

IMPRINTS-3

General English Text Book

III Sem. B. Sc./B.C.A. /B. Sc. (FAD)/B.V.A.

Editor

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Prasaranga

BENGALURU CENTRAL UNIVERSITY

(BCU)

Bengaluru

IMPRINTS-3: General English Textbook for III Semester B.Sc./B.C.A/ B.Sc. (FAD) /B.V.A and other courses coming under Faculty of Science, is prepared by the Members of the Textbook Committee, Bengaluru Central University. (BCU)

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FOREWORD

IMPRINTS –3 General English Text Book for III Semester B. Sc/B.C.A/B.Sc. (FAD)/B.V.A and other courses coming under Faculty of Science, Bengaluru Central University (BCU) has been designed with the dual-objective of inducing literary sensibility and developing linguistic skills in students. Both of these have been combined in a single text instead of two separate texts. This is the third General English Text Book for undergraduate students of BCU, Bengaluru, prepared by the Members of the Textbook Committee.

I congratulate the Text Book Committee on its efforts in the preparation of the material, which includes a variety of literary pieces and workbook for honing language skills. I thank the Director of Bengaluru Central University Press and their personnel for bringing out the textbook neatly and on time.

I hope the text will motivate the teachers and the students to make the best use of it and develop literary sensibility as well as linguistic skills.

Prof. S. Japhet
Vice-Chancellor,
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PREFACE

The General English Course book for Semester III B. Sc, IMPRINTS–3, introduces undergraduate students to a spectacular kaleidoscope of literary selections that cover a wide range of subjects and issues. These model pieces of writing cast in different genres and forms are meant not only to cultivate literary sensibilities in students but also to sensitise them to social concerns. It is assumed that the thinking practices and extended activities incorporated as part of every lesson-plan would help students interpret literature as a form of cultural expression.

The Course book has two parts: Part I comprises the literary component; Part II concentrates on language. The language section is designed to perfect and hone the soft skills of students pertaining to effective verbal expression and communication.

It is hoped that students would make the best use of the present anthology and understand the importance of acquiring fine language skills while engaging with a verbal medium like literature.

I would like to thank Dr. Anita Rao, the Chairperson and her team of teachers, who have put in all their time and effort into the realisation of this textbook. I thank the Vice Chancellor and Registrar of Bangalore Central University for their consistent support. I also thank the publisher, Bangalore Central University Press, who helped us bring out the book on time.

Dr. Chitra Panikkar
Chairperson,
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BCU.

A NOTE TO THE TEACHER

Imprints-3 aspires to provide plural portals for classroom learning. The text has been designed with the following **objectives**:

- To explore concerns and interests of youth
- To make them conversant with other genres of writing (epistolary, biography, etc)
- To introduce varied perspectives like that of a child's world view
- To dwell on the less talked about aspects of love
- To explore novel techniques in writing
- To hone LSRW skills with a thrust on reading and comprehension skills
- To ingrain required employability skills like drafting formal letters
- To enhance competence for attempting competitive exam papers

The vision of this narrative is to provide opportunities to explore diverse trajectories. The mission is to bring to the fore, these objectives through **'Explore, Practice and Perform'**. By the end of the third semester, the learner should be more conversant with the different registers and styles of writing. He/She should also know how language is applied in official and non-official formats.

The journey through the previous two texts would have made the learners realize that they are moving away from the literature-centric mode – the mode that language is learnt through literary writings only. The two texts would have attuned them to thinking language, through social engagement. Learners would have become aware that there is a significant global shift in literary readings. The shift that mandates a change in the prevalent attitude among students and teachers from the discipline of Science- that literature limits itself to fiction.

Furthermore, group activities and tasks have been provided as ice-breakers and pretexts for participating with their own classmates, through the texts. If the questions are solved and activities undertaken in groups through their own discussions, opportunities can be provided for them to apply the language, even if the class is large. Furthermore, if the group assignments are taken home, there will be extensive exposure to the language through conversations and readings. This will increase their confidence levels, especially when the group has mixed language skills and abilities. It can also pave the way for peer-mentoring.

Not only can they project their learning experience, but can also earn credits for Internal Assessment, through these assignments. The committee also hopes to provoke learners to negotiate their contexts, ideas and realities by inculcating reading habits, through books.

Added to this, Employability Skills have to go hand in hand with Language Skills to build proficiency and cultivate competence in professional domains. The text has engaged with this factor through components like drafting of circulars, writing formal letters and invites. The Committee hopes that extra examples and exercises would be provided to motivate students to master every component. Teachers can provide on line resources too, for practice.

Dr. Anita Rao

Associate Professor,

Chairperson,

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INTRODUCTION

Youth is A State of Mind

Youth is being young
Youth is being strong
youth is
forever
if you never
let it die
Keep youth alive
never
let it say goodbye

what is youth
but never
growing old
like a summer breeze
when the wind
never blows cold
youth is
a page that keeps turning
youth is
a fire that keeps burning
the body grows old
but
youth is a state of mind!

Dorsey Baker

PART I

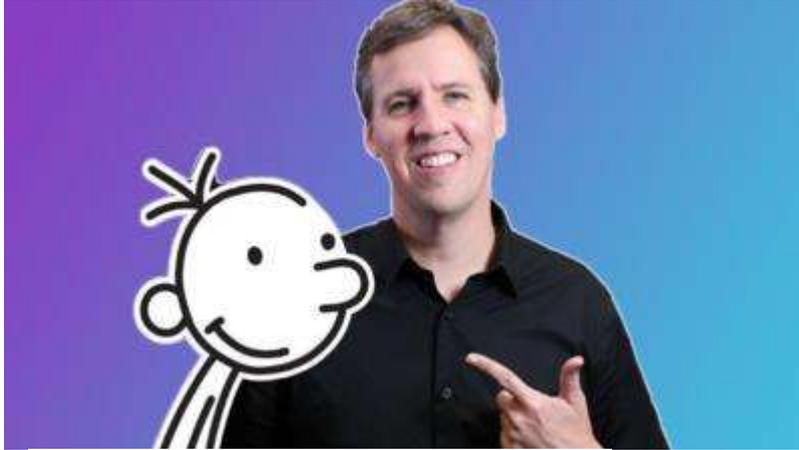
Literary Section- A

YOUNG WORLD

“My idea is always to reach my generation. The wise writer writes for the youth of his own generation, the critics of the next, and the schoolmasters of ever afterward.”

F. Scott Fitzgerald

LESSON- 1
THE DIARY OF A WIMPY KID
AN EXTRACT FROM *THE UGLY TRUTH*



JEFFREY PATRICK KINNEY (b.1971-)

“I think if everyone would write down the funny stories from their own childhoods, the world would be a better place.”

A NOTE ON THE AUTHOR

Jeffrey Kinney is an American writer, cartoonist, producer and game designer. His *Wimpy Kid* series made him a bestselling author. It was during his student life at the University that Kinney generated the idea and created *Igdoof*, his famous comic strip which appeared in the campus newspaper, *The Diamondback*. This success made him a cartoonist. The work on *Wimpy Kid* started in 1998, but got published 2007 onwards. The series gained quick popularity and attained the number one position on important charts with a worldwide sale of 42 million copies up till 2010. The *Wimpy Kid* series was adapted to screen with the release of *Diary of a Wimpy Kid* on March 19, 2010 by 20th Century Fox.

He won the Dorothy Canfield Fisher Children’s Book Award in 2009. The award is proof of Kinney’s immense popularity among young readers since it is voted for, by children. In addition to topping the list of the New York Times bestselling author, Jeff Kinney’s name also appears on the *Times* magazine’s list of 100 Most Influential People in the world. Amid his creations is the famous children’s website Poptropica.com.

This is a story about a middle-school weakling named Greg Heffley whose journals befit a teen's diary; the books are filled with hand-written notes and simple drawings of Greg's daily adventures. It provides the all-important perspective of a teenager - a kid who sees the world as it is, giving significant insights into the adult world.

THE DIARY OF A WIMPY KID
AN EXTRACT FROM *THE UGLY TRUTH*

Pre-reading:

Have you had experiences in class that are memorable when you look back on those episodes? Share them with your classmates. What is the difference in perspective then and now?

Monday

When I woke up this morning, I couldn't find my headgear where I'd left it, so I had to go to school without it. Not that I'm complaining or anything.

In health class Nurse Powell told us we were going to be starting a new unit about parenting. She said that being a mother or a father is a big responsibility and that in this unit we were gonna learn that taking care of a baby is no piece of cake.

Then she took out a carton of eggs. She said each of us was gonna have to take our egg home and return it to class the next day.



And the rule was that we had to return our egg to her in perfect shape, with no cracks in it or anything.

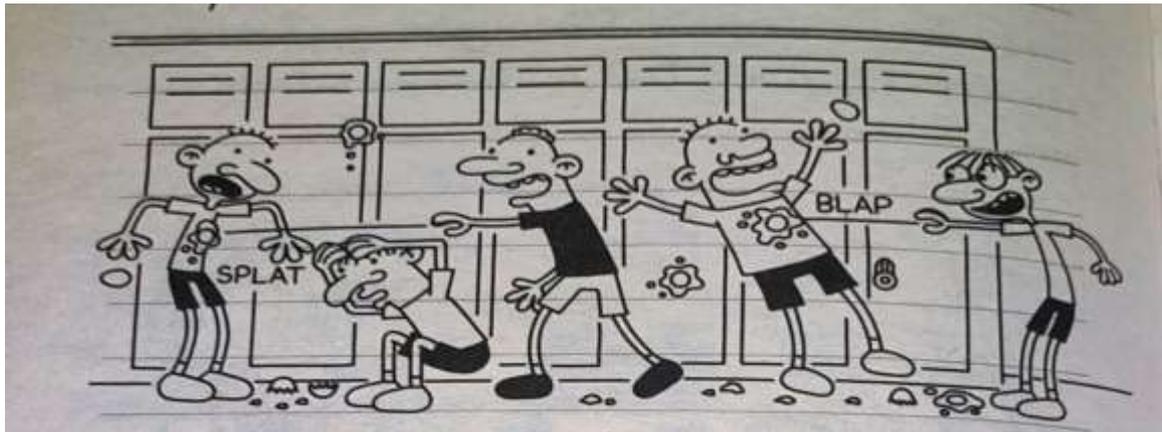
Now I don't know what a chicken egg has to do with a baby, but this is one of those situations that make me wonder if I'd be getting a better education if Mom and Dad switched me over to private school.



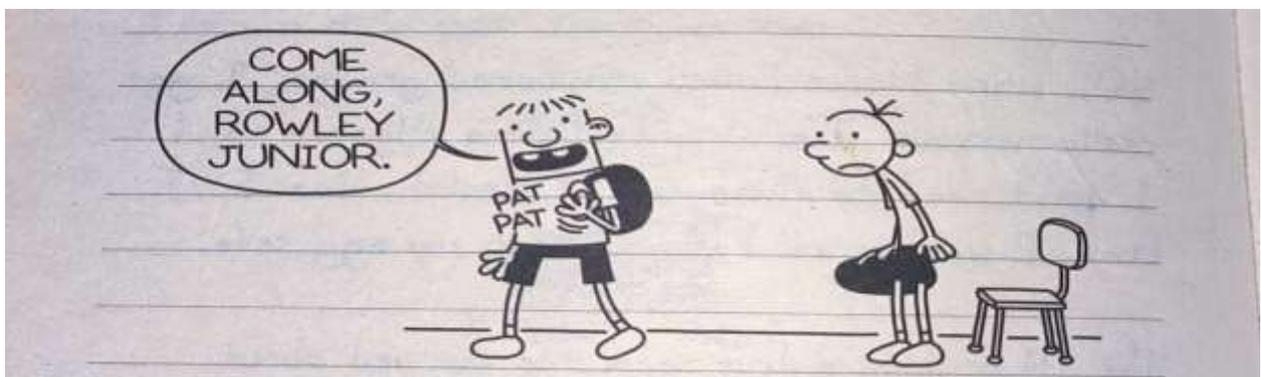
Then Nurse Powell said this egg thing was **gonna** count for 25% of our grade. Well, when Nurse Powell mentioned grades, I got really nervous. I'm already failing algebra, and I don't need to **flunk** out of health, too. So I knew I was gonna have to keep my egg safe.

The other boys didn't seem too worried about THEIR grades, judging by what happened after class let out.

