance form of Kerala, glorifying the goddess. Themes revolve around the triumph of the goddess over the demon Daruka and other evil characters. Always performed by men, they also enact female roles wearing exotic make up and colorful costumes.

Theyyam also known as Kaaliyattam, it is a ritual dance popular in north Kerala or the erstwhile Kolathunadu. Theyyam incorporates dance, mime and music and enshrines the rudiments of ancient tribal cultures which attached great importance to the worship of heroes and the spirits of ancestors. Of the over 400 Theyyams performed, the most spectacular ones are those of Raktha Chamundi, Kari Chamundi, Muchilottu Bhagavathi, Wayanadu Kulaveni, Gulikan and Pottan. These are performed in front of shrines, sans stage or curtains, by persons belonging to the Vannan, Malayan and other related castes.

‘Thudangal’ (the beginning) and ‘Thottam’ (the invocation) are the introductory rituals of the Theyyam or the Thira, as it is known in south Malabar. The headgear and other ornamental decorations are spectacular in sheer size and appearance. Karivalloor, Nileswaram, Kurumathoor, Parassini, Cherukunnu, Ezhom and Kunnathoorpadi in north Malabar are places where Theyyams are performed annually from December to April.

## UNIT: 4 BRAVING THE HAZARDS

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- ✚ DISASTERS AND DISASTER MANAGEMENT IN INDIA
- ✚ THE SERANG OF RANAGANJI
- ✚ THE WRECK OF THE TITANIC (POEM)

### *What is a Précis ?*

A précis is like a miniature portrait of the passage: it retains the absolute essential points accompanied with the mood and tone of the author of the passage.

The following rules are general guidelines you should follow while writing a précis:

- **Closely read the passage, and identify the central idea of the passage.** It is vital to identify the general idea of the passage and incorporate it in one’s précis.
- Look-out for the total number of words. If the number is not provided, quickly calculate the number using approximations.
- In order to understand the passage clearly, make sure that you read the passage closely, and give it a couple of reads before you start writing the précis.
- **Highlight the most important points in the passage, and make notes. Leave out all non-essential information from the précis.**
- **Provide an apt heading to your précis.**
- Note making is an essential task for writing précis. You should try to arrange the points in most logical order, and ensure the order of thought is the same as the original.
- The three grammatical rules you need to follow while writing a précis are: write it in third person, indirect form and appropriate past tense.
- It is advisable to provide designations of officials rather than names and titles. In case the official designation is not provided, you can use the personal name. kindly be consistent with the pattern you adopt.
- Make sure you review your rough draft, remove the chinks and ensure that you have made no language related errors.
- Before writing your précis, make sure you have a glance over the original to make sure you have not missed anything.

- Finally, a wise policy would be a count the words of your precis and put them down in a bracket at the end.

### **Writing a Precis of a given passage.**

#### *Sample Passage:*

There is an enemy beneath our feet - an enemy more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some way of combating earthquakes, and it is possible that at some time in the near future mankind will have discovered a means of protecting itself from earthquakes. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are wrecked. Buildings collapse, bridges fall, dams burst, gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past 1755: Lisbon, capital of Portugal - the city destroyed entirely and 450 killed. 1970: Peru: 50,000 killed. In 1968 an earthquake struck Alaska. As this is a relatively unpopulated part, only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire subcontinent! This is the problem that the scientists face. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measures can then be taken to save lives and some of the property. (330 Words)

Based on the above paragraph, we arrive at the following theme sentences for the four paragraphs:

- Earthquake - the deadly enemy of mankind.
- Damage caused by an earthquake in general.
- Damage caused by an earthquake-in particular,
- What can the scientists do?

The above four theme sentences can be developed into the following outline:

- Earthquake - the deadly enemy of mankind.
  - Earthquake strikes all without a distinction of national boundary or political affiliation.
  - The power of a quake is greater than that of a man-made weapon of destruction.
  - Scientists are trying to find out means to combat earthquakes; they will find some way to protect themselves from earthquakes.
- Damage caused by an earthquake in general:
  - Strikes without warning.
  - Modern city when struck reduced to a primitive village.