I heard it took the **janitor** all afternoon to scrub the yolks off the lockers.

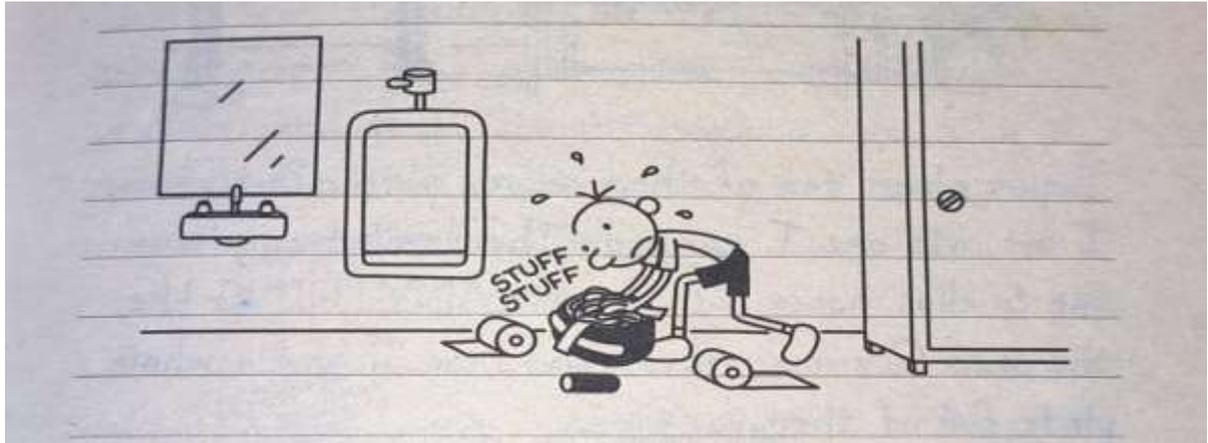


The only boy besides me who didn't break his egg right away was Rowley, who tucked it in his shirt pocket.



I didn't have a shirt pocket or anywhere safe to put MY egg, so I needed to figure out something quick.

I ended up getting a huge **wad** of toilet paper from the bathroom and stuffing it into my backpack for cushioning. I had to take some of my books out so they wouldn't crush the egg, so I guess that means I won't be doing my history homework tonight.

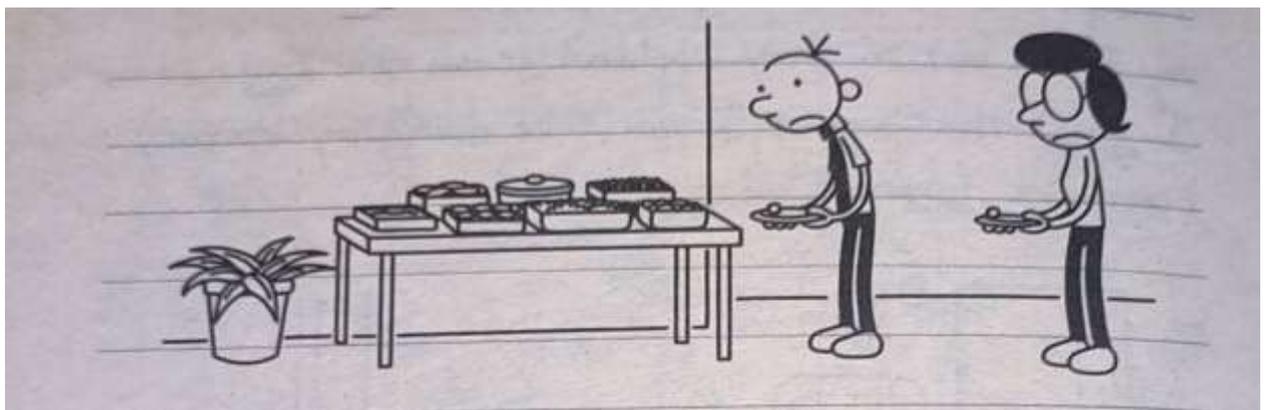


I'm nervous around eggs anyway, because of an incident that happened last year.

My family got invited to the Snella's house for another one of their kids' **half-birthday** parties.

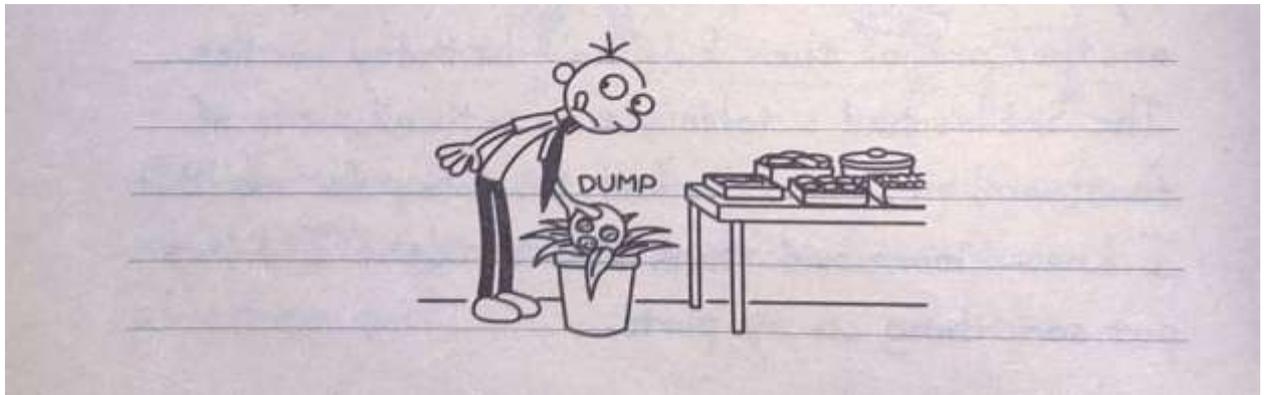
The Snellas had a table set up with all sorts of food, and most of it looked too fancy for me. But I knew mom would think it was rude if I didn't put something on my plate.

The only thing I could recognize was the **deviled eggs**, because I had them at **Gramma's** house a couple of times.



I put about ten of them on my plate. But when I bit into one I **gagged**. The deviled eggs at the Snellas' house didn't taste **ANYTHING** like the ones gramma makes, and now I had a whole plate full of them.

So I waited until no one was looking, and then I dumped all the deviled eggs in this plastic plant in the dining room.

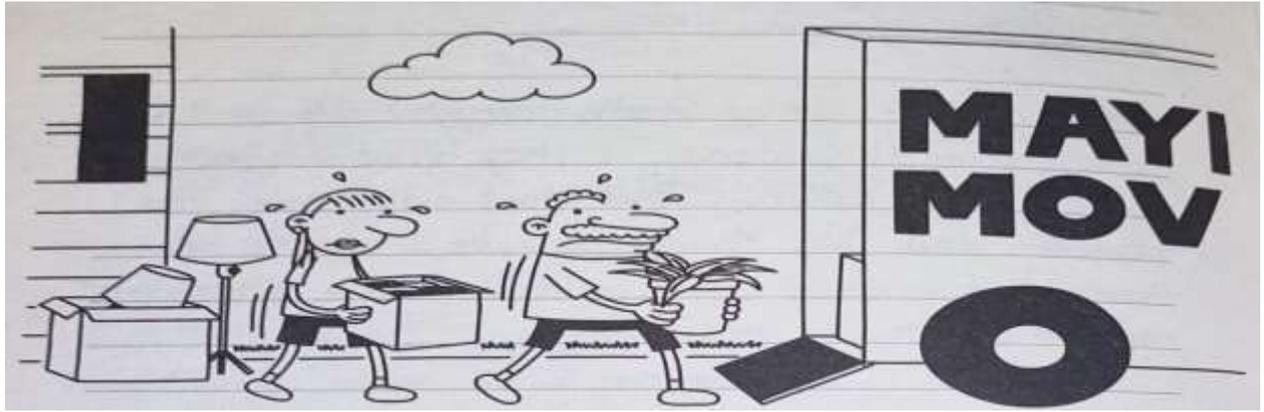


I got away with it, but a few weeks later Mrs. Snella told mom there was a really bad smell in their house and they couldn't figure out where it was coming from.

At first Mr. and Mrs. Snella thought the smell was coming from the carpet, so they hired a cleaner to come shampoo the rug. But that didn't solve the problem, and they thought maybe a squirrel or a mouse died in their walls. So they had a carpenter come in to try to find it.



After a few weeks I guess they couldn't take the smell anymore, so they moved out. And I have to admit I felt a little bit guilty when I saw they were taking their plastic plant with them.



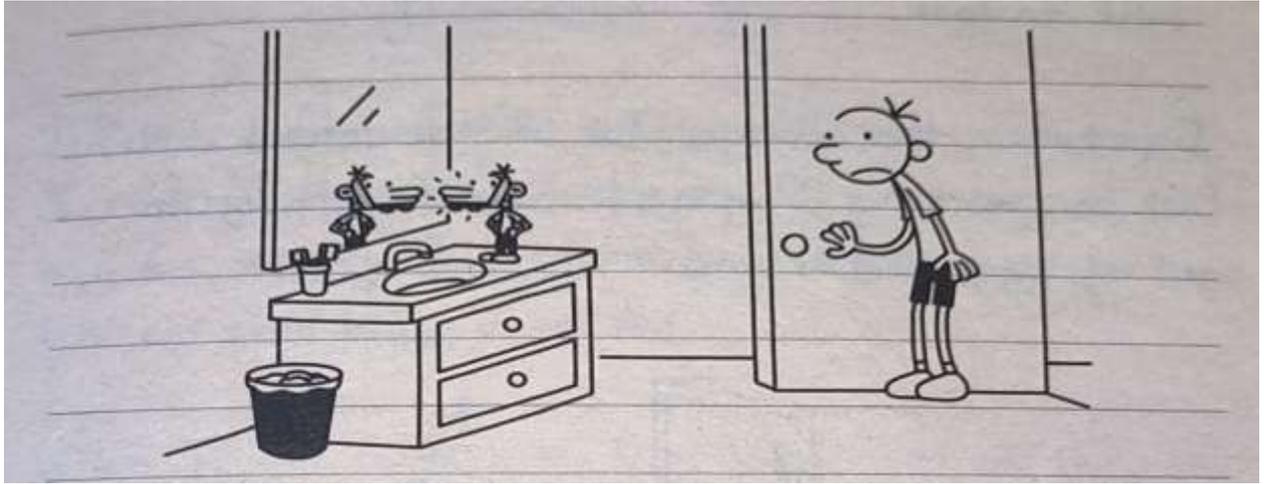
Ever since, I've been trying to figure out how to **sneak** some deviled eggs into Fregley's house.

TUESDAY

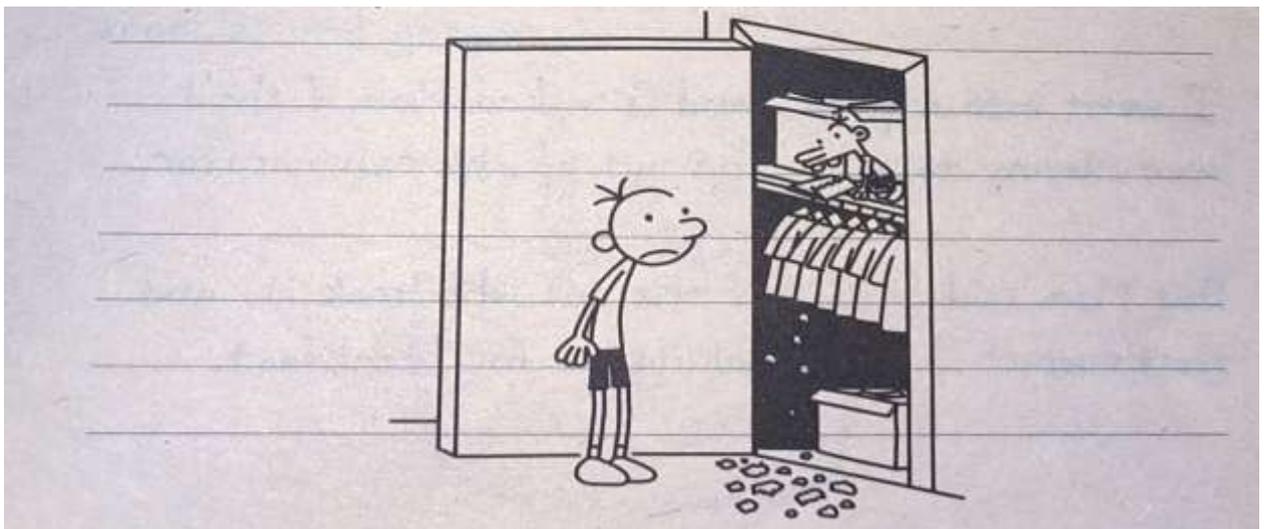
Yesterday when I got home I put my egg in my sock drawer, but then I realized it wouldn't be safe in there.

Whenever I have something new, **Manny** finds a way to get it and wreck it.

In fact, it only took a day and a half for Manny to find my **headgear**. And I don't care **WHAT Dr. Kagan** says, there's no way I'm putting **THAT** thing in my mouth again.

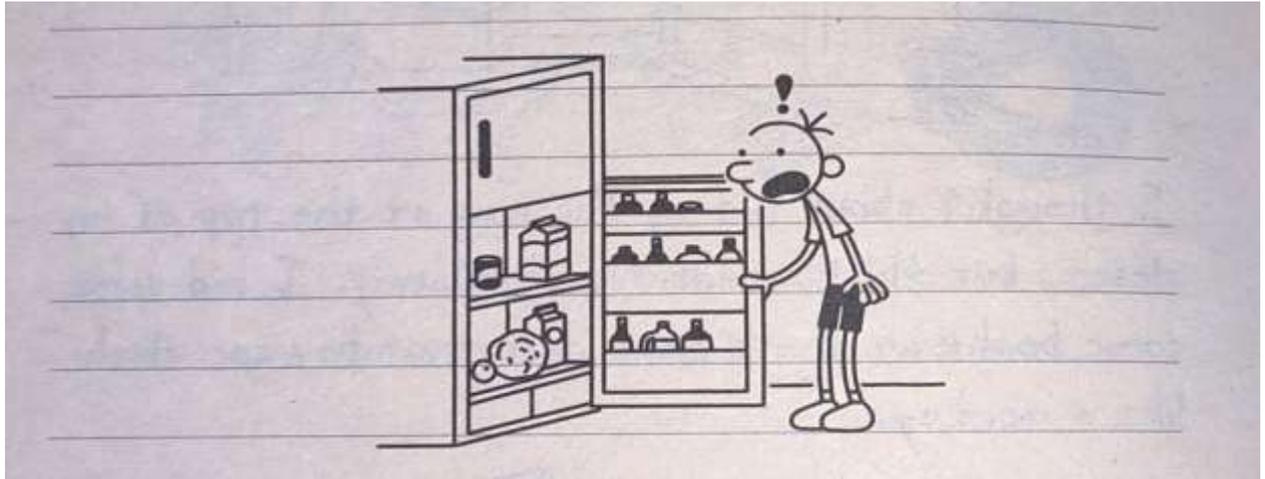


I thought about hiding the egg at the top of my closet, but that wouldn't stop Manny. I hid some comic books up there once, but that boy can climb like a monkey.



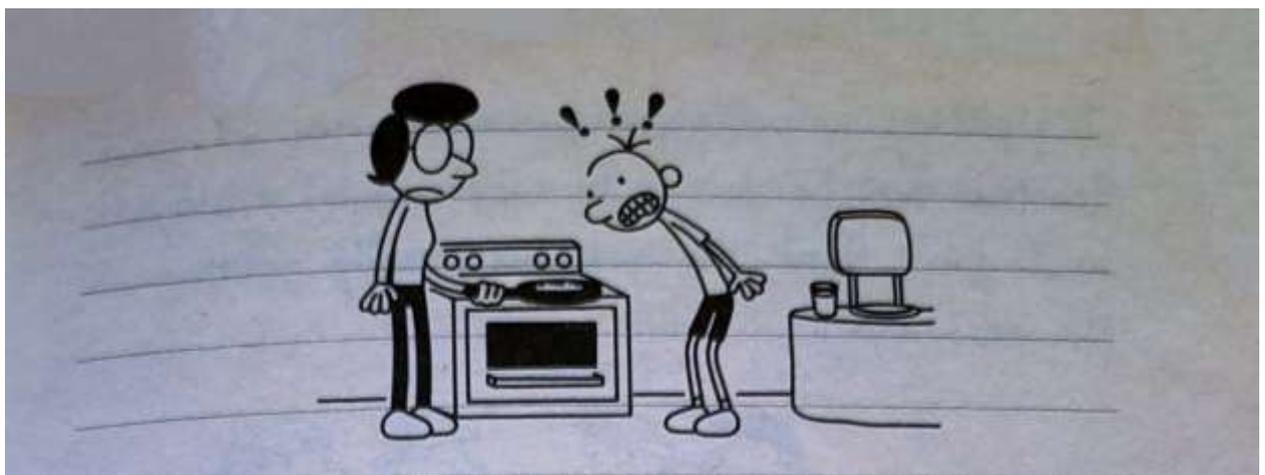
What I realized is that the more work I put into hiding something, the better chance Manny has of finding it. So I decided to hide my egg in an obvious spot where he would never think to look.

I put it in the refrigerator on the second shelf. But this morning I opened the refrigerator to get my egg, and it wasn't where I left it.



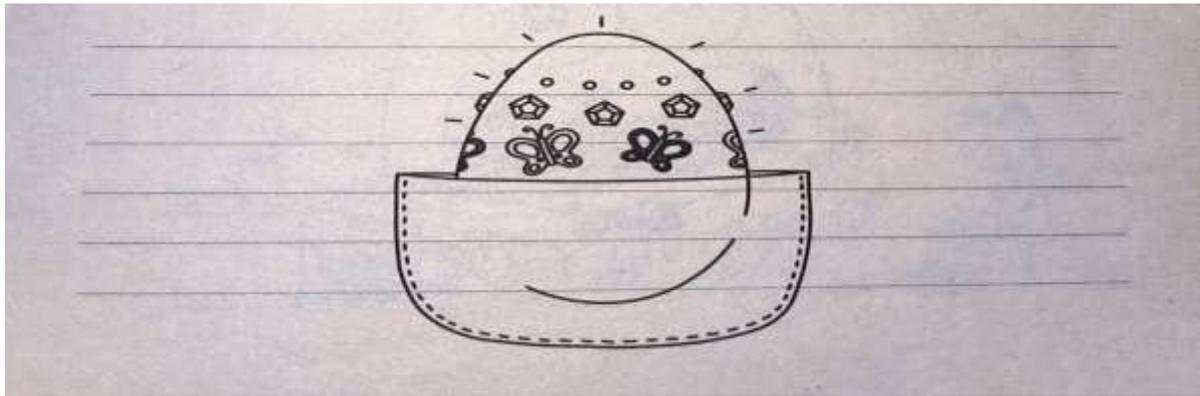
I went into a panic, and I asked mom if she'd seen Manny take my egg out of the refrigerator.

But mom said SHE was the one who took it, and that's what she was making me for breakfast.

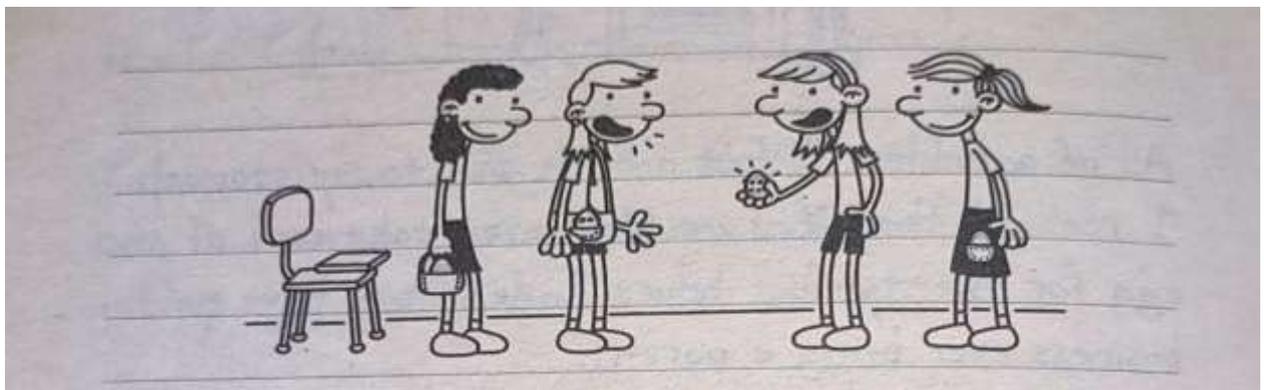


All of a sudden I felt a little sick to my stomach. I realized that if I couldn't even take care of an egg for twenty-four hours I definitely have no business ever being a parent.

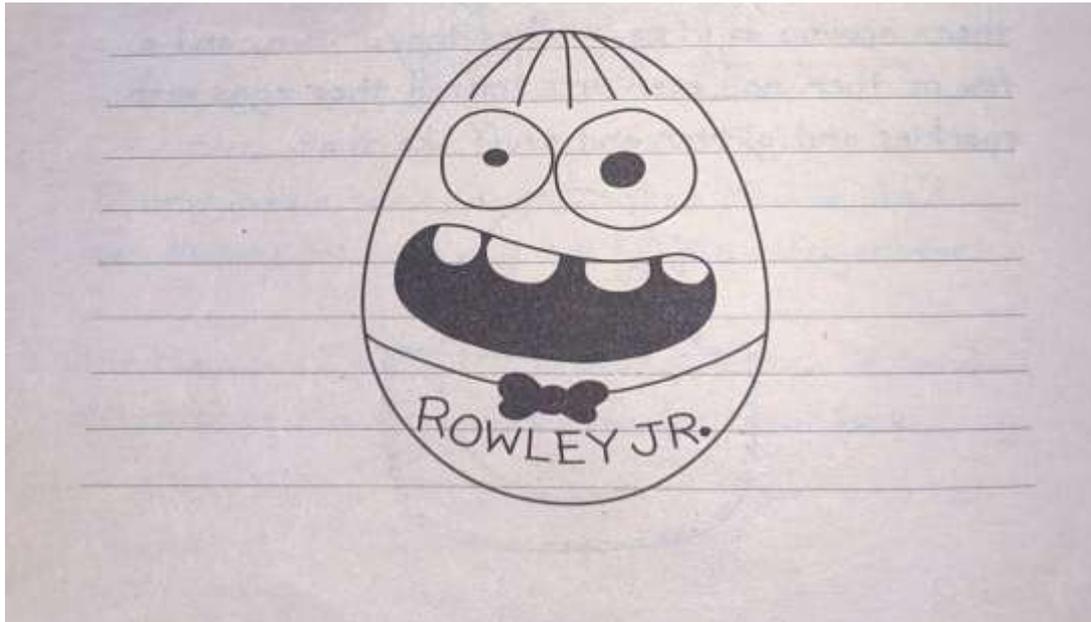
When I got to school, I noticed that all the girls in my health class had got THEIR eggs to school safely. Some of the girls were carrying theirs around in little pouches they'd sewn, and a few of them had even **accessorized** their eggs with sparkles and glitter and stuff like that.



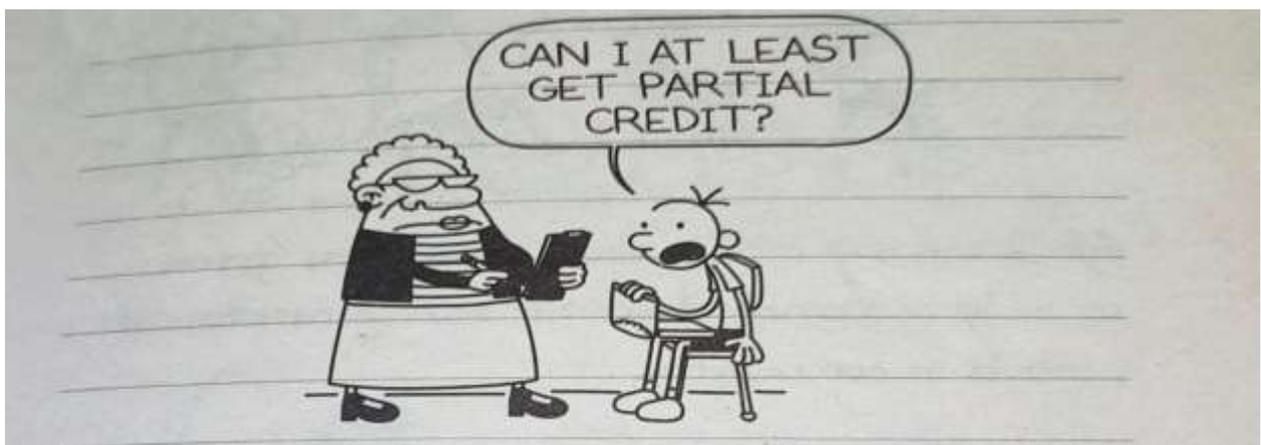
I'm pretty sure the point of the lesson was to teach us how hard it is to take care of a baby, so I don't think the girls were really getting the message.