- Damage caused by an earthquake in particular.
  - Quake strikes plains, seas and mountains causing all round destruction.
  - In 1755, Lisbon destroyed, 450 killed.
  - In 1970, Peru struck, 50,000 killed.
- What can the scientists do?
  - In 1968, Alaska hit, subcontinent moved 80 feet into the Pacific Ocean.
  - Scientists cannot resist the powerful earthquake.
  - They can predict the place of origin of the quake so that precaution can be taken to save man & property.

*Based on the above outline, we can make the following rough draft:*

### **Earthquake- The Great Destroyer**

Earthquake is the deadly enemy of mankind. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced to a rubble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes and they are able to predict at least where the earthquake will hit so that precaution can be taken to save man and property from destruction. As the number of words in the rough draft is more than required we shall have to reduce it further without reducing the ideas.

*The final draft would look as follows:*

### **Earthquake - The Great Destroyer**

Earthquake is the mankind's deadly enemy. Earthquake strikes all without a distinction of nationality or political affiliation. The power of a quake is greater than that of any man-made weapon of destruction. An earthquake strikes mankind without a warning. A modern city when struck is reduced -to a nibble. A quake strikes plains, seas and mountains causing all round destruction. The quake struck Lisbon in 1755 killing 450; Peru in 1970 killing 50,000; Alaska in 1968 moving it 80 feet into the Pacific Ocean. Scientists are trying to find out means to combat earthquakes, to predict the origin of the quake so that precaution can be taken to save man and property from destruction.(115 words)

### **THE SERANG OF RANAGANJI – Dr. A J Cronin**

#### **CHARACTERS**

1. SERANG:- (An Urdu word meaning a native indian boatswain – lascar) Hassan, hero of the story – a quarter-master – experienced seafaring life for 40 years – 15 years in this ship – muslim but secular in view – native of Punjab – awkward in physical appearance – courageous – self controlled – dedicated – duty bound – a man of few words – the finest man according to the captain – an animal according to Mis Jope Smith (these remarks reveal the character of the captain and the lady)

2. Miss. JOPE SMITH:- (A character in contrast with Serang) – one of the passengers in Ranaganji – a social promoter – aged over 30 but in a dashing style to look younger – a snob and a bore – judges people by their physical appearance
3. Dr. A J CRONIN:- Physician of the ship – in charge of health – inexperienced in profession but manages a crisis bravely – devoted to profession – daring – knows who is good or bad
4. CAPTAIN:- humble – aged about 55 – strict disciplinarian – just – cautious – fair minded.

## **THE WRECK OF THE TITANIC - SUMMARY**

“THE WRECK OF THE TITANIC” is one of the famous poems of BENJAMIN PECK KEITH, an American poet. It is written as an elegy in memory of the heroes of the ship Titanic which sank on 14th April 1912. The poet recollects the heroes of the sinking ship and says that their heroism was greater than that of the famous heroes of history.

The poem begins with the comparison of the ship to “a poem of iron and steel.” The ship started its first and last voyage from Southampton. Neither the passengers nor those people, who were gathered on shore, could predict her fate. She was “the largest and grandest of all ships”

When the ship reached the North Atlantic Ocean, she collided with “a towering mountain of ice” and began to sink rapidly. Now the poet remembers the heroes of this ship. Captain Smith, the commander of the ship, called all the crew and asked them “Be British”, to be brave. They were the bravest men of the world as they did not try to save their skins but gave preference to “the women and children first.”

When the lifeboats were lowered and sent away, the bandsmen of the ship began to play “Nearer my God to Thee” to give comfort to those who are left in the ship. The bandsmen were brave as they continued to play and comfort the people even when they were facing their own death.

In the last part of the poem the poet compares the bravery of these people with that of the heroes of world history like the heroes of Trafalgar, Alamo, Waterloo, The charge of “The light Brigade and Jim Bludso’s act on the “The Prairie Belle”. The poet says the courage of the heroes of the Titanic is more “noble and true” and “sound sublime”. The courage and bravery of these people will be remembered forever.

The poem has got an elegiac mood and the rhythm of the poem is that of a ship moving through ocean. The poet uses a fixed rhyme scheme throughout the poem, i.e., aa, bb. With the use of very simple words the poet creates many wonderful word pictures in this poem, like the captain standing on the bridge and calling out, the bandsmen playing, etc. The poet has used many poetic devices like metaphor, personification, etc in this poem. The beauty of ship is “a poem of iron and steel” according to the poet.