I was thinking about **swiping** Rowley's egg when he wasn't looking and passing it off as my own, but he had drawn all over his in crayon, so that wasn't an option.



When Nurse Powell came to my desk, I pulled out the plastic baggie that had my scrambled egg in it, but she didn't seem too impressed.

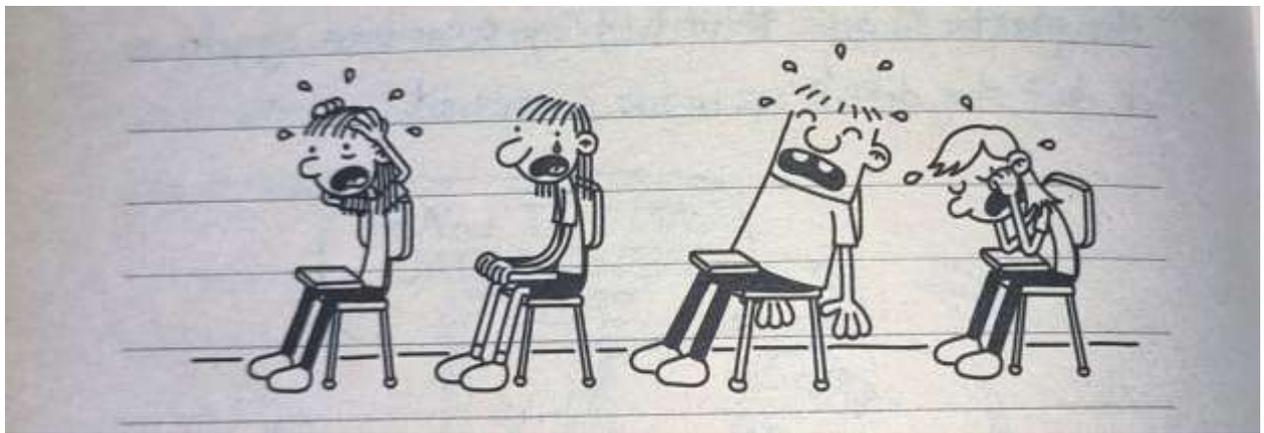


So I guess that means I'm probably gonna be in summer school to repeat health class.

Nurse Powell congratulated everyone who kept their eggs in perfect condition overnight. Then she collected all the eggs and threw them in the trash.



Well, that sent Rowley and the girls into **hysterics**.



All I can say is this whole episode has got me seriously concerned about the next generation of parents in our country.

GLOSSARY

- **wimpy:** Not brave, not confident
- **gonna:** slang for *going to*
- **flunk:** slang for fail
- **janitor:** caretaker of the school building
- **wad:** lump of soft material
- **half-birthday:** six months before or after the real birthday
- **deviled eggs:** hard boiled eggs that are shelled, cut into half and stuffed
- **gramma:** colloquial for grandmother
- **sneak:** move in a stealthy way
- **Manny:** Greg's (Wimpy kid) younger brother

- **headgear:** an orthodontic brace extending around the head from one side of mouth to the other for repositioning teeth
 - **Dr. Kagan:** the dentist
 - **accessorized:** decorated with some attractive items
 - **swiping:** stealing
 - **gagged:** a piece of cloth that is tied around a person's mouth in order to stop the person from speaking, shouting, or calling for help
 - **hysterics:** exaggerated and wild reactions
-

GUIDED READING

I. Factual Questions

1. What was the aim of the nurse's project?
2. Why were the students given eggs to be taken care of?
3. What did most of the boys do with the eggs?
4. Why did Greg not behave like the other boys in the matter of the egg?
5. What did the girls do to the eggs?
6. How did Rowley carry and bring the egg to school?
7. What happened to all the eggs finally?
8. How did the girls react to the nurse's disposal of the eggs?
9. Did Greg pass?
10. What is the irony in this experiment?
11. Why did the Snellas relocate?

II. Paragraph Questions

1. Why was Greg confused about the relation between the egg and parenting? What does it tell you about him?
2. Analyse the attitude of the other boys to the egg experiment. What does it tell you about them?
3. Why did the girls *accessorize* the eggs? What does it tell you about them?
4. Discuss Greg's nature through his visit to the Snellas.
5. Describe and discuss Greg's experience at the Snellas.
6. Elaborate the attitude of the boys and girls.
7. Describe Greg's attempts to conceal the egg.
8. What do you come to know about Manny as a brother?
9. Do you think Greg deserved to pass or fail? Justify.

III. Essay Questions

1. Describe Greg as you see him through this episode.
 2. Give two examples from the book that is relatable, despite the cultural differences.
 3. Comment on the irony demonstrated finally, through the egg experiment. (Note: 2 worlds-that of children and adults are at work here).
 4. What happened to Greg's egg ultimately? Was he at fault?
 5. What picture of the adult world does Greg's diary present? Do you agree with this representation? Substantiate.
 6. Comment on the use of pictures to sustain humour in the diary.
 7. Would you call Greg a grown up or a child? Substantiate
 8. What does this lesson tell you about children and adults?
 9. The episode of the egg experiment tells us something about learning in school.
 10. What was Greg expected to learn about parenting in *Health* and what did he actually learn? Discuss.
 11. Can you think of an experience in school life which was memorable and interesting? What has that experience taught you about the process of learning?
-

Vocabulary in Use

- Observe the use of language from the point of view of a child
 - Pick out the words and sentences used for noting in a diary that makes language more informal and personal
-

FACT WATCH

- On an average, a copy of Eric Carle's *The Very Hungry Caterpillar* is sold somewhere in the world every minute.
- The *Harry Potter* books were the first children's books on the *New York Times* Bestseller list since E. B. White's *Charlotte's Web* in 1952.
- Carolyn Keene, to whom every book featuring Nancy Drew is attributed, is not a real person. Keene is a pseudonym for the many authors who contributed to the mystery series

- Pancha (Five) Tantra (Discourses) *Panchatantra* (1200BCE-300CE) is one of the oldest living Indian ancient fables in the oral tradition compiled presumably by Vishnusharma to teach a king's three dullard princes about the ways of the world. It has travelled from Java to Iceland.
- Some of the earliest “books” that combined both words and pictures, and that were read by younger people, are the Japanese illustrated scrolls of the 12th and 13th centuries.
- When Lewis Carroll (born Charles Lutwidge Dodgson), author of *Alice's Adventures in Wonderland*, was fourteen he began to produce a series of family magazines to amuse his ten brothers and sisters. These contained writings such as humorous poems, limericks, and contributions from other family members

Suggested Reading

1. *Adventures of Huckleberry Finn*: Mark Twain
2. *Swami and Friends*: R K Narayan
3. *Harry Potter and the Philosopher's Stone*: J K Rowling
4. Watch the film *Insideout*
5. *Diary of a Young Girl*: Anne Frank
6. *Alice's Adventures in Wonderland*: Lewis Carroll
7. *Catcher in the Rye*: Northrop Frye
8. *Grimm's Fairy Tales*: Jacob Grimm and Wilhelm Grimm
9. *The Emperor's Clothes*: Hans Christian Anderson
10. *Princess and the Pea*: Hans Christian Andersen

Extended Activities (To be considered for Assignments and Projects)

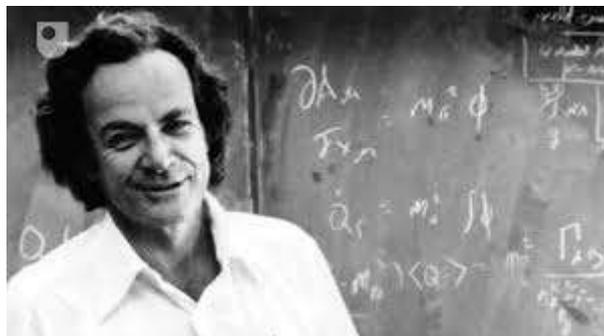
PPTs, Essays, Collages/Projects

1. Writing a diary, keeping a personal journal is an effective way of expressing oneself. Write a journal entry about your experiences of growing up.
2. Make a scrap book by using your photographs from school and college. Create your own narrative with these pictures.
3. Hold a discussion on the politics of children's literature as they depict the adult world through their understanding.

4. Re read the fairy tales and stories like *Vikram and Betal* or *Tenalirama*, Akbar and Birbal and see if they are relevant for children today.
5. Explore Chandamama series of books and conduct a survey on how many children are reading it.
6. Write an essay on your reading habits when you were a child and how you were introduced to reading books.
7. Discuss the message of *The Emperor's Clothes* by linking it to the statement: '*Child is the father of man.*'
8. Try and source material on Diary writing as a genre of Art.

LESSON-2

RICHARD FEYNMAN'S LOVE LETTER TO HIS WIFE, SIXTEEN MONTHS AFTER HER DEATH



RICHARD PHILLIPS FEYNMAN (1918-1988)

“I can live with doubt and uncertainty. I think it’s much more interesting to live not knowing than to have answers which may be wrong.”

A NOTE ON THE NOBEL PHYSICIST

Richard Philips Feynman was a prominent American scientist widely considered to be one of the greatest and most influential theoretical Physicists of the world. He revolutionized the field of Quantum Mechanics and formulated the theory of Electrodynamics. He was also the recipient of the Nobel Prize for Physics in 1965. He was called as the “Great Explainer” who had the uncanny gift of blending the essence of science with the most human and humane dimensions of life.

Richard Feynman was attracted to a beautiful girl named Arline in his teenage years. Richard proposed and Arline accepted. But they were abruptly grounded when a mysterious disease affected Arline with inexplicable symptoms. She was hospitalized and recovered mysteriously but for a short while. The symptoms returned and it was declared terminal.

At the time of Arline’s diagnosis in 1941, immunology was in its infancy. Tuberculosis was a death sentence or in short, a slow death. But Richard was determined to marry Arline. On June 29, 1942 Richard arranged a station wagon, picked Arline from the sanatorium and married her with two strangers as witnesses. After the marriage they drove to Arline’s new home, a charity

hospital in New Jersey. Richard went back to the Manhattan project in Los Alamos. Both kept writing to each other in puzzles. Richard kept writing “*I have a serious affliction: Loving you forever*” On June 16, 1945 Arline breathed her last.

This letter was found by Gleick in a box, forty two years later. It was written by Richard Feynman on October 1946, 488 days after the death of Arline. The letter was sealed and opened after the death of Feynman in 1988.

RICHARD FEYNMAN’S LOVE LETTER TO HIS WIFE, SIXTEEN MONTHS AFTER HER DEATH

Pre- reading:

Have you ever had to deal with grief and separation? How did you cope? Discuss whether writing as a form of expression, can mitigate grief.

October 17, 1946

D’ Arline,

I adore you, sweetheart.

I know how much you like to hear that — but I don’t only write it because you like it — I write it because it makes me warm all over inside to write it to you.

It is such a terribly long time since I last wrote to you — almost two years but I know you’ll excuse me because you understand how I am, **stubborn** and realistic; and I thought there was no sense to writing.

But now I know my darling wife that it is right to do what I have delayed in doing, and that I have done so much in the past. I want to tell you I love you. I want to love you. I always will love you.

I find it hard to understand in my mind what it means to love you after you are dead — but I still want to comfort and take care of you — and I want you to love me and care for me. I want to have problems to discuss with you — I want to do little projects with you. I never thought until just now that we can do that. What should we do. We started to learn to make clothes together — or learn Chinese — or getting a movie **projector**. Can’t I do something now? No. I am

alone without you and you were the “idea-woman” and general **instigator** of all our wild adventures.

When you were sick you worried because you could not give me something that you wanted to and thought I needed. You needn't have worried. Just as I told you then there was no real need because I loved you in so many ways so much. And now it is clearly even more true — you can give me nothing now yet I love you so that you stand in my way of loving anyone else — but I want you to stand there. You, dead, are so much better than anyone else alive.