The poem also gives insight to the management of a crisis and the need of heroism.




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|--|--|
| 1. Extracts from lessons - prose and poem. | 5. Letter to the Editor (Ref page 47 text)             |
| 2. Profile Writing (Ref Page 25 text)      | 6. Live TV report - page 87, text or News Paper Report |
| 3. Précis Writing                          |  |
| 4. Comprehension                           |  |

7. Travel essay - page 89 or Travel Info - Page 96, text
8. Appreciation of a poem - page 32, 77, 147, text
9. Character sketch - Maggie, Hasan, A.J.Chronin, Greta
10. Essay (page 152, 153) - disaster management, cyber crime, Gandhiji's lesson
11. E-mail - Ref page 168, text
12. Speech - page 46 or Introductory speech - page 97
13. Editing passage / Error Correction - page 49

14. Interview - page 25 / conversation
15. Debate
16. Express your views / do you agree with?
17. Short write up, Ref page 94, text
18. Diary writing
19. Reported speech
20. Passive voice
21. Framing questions
22. Correct form of verb
23. If clause, page 33, text
24. Cohesive device - page 27, 28, 36
25. Parts of speech - page 5

## UNIT: 5 HARMONY OF LIFE

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-  GOOSEBERRIES
-  TO SLEEP
-  GOING OUT FOR A WALK

### **Review of Chekhov's "Gooseberries"**

"Gooseberries" written by Anton Chekhov is a 'story within a story'. It is mainly about a man who had a dream. The story opens with a description of a country landscape on a rainy day. The two friends, Ivan Ivanich, a veterinary surgeon and Bourkin a school teacher take shelter at the house of a friend and land owner Aliokhin. Ivan tells his friends the story of his brother Nicholai Ivanich who went to work as a clerk in a city at the age of nineteen. But he is not reconciled with the city life and makes plan to buy an estate where he can grow gooseberries and have a peaceful life. To him it is a symbol of gracious living in the country side. He lives under extremely meager conditions to save money. Ivan is not able to accept his brother's dream. To him, it is an escape from reality. He visits Nicholai's house after he has finally achieved his dream and he finds his brother happy. Ivan is of the opinion that Nicholai has deceived himself and wasted his life in his happiness. He concludes with a lament at the loss of his own youth and thinks – instead of retreating to country estate, one should dedicate one's lives to good works. Chekhov presents a clash between illusion and reality through Nicholai and Ivan. Ivan is quite practical in his approach and he has social consciousness. Nicholai symbolizes a happy and void bourgeois existence. He has dream for comfort and personal happiness. The rain and gooseberries represent the idea. Through the imagery of rain Chekhov hints at the gloomy atmosphere and the gooseberries are the great dreams one wants to realize. The story reveals the author's insight and understanding of human condition.

### **Ivan Ivanich and Nicholi Ivanich - A Comparison**

Ivan is the central character of the story 'Gooseberries'. He is a veterinary surgeon who tells his friends Bourkin and Aliokhin the story of his brother Nicholai. Nicholai is the younger brother of Ivan. He is a govt servant. He is not able to reconcile with the city life. He makes plans to buy an estate where he can grow gooseberries and he dreams of a peaceful life. For this he struggles hard and saves all his money. Both the brothers are presented in good contrast. Ivan is not able to accept his brother's dream. To him, it is an escape from reality. He believes that instead of retreating to the country estate, one should dedicate one's lives to good works. Chekhov presents a clash between illusion and reality through Nicholai and Ivan. Ivan is quite practical in his approach. He has social consciousness whereas his brother Nicholai dreams for comfort and personal happiness. While Ivan visits Nicholai's house after he has realized his dream, he finds him happy. The gooseberries taste hard and sour to Ivan whereas it is delicious to Nicholai. To him it is a symbol of gracious living in the country side. It appears that Nicholai is completely self-centred and symbolizes the void bourgeois existence. Thus in the story, we find Ivan, a man of upright sense of justice and who believes and lives in reality and Ivan's brother Nicholai, an arrogant, selfish and miserly who dreams of happy and quite life.