I know you will assure me that I am foolish and that you want me to have full happiness and don't want to be in my way. I'll bet you are surprised that I don't even have a girlfriend (except you, sweetheart) after two years. But you can't help it, darling, nor can I — I don't understand it, for I have met many girls and very nice ones and I don't want to remain alone — but in two or three meetings they all seem **ashes**. You only are left to me. You are real.

My darling wife, I do adore you.

I love my wife. My wife is dead.

Rich.

PS Please excuse my not mailing this — but I don't know your new address

GLOSSARY

- **stubborn** :Not ready to change one's attitude / Difficult to move
 - **projector** :An optical device that can project an image
 - **instigate**: initiate an action or event
 - **ashes** : powder residue left after the burning of a substance; waste; useless
-

GUIDED READING

I. Factual Questions

1. Who wrote the letter and to whom?
2. When was the letter written?
3. What made Richard write the letter?

4. When did Richard last write a letter?
5. Mention one little thing Richard wanted to do.
6. Who was the instigator of all the wild adventures?

II. Paragraph Questions

1. What was the context in which the letter was written?
2. What were the little things Richard wanted to do?
3. “*You dead are so much better than everyone else alive*” Explain.
4. Why does Richard write the letter?
5. What makes the letter so moving?

III. Essay Questions

1. Critically comment on the contents of the letter.
2. How does Richard express his deep attachment in the letter?
3. Chart the journey of Richard and Arline on the basis of this letter.
4. Why does Richard Feynman call his wife an ‘*idea woman*’?

Vocabulary in Use

1. Can you pick words or phrases which show Richard’s deep attachment?
2. Analyse the tone of this letter through the use of appropriate words.

FACTWATCH

- The great Physicist was fond of pranks, quips, word plays and was very humorous. It even led him into trouble with colleagues, friends and family.
- An industry sprung around Richard Feynman that churned reprints of his books, CDs and DVDs of his lectures, an entire fleet of merchandize comprising Feynman T-shirts and mugs
- A bizarre incident occurred when Arline passed away on June 16, 1945 at 9.21 pm. Puzzlingly, the clock in the room had stopped at that moment. Feynman remembered that he had repaired the clock multiple times.
- Richard and Arline exchanged frequent letters, now collected in the volume *Perfectly reasonable deviations from the beaten track*.

Suggested Reading

1. *She Dwelt among the Untrodden Ways*: William Wordsworth
2. Extract from *Persuasion*: Frederick Wentworth’s letter to Anne Elliot- Jane Austen
3. Napoleon’s letter to Josephine
4. *Letter from Birmingham Jail*: Martin Luther King .Jr.
5. *A Soldier’s Declaration*: Siegfried Sassoon
6. *When I Die I want Your hands On My Eyes*: Pablo Neruda
7. *Sonnet 29*: William Shakespeare
8. *Who Stole the Door?*: Richard Feynman

**Extended Activities (To be considered for Assignments and Projects):
PPTs, Essays, Collages, Projects**

1. Watch *Physics is Fun to Imagine*: You Tube talk by Feynman(BBC-1&2)
2. Watch *The Feynman Lectures on Physics*: Richard Feynman
3. Write a project on the *Broken Heart Syndrome*
4. Write a letter to a dead person.
5. Convert the speech to a short story or a poem and present it in the class.
6. Print letters of famous personalities and display it on the notice board.
7. Design a Wall Magazine with letter writing as a creative genre

LESSON 3

THE HIGHWAYMAN



ALFRED NOYES (1880-1958)

“Heart of my heart, the world is young; Love lies hidden in every rose.”

A NOTE ON THE POET

Alfred Noyes was an English poet, short story writer and playwright. He was one of the most prolific writers of the 20th century, noted for his ballads, *The Highwayman* and *The Barrel-Organ*. Noyes was born in Wolverhampton, England. The family moved to Aberystwyth, Wales, where his father taught Latin and Greek. In 1898 he left Aberystwyth for Exeter College, Oxford where he distinguished himself at rowing, but failed to get his degree because he was meeting his publisher to arrange publication of his first volume of poems, *The Loom of Years* (1902) on a crucial day of his finals in 1903. This was followed by five more volumes of poetry in five more years.

In 1918, he was honoured with the Order of the British Empire, the most junior and most populous order of chivalry in the British and other Commonwealth honors systems. In 1913 he received the honorary academic degree of Doctor of Letters from the prestigious Yale University, US. Noyes died on June 25, 1958 in Isle of Wight at the age of 77. He is buried in the Roman Catholic cemetery at Freshwater, Isle of Wight.

This romantic ballad was first published in the 1906 issue of *Blackwood's Magazine*. In 1995 it was voted 15th in the BBC's poll for "The Nation's Favourite Poems". The poem is set in rural England of 18th century. It enjoyed popularity for several generations due to its catchy rhythms, vivid imagery, and romantic narrative. Filled with nostalgia for an imagined past, the poem evokes a world where love is stronger than death.

THE HIGHWAYMAN

Pre-reading:

Have you read a tragedy that has love, sacrifice and death in it? Recall such stories and share them with the class by either writing or reading such stories/poems.

PART ONE

The wind was a **torrent** of darkness among the **gusty** trees.

The moon was a ghostly **galleon** tossed upon cloudy seas.

The road was a ribbon of moonlight over the **purple moor**,

And the highwayman came riding—

Riding—riding—

The highwayman came riding, up to the old inn-door.

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,

A coat of the **claret velvet**, and **breeches** of brown **doe**-skin.

They fitted with never a wrinkle. His boots were up to the thigh.

And he rode with a jewelled twinkle,

His pistol butts a-twinkle,

His **rapier hilt** a-twinkle, under the jewelled sky.

Over the cobbles he **clattered** and clashed in the dark inn-yard.
He tapped with his whip on the shutters, but all was locked and barred.
He whistled a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.

And dark in the dark old inn-yard a stable-wicket creaked
Where Tim the **ostler** listened. His face was white and peaked.
His eyes were hollows of madness, his hair like **mouldy hay**,
But he loved the landlord's daughter,
The landlord's red-lipped daughter.
Dumb as a dog he listened, and he heard the robber say—

“One kiss, my **bonny** sweetheart, I'm after a prize to-night,
But I shall be back with the yellow gold before the morning light;
Yet, if they press me sharply, and harry me through the day,
Then look for me by moonlight,
Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way.”

He rose upright in the **stirrups**. He scarce could reach her hand,
But she loosened her hair in the casement. His face burnt like a **brand**
As the black **cascade** of perfume came tumbling over his breast;
And he kissed its waves in the moonlight,
(O, sweet black waves in the moonlight!)
Then he tugged at his rein in the moonlight, and galloped away to the west.

PART TWO

He did not come in the dawning. He did not come at noon;
And out of the tawny sunset, before the rise of the moon,
When the road was a gypsy's ribbon, looping the purple moor,
A red-coat troop came marching—
Marching—marching—
King George's men came marching, up to the old inn-door.

They said no word to the landlord. They drank his **ale** instead.
But they gagged his daughter, and bound her, to the foot of her narrow bed.
Two of them knelt at her casement, with **muskets** at their side!
There was death at every window;
And hell at one dark window;
For Bess could see, through her **casement**, the road that *he* would ride.

They had tied her up to attention, with many a sniggering jest.
They had bound a musket beside her, with the **muzzle** beneath her breast!
“Now, keep good watch!” and they kissed her. She heard the doomed man say—

*Look for me by moonlight;
Watch for me by moonlight;
I'll come to thee by moonlight, though hell should bar the way!*

She twisted her hands behind her; but all the knots held good!
She writhed her hands till her fingers were wet with sweat or blood!
They stretched and strained in the darkness, and the hours crawled by like years
Till, now, on the stroke of midnight,
Cold, on the stroke of midnight,

The tip of one finger touched it! The trigger at least was hers!

The tip of one finger touched it. She strove no more for the rest.
Up, she stood up to attention, with the **muzzle** beneath her breast.

She would not risk their hearing; she would not strive again;

For the road lay bare in the moonlight;

Blank and bare in the moonlight;

And the blood of her veins, in the moonlight, throbbed to her love's refrain.

Tlot-tlot; tlot-tlot! Had they heard it? The horse hoofs ringing clear;
Tlot-tlot; tlot-tlot, in the distance? Were they deaf that they did not hear?

Down the ribbon of moonlight, over the brow of the hill,

The highwayman came riding—

Riding—riding—

The red coats looked to their priming! She stood up, straight and still.

Tlot-tlot, in the frosty silence! *Tlot-tlot*, in the echoing night!

Nearer he came and nearer. Her face was like a light.

Her eyes grew wide for a moment; she drew one last deep breath,

Then her finger moved in the moonlight,

Her musket shattered the moonlight,

Shattered her breast in the moonlight and warned him—with her death.

He turned. He spurred to the west; he did not know who stood

Bowed, with her head o'er the musket, drenched with her own blood!

Not till the dawn he heard it, and his face grew grey to hear

How Bess, the landlord's daughter,
The landlord's black-eyed daughter,
Had watched for her love in the moonlight, and died in the darkness there.

Back, he **spurred** like a madman, shrieking a curse to the sky,
With the white road smoking behind him and his rapier brandished high.
Blood red were his spurs in the golden noon; wine-red was his velvet coat;
When they shot him down on the highway,
Down like a dog on the highway,
And he lay in his blood on the highway, with a bunch of lace at his throat.

. . .
*And still of a winter's night, they say, when the wind is in the trees,
When the moon is a ghostly galleon tossed upon cloudy seas,
When the road is a ribbon of moonlight over the purple moor,
A highwayman comes riding—
Riding—riding—
A highwayman comes riding, up to the old inn-door.*

*Over the cobbles he clatters and clangs in the dark inn-yard.
He taps with his whip on the shutters, but all is locked and barred.
He whistles a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.*

GLOSSARY

- **torrent:** a strong and fast-moving stream of water or other liquid.
- **gusty:** windy; with sudden strong winds
- **galleon:** a sailing ship
- **purple moor:** semi natural grassland with abundant purple grass
- **claret:** .a dark or grayish purplish red to dark purplish pink; the colour of claret which is a type of wine
- **velvet:** a cloth usually made from silk or cotton having a thick,soft surface
- **breeches:** short trousers worn just below the knee(more so while riding)
- **doe:** deer
- **rapier:** a thin, light, sharp pointed sword, popular in 16th and 17th centuries
- **hilt:** the handle of the sword having two edges on its narrow blade
- **ostler:** a person looking after the horses of customers at an inn
- **mouldy hay :** covered with fungus; rotten or decaying.
- **bonny:** attractive; beautiful
- **stirrups:** support for a rider's feet on the flanks of a horse
- **brand:** burning piece of wood
- **cascade :** small waterfall, typically one of several that fall in stages down a steep rocky slope
- **King George's men:** soldiers of King George
- **ale:** beer.
- **muskets:** an infantryman's light gun with a long barrel, typically smooth-bored and fired from the shoulder.
- **casement:** window or part of a window
- **muzzle:** open end of a barrel or firearm
- **priming:** gunpowder
- **spurred:** a rider having a spiked device on the heels for urging a horse forward.

GUIDED READING

I. Factual Questions

1. Whom did the Highwayman see behind the window?

2. Who or what is the '*ghostly galleon*'?
3. Why did Bess's face lighten up?
4. Who do you think would have told the redcoats about the Highwayman's secret meeting with Bess?
5. Why did the King's men come up to the '*old inn door*'?
6. What did the Highway man promise Bess?
7. How did the Highway man respond to Bess's death?
8. How did the redcoats treat Bess?
9. Can you identify an action that indicates that the highwayman is brave?
10. Can you locate the part that makes the poem timeless?

II. Paragraph Questions

1. Describe Bess's character.
2. How did Tim respond to the romance by the inn?
3. What do people say that they see on a '*winter's night*'?
4. How did the redcoats behave? How would you deem it ironic?
5. Why does the poet end the poem with the refrain?

II. Essay Questions

1. The description of nature contributes to the atmosphere and effect in the poem. Substantiate.
2. Compare and contrast the highwayman in Part I and Part 2 of the poem.
3. Discuss the poem as a tragic love story.
4. What are the themes explored in the poem?
5. Elaborate how the conflict between the law and law breakers is presented in this poem.
6. Do you agree that the poem is a love poem that explores its many dimensions?