**? Now a days, many students are addicted to junk food, energy boosters, computers, bike racing etc. you are worried about how these habits will affect them mentally, physically and academically. Being the Health officer of your school, you decide to make a speech in the morning assembly on the adverse effect of a such a lifestyle and the need to take charge of oneself. Draft the script of the speech.**




Dear Friends, We all Know that we are living in an ultra modern world where old order changes giving place to new. Consequently, our life style has undergone a drastic change leading to many health disorders. On this occasion, I would like to share with you some of the adverse effects of such a life style and its impact on our physical and mental health. The physically lazy modern life style has many adverse effects. The new life style combined with less healthy diet may invite many diseases. We find the present generation completely physically inactive and our life is mechanized and urbanized. More time is spent on indoor activities like watching TV, Computer games, internet chats etc. These technological inventions have replaced the traditional physical activities. We should understand that addiction to the social media sites may make us depressed and increase mood swing and thereby lower our concentration. So, gradually the 4G world is Stress G world. Along with this our food habits have also changed. The new generation is addicted to junk food, energy drinks etc which is physically, mentally and emotionally detrimental to us. Modern diet and technological interventions have influenced much that the values of life are getting lost. It is high time we developed an integrated personality and life style by making changes in our habits



and attitude. A healthy life style can reinforce one's reasoning mind and increase the capacity to beat stress and thus strengthen the mental attitude. A harmonious blend of traditional knowledge and habits and modern scientific accomplishments would enable a happy healthy life. Let us adopt good things for the good of us and make our life a wholesome one by all means. Thank you

## UNIT: 6 LEAPS AND BOUNDS

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-  THE CYBERSPACE
-  IS SOCIETY DEAD?
-  CONCEPTUAL FRUIT

### Analysis of Thaisa Frank's 'Conceptual Fruit'

Thaisa Frank's *Conceptual Fruit* is a deeply touching story that leaves a pang in the readers' minds. It tells us about a caring father who desperately hopes that technology will help him to make life happier for his mentally challenged daughter.

Greta is a mentally challenged girl of sixteen. Her father wants to show her a website where she could create a house of her own. This idea evokes only a cold response from her mother and brother who do not care much about Greta's happiness. The father creates a street called Greta's street and a house called Greta's house. He tells her that she could fill her house with anything she wants. Greta wants a bowl in every room with peaches in it. The father creates a kitchen and tells her to click the bowl to see the magic.

Greta clicks the bowl and the word peaches appear. But Greta is disappointed. She wants only real fruits. She doesn't understand why people like them when they are not real. The father now creates other rooms. Just when he is about to create a bathroom, Greta reminds him that it is not a real house and people wouldn't use it. In fact, they could create anything, but they make no sense to Greta, since they are not real.

Finally she gets bored of the unreal world of computers and leaves to help her mother. The story ends with the father hoping for a better tomorrow for his differently-abled daughter. He hopes that she would have a house with an orchard and real fruits to put in real blue bowls.

**Analysis of the story:** 'Conceptual Fruit' may very well be termed as a 'technology story'. But it is also human and full of tender moments. When Greta says "I thought you could make real peaches," the readers cannot but sympathise with her and the father. The sad plight of Greta, the cold insensitivity of the mother and the brother, and the desperate hopes of the father lend a deeply humane touch to the story.

On the other hand, Greta seems to be more sensible than the so called intelligent ones who live in the make-believe world of technology. She expects real peaches and she cannot understand why people love peaches in the computer which are not real. She also says she doesn't need a bathroom in her house because nobody is going to use the house. The question is whether technology can offer a helping hand to those who are denied the daily charms of regular life. At least for Greta, it is not technology, but the care and concern of the father that illuminates her world.

### A Speech on Women Empowerment

Women empowerment is one of the hottest topics of today. The following is a speech on the need and importance of women empowerment in the present scenario.

From my younger days I have always been fascinated by myths, and the magic world of gods and goddesses they opened before me. Today I know that they are more than fairy tales. Instead, they are magnificent lies that tell the truth. And whenever I think of gender difference and women empowerment, my mind hastens back to Greek mythology.

According to Greek mythology, humans were originally created with four arms, four legs and a head with two faces. Fearing their power, Zeus split them into two separate parts, condemning them to spend their lives in search of their other halves.

Well, I don't think anyone would like to be a human with four legs any more. But the story reveals the one ultimate truth regarding man-woman relationship. Man and woman are complementary to each other. When they unite and go hand in hand, they become gods themselves. But history shows how one half has mistaken becoming one with conquering.

So the fairer half today is denied facilities of education, compelled to marry before leaving childhood, forced to maternity even before leaving school, kept under subjection during marriage and forced to live a life of misery during widowhood. The fairer sex is kept vigorously secluded behind the purdah in many parts of the world. And many of them get killed even before they come out of their mother's womb.

Women are treated like lesser human beings. They are marginalized, sidelined, humiliated, and kept away from all sources of power and freedom.

Most women do not have access to higher education. Even the parents believe that they are destined to end up in the kitchen. Most women cannot claim equal rights to their ancestral property. Most women do not have any role in decision making. Not in their state. Not in their village. Not in their family. Most women are not paid well though they are made to toil for hours like slaves. They are not given any top jobs.

When women are not paid well, fifty percent of the population is not paid well. When women are disrespected, humiliated or exploited, a major chunk of the world population is disrespected, humiliated or exploited. And the entire human race will lag behind, unable to realise its true potential. That's why we speak about empowering women – for a better tomorrow, for a better humanity.

Education is the key to women empowerment. If a girl is educated, she will have confidence. She will have employable skills. Employment will lead her to financial independence. Entrepreneurship will make her stronger and daring to take up new challenges.

As Malala Yousafzai, the Nobel Peace Prize winner says, "One child, one teacher, one book, and one pen can change the world." And nowhere is it truer as in the case of women.

They – I mean, the educated women – will become leaders with the right mindset, making the right decisions at the right time. When women are put at the helm of affairs, conflict has an unnatural way of decreasing. As mothers, they care. They care about the future generations. They care about this earth. If a male leader takes you where you want to be, a female leader takes you where you ought to be.

That's why in the Manusmriti, which in ancient India, was considered a divine code of conduct, it is said, "Yatra naryastu pujoyante ramante tatra Devata, yatra itaastu na pujoyante sarvaastatrafalaah kriyaah"

Where women are respected, there the gods make their home; where they are not respected, all human action remain unproductive.

If empowered, the hand that rocks the cradle can surely rule the world; complementing, contributing, creating a better tomorrow for everyone.

## **LETTER TO THE EDITOR**

**? Write a letter to the Editor of a newspaper expressing your views against the insensitive use of loudspeakers.**

Your name

Address

Phone:

Email:

Date

The Editor

Name of the newspaper

City of publication

Dear Sir

The insensitive use of loudspeakers has become quite a nuisance in our cities. The most annoying thing is that loudspeakers have now become an integral part of almost all celebrations. People seem to believe that even private occasions like marriages and birthday parties would be incomplete without the blaring of loudspeakers.

Noise pollution is already one of the greatest problems that people living in cities have to deal with. The excessive use of loudspeakers makes it even worse. Of course, there are occasions when their use is absolutely necessary, but I see no justification in using them during every party or meeting.

The worst hit by this improper use of loudspeakers are the elderly and the children. Due to the excessive noise, the elderly can't sleep properly and the children can't concentrate on their studies. It is high time the authorities did something to regulate the use of loudspeakers.

Sincerely

Your name

**? Write a letter to the editor of a newspaper about the harmful effects of reckless driving. In your letter you have to explain why reckless driving poses great danger to lives and property.**

D 203  
Sector 17  
Vashi, New  
Bombay  
29 October 2012

The Editor  
The Times of India

Dear Sir or Madam

For the last two or three months there has not been a single day when road accidents did not occur in Mumbai. Most of these accidents were caused by reckless driving. Truck drivers and those who drink and drive are notorious for rash driving.

The other day I was horrified to witness a dreadful accident. A young biker and his wife were crushed to death when a speeding truck that came from behind ran over them. They died on the spot itself. I am sure that it was not an isolated incident. Countless innocent lives are lost on the roads, thanks to rash driving.

The concern with reckless driving is that it poses a significant risk to the people in the surrounding area as well as the driver. Reckless drivers could kill children, animals and pedestrians. A car that spins out of control can harm other vehicles on the road. In addition, reckless driving can cause significant damage to property. Thus, it goes without saying that reckless driving is a public safety issue that must be properly addressed.

Yours faithfully

Gautam