Vocabulary in Use

- There are many words that add to the atmosphere, drama and texture of the poem. Some of them are called figures of speech. Identify the words that add to the richness of this narrative poem.

Ex: ‘*The moon was a ghostly galleon*’: Metaphor-adds mystery to the background just before the highwayman enters the scene ‘. . . *death at every window*’: Personifies death and adds the element of Horror.

- What effect does repetition create in this poem?
- Look closely at the sound effects create through use of words and identify them.

FACT WATCH

- It is said that Antony fell on his sword and killed himself in battle when he received false news of Cleopatra’s death. Cleopatra, the powerful and beautiful Egyptian queen killed herself too, on hearing of Antony’s death.
- Helen, the most beautiful woman was a “*face that launched a thousand ships*” .She was wife to the Spartan, Menelaus. Paris of Troy fell in love with her and abducted her. A war started between Troy and Greece and Troy was destroyed.
- Salim, the son of Akbar the Great fell in love with an ordinary courtesan. The father refused to acknowledge this alliance and Anarkali agreed to be entombed alive in front of Salim in order to save him from a sentence of death.
- Queen Victoria mourned her husband for a lifetime, in black, after Prince Albert her husband, died.
- Out in the wild, beavers, otters, wolves, seahorses, and barn owls are some of the species that have only one life partner.

Suggested Reading

1. *Lord Ullin’s Daughter*: Thomas Campbell
2. *Beauty and the Beast*: Gabrielle-Suzanne Barbot de Villeneuve
3. *Romeo and Juliet*: William Shakespeare
4. *Comedy of Errors*: William Shakespeare
5. *Sonnet xvii*: Pablo Neruda
6. *The Art of Loving*: Erich Fromm
7. *On Love*: Stendhal

Extended Activities (to be considered for Assignments and Projects)
PPTs, Essays, Collages, Projects

1. Watch the movie *Casablanca*
2. Watch the movie and review *An Affair to Remember*
3. Create a short Movie/PPT/skit on the legend of Laila Majnu or any other famous love story
4. Find and write about folk tales that deal with love and sacrifice
5. Write on the Taj Mahal as a monument to love
6. Watch the classic movie *Anarkali*
7. Make a PPT on the dressing patterns of the age of the highwayman.
8. Prepare an article on the lives of Highwaymen.
9. Read *Robin Hood* and discuss its relevance to modern times
10. Read and narrate or write the story of love and sacrifice between Ruru and Pramadvava from the Mahabharata.

LESSON 4

THE NIGHTINGALE AND THE ROSE



OSCAR FINGAL O'FLAHERTIE WILLS WILDE (1854-1900)

“To love oneself is the beginning of a life-long romance.”

A NOTE ON THE WRITER

He was an Irish poet, playwright, a great wit and novelist whose greatest novel was *The Picture of Dorian Gray* (1891). Oscar's mother, Jane Francesca Elgee, wrote revolutionary poems under the pseudonym *Speranza* for a weekly Irish newspaper. Oscar was awarded the Royal School Scholarship to attend Trinity College in Dublin, earning the highest honor the college could bestow on an undergraduate, a Foundation Scholarship. He won the college's Berkeley Gold Medal for Greek and was awarded a Demyslip scholarship to Magdalen College in Oxford. *Lady Windermere's Fan*, *A Woman of No Importance*, *An Ideal Husband* and *The Importance of Being Earnest* were all highly acclaimed and firmly established Oscar as a playwright.

He was a spokesman for the late 19th-century Aesthetic movement in England, which advocated *art for art's sake*. His short stories, poems and plays continue to inspire millions around the world. When he went to deliver lectures on Aestheticism in America he declared in customs *“I have nothing to declare but my genius.”*

The Nightingale and the Rose is a classic fairy tale; a third person account of a tragic, unrequited love. The nightingale represents sacrifice, goodness and art, the rose true love; the student, logic and ingratitude while the girl, represents materialism.

THE NIGHTINGALE AND THE ROSE

Pre-reading:

Have you ever sacrificed anything in life?-Like a toy/movie etc., for someone else? How does this feel? Has anybody preferred a material thing over you? How would you feel?

“She said that she would dance with me if I brought her red roses,” cried the young Student; “but in all my garden there is no red rose.”

From her nest in the **holm-oak** tree the Nightingale heard him, and she looked out through the leaves, and wondered.

“No red rose in all my garden!” he cried, and his beautiful eyes filled with tears. “Ah, on what little things does happiness depend! I have read all that the wise men have written, and all the secrets of philosophy are mine, yet for want of a red rose is my life made wretched.”

“Here at last is a true lover,” said the Nightingale. “Night after night have I sung of him, though I knew him not; night after night have I told his story to the stars, and now I see him. His hair is dark as the **hyacinth-blossom**, and his lips are red as the rose of his desire; but passion has made his face like pale ivory, and sorrow has set her seal upon his brow.”

“The Prince gives a ball to-morrow night,” murmured the young Student, “and my love will be of the company. If I bring her a red rose she will dance with me till dawn. If I bring her a red rose, I shall hold her in my arms, and she will lean her head upon my shoulder, and her hand will be clasped in mine. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no heed of me, and my heart will break.”

“Here indeed is the true lover,” said the Nightingale. “What I sing of, he suffers: what is joy to me, to him is pain. Surely Love is a wonderful thing. It is more precious than emeralds, and dearer than fine **opals**. Pearls and pomegranates cannot buy it, nor is it set forth in the market-place. It may not be purchased of the merchants, nor can it be weighed out in the balance for gold.”

“The musicians will sit in their gallery,” said the young Student, “and play upon their stringed instruments, and my love will dance to the sound of the harp and the violin. She will dance so lightly that her feet will not touch the floor, and the courtiers in their gay dresses will **throng** around her. But with me she will not dance, for I have no red rose to give her”; and he flung himself down on the grass, and buried his face in his hands, and wept.

“Why is he weeping?” asked a little Green Lizard, as he ran past him with his tail in the air.

“Why, indeed?” said a Butterfly, who was fluttering about after a sunbeam.

“Why, indeed?” whispered a Daisy to his neighbour, in a soft, low voice.

“He is weeping for a red rose,” said the Nightingale.

“For a red rose!” they cried; “how very ridiculous!” and the little Lizard, who was something of a **cynic**, laughed outright.

But the Nightingale understood the secret of the Student’s sorrow, and she sat silent in the oak-tree, and thought about the mystery of Love.

Suddenly she spread her brown wings for flight, and soared into the air. She passed through the grove like a shadow, and like a shadow she sailed across the garden.

In the centre of the grass-plot was standing a beautiful Rose-tree, and when she saw it, she flew over to it, and lit upon a spray.

“Give me a red rose,” she cried, “and I will sing you my sweetest song.”

But the Tree shook its head. “My roses are white,” it answered; “as white as the foam of the sea, and whiter than the snow upon the mountain. But go to my brother who grows round the old sun-dial, and perhaps he will give you what you want.”

So the Nightingale flew over to the Rose-tree that was growing round the old sun-dial.

“Give me a red rose,” she cried, “and I will sing you my sweetest song.”

But the Tree shook its head.

“My roses are yellow,” it answered; “as yellow as the hair of the **mermaid** who sits upon an **amber** throne, and yellower than the daffodil that blooms in the meadow before the mower comes with his scythe. But go to my brother who grows beneath the Student’s window, and perhaps he will give you what you want.”

So the Nightingale flew over to the Rose-tree that was growing beneath the Student’s window.

“Give me a red rose,” she cried, “and I will sing you my sweetest song.”

But the Tree shook its head. “My roses are red,” it answered; “as red as the feet of the dove, and redder than the great fans of coral that wave and wave in the ocean **cavern**. But the winter has chilled my veins, and the frost has nipped my buds, and the storm has broken my branches, and I shall have no roses at all this year.”

“One red rose is all I want,” cried the Nightingale. “Only one red rose! Is there any way by which I can get it?”

“There is a way,” answered the Tree; “but it is so terrible that I dare not tell it to you.” “Tell it to me,” said the Nightingale, “I am not afraid.”

“If you want a red rose,” said the Tree, “you must build it out of music by moonlight, and stain it with your own heart’s-blood. You must sing to me with your breast against a thorn. All night long you must sing to me, and the thorn must pierce your heart, and your life-blood must flow into my veins, and become mine.”

“Death is a great price to pay for a red rose,” cried the Nightingale, “and Life is very dear to all. It is pleasant to sit in the green wood, and to watch the Sun in his chariot of gold, and the Moon in her chariot of pearl. Sweet is the scent of the **hawthorn**, and sweet are the **bluebells** that hide in the valley, and the heather that blows on the hill. Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?”

So she spread her brown wings for flight, and soared into the air. She swept over the garden like a shadow, and like a shadow she sailed through the grove.

The young Student was still lying on the grass, where she had left him, and the tears were not yet dry on his beautiful eyes.

“Be happy,” cried the Nightingale, “be happy; you shall have your red rose. I will build it out of music by moonlight, and stain it with my own heart’s-blood. All that I ask of you in return is that you will be a true lover, for Love is wiser than Philosophy, though she is wise, and mightier than Power, though he is mighty. Flame-coloured are his wings, and coloured like flame is his body. His lips are sweet as honey, and his breath is like **frankincense**.”

The Student looked up from the grass, and listened, but he could not understand what the Nightingale was saying to him, for he only knew the things that are written down in books.

But the Oak-tree understood, and felt sad, for he was very fond of the little nightingale who had built her nest in his branches.

“Sing me one last song,” he whispered; “I shall feel very lonely when you are gone.”

So the Nightingale sang to the Oak-tree, and her voice was like water bubbling from a silver jar.

When she had finished her song the Student got up, and pulled a note-book and a lead-pencil out of his pocket.

“She has form,” he said to himself, as he walked away through the grove, “that cannot be denied her; but has she got feeling? I am afraid not. In fact, she is like most artists; she is all style, without any sincerity. She would not sacrifice herself for others. She thinks merely of music, and everybody knows that the arts are selfish. Still, it must be admitted that she has some beautiful notes in her voice. What a pity it is that they do not mean anything, or do any practical good.” And he went into his room, and lay down on his little **pallet-bed**, and began to think of his love; and, after a time, he fell asleep.

And when the Moon shone in the heavens the Nightingale flew to the Rose-tree, and set her breast against the thorn. All night long she sang with her breast against the thorn, and the cold, crystal Moon leaned down and listened. All night long she sang, and the thorn went deeper and deeper into her breast, and her lifeblood ebbed away from her.

She sang first of the birth of love in the heart of a boy and a girl. And on the topmost spray of the Rose-tree there blossomed a marvellous rose, petal followed petal, as song followed song. Pale was it, as first, as the mist that

hangs over the river- pale as the feet of the morning, and silver as the wings of the dawn. As the shadow of a rose in a mirror of silver, as the shadow of a rose in a water-pool, so was the rose that blossomed on the topmost spray of the Tree.

But the Tree cried to the Nightingale to press closer against the thorn. “Press closer, little Nightingale,” cried the Tree, “or the Day will come before the rose is finished.”

So the Nightingale pressed closer against the thorn, and louder and louder grew her song, for she sang of the birth of passion in the soul of a man and a maid.

And a delicate flush of pink came into the leaves of the rose, like the flush in the face of the bridegroom when he kisses the lips of the bride. But the thorn had not yet reached her heart, so the rose’s heart remained white, for only a Nightingale’s heart’s-blood can crimson the heart of a rose.

And the Tree cried to the Nightingale to press closer against the thorn. “Press closer, little Nightingale,” cried the Tree, “or the Day will come before the rose is finished.”

So the Nightingale pressed closer against the thorn, and the thorn touched her heart, and a fierce pang of pain shot through her. Bitter, bitter was the pain, and wilder and wilder grew her song, for she sang of the Love that is perfected by Death, of the Love that dies not in the tomb.

And the marvellous rose became **crimson**, like the rose of the eastern sky. Crimson was the girdle of petals, and crimson as a ruby was the heart.

But the Nightingale’s voice grew fainter, and her little wings began to beat, and a film came over her eyes. Fainter and fainter grew her song, and she felt something choking her in her throat.

Then she gave one last burst of music. The White Moon heard it, and she forgot the dawn, and lingered on in the sky. The red rose heard it and it trembled all over with ecstasy, and opened its petals to the cold morning air. **Echo** bore it to her purple cavern in the hills, and woke the sleeping shepherds from their dreams. It floated through the reeds of the river, and they carried its message to the sea.

“Look, look!” cried the Tree, “the rose is finished now”; but the Nightingale made no answer, for she was lying dead in the long grass, with the thorn in her heart.

And at noon the Student opened his window and looked out.

“Why, what a wonderful piece of luck!” he cried; “here is a red rose! I have never seen any rose like it in all my life. It is so beautiful that I am sure it has a long Latin name”; and he leaned down and plucked it.

Then he put on his hat, and ran up to the Professor’s house with the rose in his hand.

The daughter of the Professor was sitting in the doorway winding blue silk on a reel, and her little dog was lying at her feet.

“You said that you would dance with me if I brought you a red rose,” cried the Student. “Here is the reddest rose in all the world. You will wear it to-night next your heart, and as we dance together it will tell you how I love you.”

But the girl frowned. “I am afraid it will not go with my dress,” she answered; “and, besides, the **Chamberlain’s** nephew has sent me some real jewels, and everybody knows that jewels cost far more than flowers.”

“Well, upon my word, you are very ungrateful,” said the Student, angrily; and he threw the rose into the street, where it fell into the gutter, and a cartwheel went over it.

“Ungrateful!” said the girl. “I tell you what, you are very rude; and, after all, who are you? Only a Student. Why, I don’t believe you have even got silver buckles to your shoes as the Chamberlain’s nephew has”; and she got up from her chair and went into the house.

“What a silly thing Love is,” said the Student as he walked away. “It is not half as useful as Logic, for it does not prove anything, and it is always telling one of things that are not going to happen, and making one believe things that are not true. In fact, it is quite unpractical, and, as in this age to be practical is everything, I shall go back to Philosophy and study **Metaphysics**.”

So he returned to his room and pulled out a great dusty book, and began to read.

GLOSSARY

- **Holm oak:** a dark green Sothern European oak tree
 - **hyacinth blossom:** Western Asian native plant with flowers
 - **opals:** gemstone
 - **throng:** to crowd into or gather in a place
 - **cynic:** a person suspecting everyone and everything
 - **mermaiden:** maiden of the sea; an imaginary creature with the upper torso of a woman and lower torso of a fish
 - **amber:** a hard, transparent yellowish brown substance
 - **cavern:** a large dark place in a cave
 - **hawthorn:** a thorny shrub or tree of the rose family
 - **bluebells:** flowering plant of the European family
 - **frankincense:** thick sticky liquid that produces a sweet smell
 - **pallet-bed:** flat wooden bed
 - **crimson:** dark, deep, red colour
 - **Echo:** Greek goddess deprived of speech by Hera for delaying her
 - **chamberlain:** an officer managing household of a monarch
 - **Metaphysics:** the branch of philosophy that deals with including abstract concepts such as being, knowing, identity, time, and space
-

GUIDED READING

I. Factual Questions

1. Mention the condition laid down by the young woman for accepting the young student as a dancing partner at a ballet.
2. What does the nightingale overhear whilst sitting on the oak tree?
3. What is the rose tree's suggestion to create a rose bloom and make it red?
4. When does the rose turn crimson red?
5. Identify the different aspects of nature and how they respond to the nightingale's plea?
6. What is the condition stipulated by the nightingale to the student for providing a red rose?

II. Paragraph Questions

1. Discuss the persistence and dedication of the Nightingale.
2. Try contrasting the student and his love to that of the nightingale and her love.
3. What attitude of love is portrayed through the Professor's daughter?
4. What is the student's final analysis of love?
5. Comment on the selflessness of the nightingale.

III. Essay Questions

1. Analyse this story as a fairy tale.
2. Write your responses to the depiction of the Nightingale in the story.
3. What are the main themes of the story?
4. Comment on the story as a contrast between Materialism and Idealism.
5. Analyse the nature of love as expressed in this story.
6. *Perspective is the key to this story.* (Lizard, Butterfly and Daisy; Oak Tree; Nightingale, student and the lady). Discuss the different perspectives emerging from this story. Are they conflicting? Analyse.

Vocabulary in Use

- Though the language used is simple, the story abounds in figures of speech and personification. Find them and discuss how they add beauty and sensitivity to the story.
- Note how nature is described and the effects the images and descriptions create.

FACTWATCH (The Value of Sacrifice)

- In the 1940s, the Vavilov Research Institute at Leningrad was the largest seed bank in the world containing 250,000 samples of seeds, roots, and fruits collected from 5 continents. During the infamously brutal 28-month siege of Leningrad (September 1941 - January 1944), despite extreme hunger and access to several tons of rice, wheat, corn, bean seeds,

workers at this Institute never ate them. By the end of the siege, 28 Institute workers died of starvation while being literally surrounded by food because they wanted to protect the treasure trove of seeds for the future.

- Baji Rout of Odisha (died-1938) is the youngest Indian martyr; a boatman who died at the age of 12, because he refused to ferry the British across the Brahmani river.

Suggested Reading

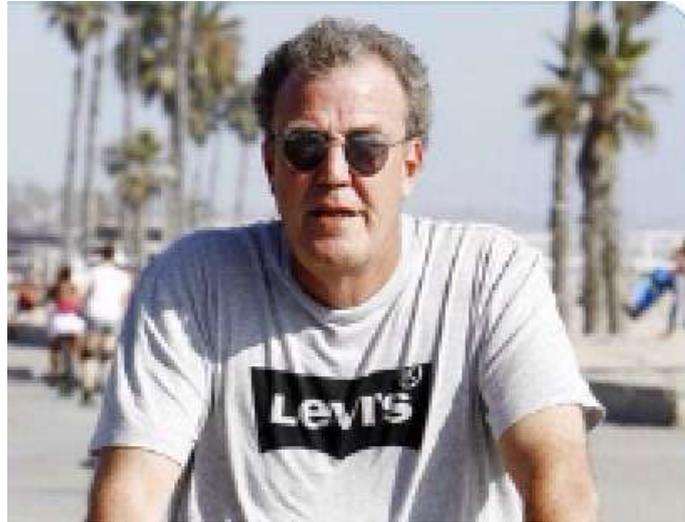
1. *The Yellow Wallpaper*: Charlotte Perkins Gilman
2. *The Notebook*: Nicholas Sparks
3. *A Walk to Remember*: Nicholas Sparks
4. *The Rosie Project*: Graeme Simsion
5. *The Gift of the Magi*: O Henry
6. *O my Luve's Like a Red Red Rose*: Robert Burns (poem)
7. *She Walks in Beauty*: Lord Byron

Extended Activities (to be considered for Assignments and Projects): PPTs, Essays, Collages, Projects

1. Learn to read this story <https://www.youtube.com/watch?v=Fx33x17G3MY>
2. Review the classic movie *Titanic* as a tale of sacrifice
3. Watch the movie *The Roman Holiday*
4. Write and enact a skit on love and sacrifice
5. Try writing your own fairy tale

LESSON 5

REFUGEE



BRIAN BILSTON

“Life is like a parachute; it can get you down.”

A NOTE ON THE POET LAUREATE OF TWITTER

Brian Bilston is described as the “Poet Laureate of Twitter” His name is shrouded in mystery. Very little is known about him except through social media. He is the recipient of the Great British *off Poetry* prize. His first collection of poetry is titled as “*You caught the Last Bus.*”

Reverse poetry is a **poem** that can be read forwards (top to bottom) and have one meaning, but can also be read backwards (bottom to top) and have a different or opposite meaning. The topic of a **reverse poem** is usually something that has two opposite viewpoints or sides to it. The poem that you will read is a Reverse Poem, so this poem comprises two viewpoints.

The poem is extremely compelling. It stimulates young minds to debate over issues that confront the world today. When read for the first time, it appears to be a criticism of refugees but when read upside down it questions the sad plight of refugees across the world. It presents two divergent perspectives of the Refugee crisis. Complex and dynamic, the poem raises awareness and challenges negative stereotypes.

REFUGEE

Pre-reading:

Have you ever experienced home sickness? What is it? Can you extend it to “country sickness”? Discuss what it would mean if you suddenly do not have a country to call as your own, like the Rohingyas?

They have no need of our help
So do not tell me
These **haggard** faces could belong to you or I
Should life have dealt a different hand
We need to see them for who they really are
Chancers and **scroungers**
Layabouts and **loungers**
With bombs up their sleeves
Cut-throats and thieves
They are not
Welcome here
We should make them
Go back to where they came from
They cannot
Share our food
Share our homes
Share our countries
Instead let us
Build a wall to keep them out
It is not okay to say
These are people just like us
A place should only belong to those who are born there
Do not be so stupid to think that
The world can be looked at another way

(Now read from bottom to top)

GLOSSARY

refugee: person who has been forced to leave one's own country in order to escape war, persecution or natural disaster

haggard: looking exhausted and unwell from fatigue and worry

chancers: people who use opportunities for their own advantage

scroungers: people who borrow and live off others

layabouts: people who do little or no work

loungers: people who spend time relaxing lazily

GUIDED READING

I. Factual Questions

- 1 Pick out a few words which describe the refugees.
- 2 “*We need to see them for who they really are.*” How should they be “seen” in the poem?
- 3 What need not be shared?
- 4 Discuss how the word *stupid* is used in two ways here.
- 5 What should be built to keep the refugees away?

II. Paragraph Questions

1. What makes the poem structurally so compelling?
2. Write a note on thematic concerns in the poem.
4. Why are refugees unwanted and unwelcome?
5. What are the two views on sharing that are expressed through the poem?
5. Analyse how the poet creates two different readings from the same set of lines.
6. Discuss how the word *Instead* is used from two different perspectives.

III. Essay Questions:

1. Critically comment on the polarizing reactions to the refugee crisis in the

poem.

2. Immigration happens every single day and our attitude towards people leaving their homes for a better life needs to be discussed. Explain.
3. Analyse whether the poet is for the refugees or against them.
4. Discuss how Covid 19 has created a refugee status to many people, globally and locally.
5. Why is the poem called a Reverse Poem?

Vocabulary in Use

- Can you identify the words used to bring a change in the meaning?
- Analyse the tone of the poem through the words used
- Identify the different images which emerge when read from the top and when read from the bottom / reverse order

FACTWATCH

- Under the 1951 **Geneva Refugee Convention**, a refugee is a person who *"owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country"*
- United Nations General Assembly declared June 20th as the World Refugee Day.
- An unprecedented 70.8 million people around the world have been forced from home by conflict and persecution at the end of 2018(UNO). Among them are nearly 30 million refugees, over half of whom are under the age of 18
- The world's largest refugee camp is situated in Dadaab Kenya which is home to more than 3, 29,000 people.
- The first ever refugee team competed at the 2016 Olympics at Rio. The team comprised athletes from countries such as Ethiopia, South Sudan, Syria and the Democratic Republic of Congo.

- Developing countries comprise 84% of world's refugees.
- Climate/environmental refugees are the most recent type of refugees. They are "*people who have been forced to leave their traditional habitat, temporarily or permanently, because of a marked environmental disruption (natural and/or triggered by people) that jeopardized their existence and/or seriously affected the quality of their life*" (Worldwatch Institute)
- One person is displaced every 2 seconds in the world
- According to WHO, around 70 million people have been displaced from COVID 19 infection, out of which 26 million are refugees.(May, 2020)

Suggested Reading

1. *My Tibetanness*: Tenzin Tsundue
2. *Refugee Blues*: W. H. Auden
3. UNCHR Report on Refugees
4. Watch and discuss *Global Trends in Forced Displacement*
5. Watch *What does it mean to be a refugee?* - Benedetta Berti and Evelien Borgman.
6. Read and discuss the implications of the Forest Right Act(2006)

Extended Activities (to be considered for Assignments and Projects) **PPTs, Essays, Collages, Projects-**

1. Write a project on the Rohingya Crisis/Kashmiri Pundits/ Tribal dislocations.
2. Design a PPT on Climate Refugees.
3. Write a play on a refugee and his/her problems, when stateless.
4. Explore the conditions of the Tibetians who lost their country.
5. Go on a field trip to a Tibetan settlement.
6. Write an essay on the Tibetan Settlements in India.
7. Refer to words: Migrant, Refugee. Immigrant in an Encyclopedia to find the difference in meaning.
8. Write a report on the Covid crises and how the world is managing the homeless and the sick.

LESSON 5

NEHRU'S LAST LETTER TO INDIRA



PANDIT JAWAHARLAL NEHRU (1889-1964)

“What we really care matters more than what people think of us.”

A NOTE ON THE AUTHOR:

Jawaharlal Nehru was an Indian independence activist, the first Prime Minister of India, an accomplished writer, a secular and modern thinker. A central figure in Indian politics before and after independence, he emerged as an eminent leader of the Indian Independence Movement and served India as Prime Minister from 1947 until his death in 1964. He was known as the *architect of India* and Indian children fondly call him *Chacha Nehru*.

His books include *Glimpses of World History*, *Discovery of India*, and *An Autobiography*, as well as collections of essays, and thousands of letters and speeches. His historical perspective, deep insights, philosophical approach, grace and rhythm of expression, make whatever he has written worth reading even today.

This letter is the last letter out of the letters which were education pieces on the subjects of natural and human history. At the time of the letter's writing, Nehru was in Allahabad, while Indira (Indira Priyadarshini who later came to be known as Indira Gandhi) was in Mussoorie. While original letters written by Nehru were in English, they were translated into Hindi by the Hindi novelist Munshi Premchand under the name *Pita Ke Patra Putri Ke Naam*.

About the Letter

In 1928, Jawaharlal Nehru was put in an Allahabad jail during India's freedom struggle. His daughter, Indira, who was just ten back then, was spending time in Mussoorie.

Nehru used to write letters to his daughter Indira to bridge the distance and share his ideas with her. His perfectly crafted letters concentrated on the workings of the world and he made sure that he could be a good father even though far away.

What makes these letters, which cover everything from the Big Bang to the ancient civilizations to the rise of the division of labor and trade so spectacular is that, Nehru speaks to young Indira both lovingly and with clear respect for her intelligence. Above all, Nehru takes great care to show the little girl that power is not a right but a privilege that ought to be used wisely and benefit those whom it is designed to protect and serve rather than the selfish interests of those who hold it.

In the last letter, that is given here, he tells his daughter that civilization is not a matter of external material evidence but of internal spiritual disposition. *Letters from a Father to His Daughter* is at once enormously heartening and a vital reminder for readers of all ages and eras about how we shape the world we live in, through our understanding of it and the choices we make in it.

NEHRU'S LAST LETTER TO INDIRA

Pre-reading:

Have you written or received a personal letter? If yes, discuss how a letter impacts you on receiving or reading it.

AUGUST 9th. 1933:- We have finished, my dear; the long story has ended. I need write no more, but the desire to end off with a kind of flourish induces me to write another letter- the Last Letter!

It was time I finished, for the end of my two-year term draws near. In three and thirty days from today I should be discharged, if indeed I am not released sooner as the gaoler sometimes threatens to do.

The full two years are not over yet, but I have received three and a half months' **remission** of my sentence, as all well-behaved prisoners do. For I am supposed to be a well-behaved prisoner, a reputation which I have certainly done nothing to deserve. So ends my sixth sentence, and I shall go out again into the wide world, but to what purpose? A '**quoi bon**'? When most of my friends and comrades lie in **gaol** and the whole country seems a vast prison.

What a mountain of letters I have written! And what a lot of good 'swadeshi' (made in one's own country) ink I have spread out on 'swadeshi' paper. Was it worth while? I wonder. Will all this paper and ink convey any message to you that will interest you? You will say "yes", of course, for you will feel that any other answer might hurt me, and you are too partial to me to take such a risk. But whether you care for them or not, you cannot grudge me the joy of having written them, day after day, during these two long years. It was winter when I came. Winter gave place to our brief spring, slain all too soon by the summer heat; and then, when the ground was parched and dry and men and beast panted for breath, came the monsoon, with its bountiful supply of fresh, cool rain-water. Autumn followed, and the sky was wonderfully clear and blue and afternoons were pleasant. The year's cycle was over, and again began winter and spring and summer and the rainy season. I have sat here, writing to you and thinking of you and watched the seasons go by, and listened to the pit-a-pat of the rain on my **barrack** roof: - "**O doux bruit de la pluie,**

Partree et sur les toits!
Pour un coeur quis'ennuie,
Oh! Le chant de la pluie!"

Benjamin Disraeli, the great English statesman, has written, "Other men condemned to exile and captivity, if they survive, despair; the man of letters may reckon those days as the sweetest of his life." He was writing about Hugo Grotius, a famous Dutch jurist and philosopher of the seventeenth century, who was condemned to imprisonment for life, but managed to escape after two years. He spent these two years in prison in philosophic and literary work. There have been many famous literary gaol birds, the two best known, perhaps, being the Spaniard, Cervantes, who wrote 'Don Quixote' and the Englishman,

John Bunyan, the author of ‘Pilgrim’s Progress.’

I am not a man of letters, and I am not prepared to say that the many years I have spent in gaol have been the sweetest in my life, but I must say that reading and writing have helped me wonderfully to get through them. I am not a literary man, and I am not a historian; what, indeed, am I? I find it difficult to answer that question. I have been a **dabbler** in many things; I began with science at college, and then took to law, and, after developing various other interests in life, finally adopted the popular and widely practiced profession of gaol-going in India!

You must not take what I have written in these letters as the final authority on any subject. A politician wants to have a say on every subject and he always pretends to know much more than he actually does. He has to be watched carefully. These letters of mine are but superficial sketches joined together by a thin thread. I have rambled on, skipping centuries and many important happenings, and then pitching my tent for quite a long time on some event which interested me. As you will notice, my likes and dislikes are pretty obvious, and so also sometimes are my moods in gaol. I do not want you to take all this for granted; there may, indeed, be many errors in my accounts. A prison, with no libraries or reference books at hand is not the most suitable place in which to write on historical subjects. I have had to rely very largely on my many note-books which I have accumulated since I began my visits to gaol twelve years ago. Many books have also come to me here; they have come and gone, for I could not collect a library here. I have shamelessly taken from these books facts and ideas; there is nothing original in what I have written. Perhaps, occasionally, you may find my letters difficult to follow; skip those parts, do not mind them. The grown-up in me got the better of me sometimes, and I wrote as I should not have done.

I have given you the barest outline; this is not history; they are just fleeting glimpses of our long past. If history interests you, you will find your way to many books which will help you to unravel the threads of past ages. But reading books alone will not help. If you would know the past, you must look upon it with sympathy and with understanding. To understand a person who lived long ago, you will have to understand his environment, the conditions under which he lived, the ideas that filled his mind. It is absurd for us to judge past people as if they lived now, and thought as we do. There is no one to defend slavery today

and yet, the great Plato held that slavery was essential. Within recent times, scores of thousands of lives were given in an effort to retain slavery in the United States. We cannot judge the past from the standards of the present. Everyone will willingly admit this. But everyone will not admit the equally absurd habit of judging the present by the standards of the past. The various religions have especially helped in **petrifying** old beliefs and faiths and customs, which may have had some use in the age and country of their birth, but which are singularly unsuitable in our present age.

If, then, you look upon past history with the eye of sympathy, the dry bones will fill up with flesh and blood, and you will see a mighty procession of living men and women and children in every age and every clime, different from us and yet very like us, with much the same human virtues and human failings. History is not a magic show, but there is plenty of magic in it for those who have eyes to see. Innumerable pictures from the gallery of history crowd our minds. Egypt - **Babylon** - **Nineveh** - the old Indian civilizations - the coming of the Aryans to India and their spreading out over Europe and Asia - the wonderful record of Chinese culture - **Knossos** and Greece -- Imperial Rome and **Byzantium** - the triumphant march of the Arabs across two continents - the **renaissance** of Indian culture and its decay - the little known **Maya** and **Aztec** civilizations of America - the vast conquests of the **Mongols** - the **Middle Ages** of Europe with their wonderful **Gothic** cathedrals - the coming of Islam to India and the Moghal Empire - the Renaissance of learning and art in western Europe- the discovery of America and the sea routes of the East - the beginnings of Western aggression in the East - the coming of the big machine and the development of capitalism - the spread of industrialism and European domination and imperialism and the wonders of science in the modern world.

Great empires have risen and fallen and been forgotten by man for thousands of years, till their remains were dug up again by patient explorers from under the sands that covered them. And yet, many an idea, many a fancy, has survived and proved stronger and more persistent than the empire.

"Egypt's might is tumbled down, Down a - down the deeps of thought; Greece is fallen and Troy town; Glorious Rome hath lost her crown. Venice's pride is **nought**. But the dreams their children dreamed, Fleeting, unsubstantial, vain, Shadowy as the shadows seemed, Airy nothing as they deemed, These remain" -

So sings **Mary Coleridge**.

The past brings us many gifts; indeed, all that we have today is culture, civilization, science, or knowledge of some aspects of the truth. It is a gift of the distant or recent past to us. It is right that we acknowledge our obligation to the past. But the past does not exhaust our duty or obligation; we owe a duty to the future also, and perhaps that obligation is even greater than the one we owe to the past. For the past is past and done with; we cannot change it; the future is yet to come and perhaps we may be able to shape it a little. If the past has given us some part of the truth, the future also hides many aspects of the truth and invites us to search for them. But often the past is jealous of the future and holds us in a terrible grip and we have to struggle with it to get free to face and advance towards the future.

History, it is said, has many lessons to teach us; and there is another saying, that history never repeats itself. Both are true for we cannot learn anything from it by slavishly trying to copy it or by expecting it to repeat itself or remain stagnant; but we can learn something from it by prying behind it and trying to discover the forces that move it. Even so, what we get is seldom a straight answer. "History", says Karl Marx, "Has no other way of answering old questions than by putting new ones". The old days were days of faith. The wonderful temples, mosques and cathedrals of past centuries could never have been built but for the overpowering faith of the architects and builders and people generally. The very stones that they reverently put one on top of the other, or carved into beautiful designs, tell us of this faith. The old temple spire, the mosque with its slender minarets, the Gothic cathedral, all of them pointing upward with an amazing intensity of devotion, as if offering a prayer in stone or marble to the sky above- thrill us even now.

I have given you many quotations and extracts from poets and others in this letter; I shall finish up with one more. It is from "*Gitanjali*"; it is a poem, or prayer, by Rabindra Nath Tagore:-

"Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments by narrow domestic
walls; Where words come out from the depth of Truth;
Where tireless striving stretches its arms towards perfection;

Where the clear stream of reason has not lost its way into the dreary desert sand
of dead habit;

Where the mind is led forward by thee into every widening thought and action -
- Into that Heaven of Freedom, my Father, let my country awake."

We have finished, and this last letter ends. The Last Letter! I shall write you
many more. But this series ends, and so - **Tamam Shud!**

GLOSSARY

- **remission:** cancellation of jail sentence
- **quoi bon:** What's the point? (French) pronunciation-*qua bo* as in boat
- **gaol:** jail
- **barrack:** building or group of buildings used to house military personnel
- ***O doux bruit de la pluie:*** "*O the soft sound of rain*" (2nd line from 2nd stanza of Paul Verlaine's poem-*It Weeps in my Heart*)
- **Benjamin Disraeli:** (1804-181) Politician of conservative party who served twice as PM of UK
- **dabbler:** one deeply engaged in something
- **petrifying:** scare someone so much that they cannot move
- **Babylon:** The famous capital of Babylonia; a kingdom of ancient Mesopotamia
- **Nineveh:** ancient Assyrian city of Upper
- **Knossos:** ancient Minoan palace and largest Bronze Age archeological site, surrounded by island city of Crete
- **Byzantium:** ancient Greek colony (Istanbul)
- **Renaissance:** reawakening; revival of classical European art and literature (14CE.-16.CE)
- **Maya:** Mesoamerican civilization (1200BCE-250 CE)
- **Aztec:** an alliance of 3 city states ruling in and around valley of Mexico (12CE-15CE)
- **Mongols:** an East Asian ethnic group native to China;Mongol empire ruled under leadership of Genghis Khan(13CE-14CE)
- **Middle Ages:** began with fall of roman Empire and merged with the Renaissance(476CE-1453CE)
- **Gothic:** architecture and religious art produced during Middle Ages

- **nought:** zero
 - **Mary Coleridge:** British novelist and poet.(1861-1907)
 - **Tamam Shud:** means *ended* or *finished* in Persian
-

GUIDED READING

I. Factual Questions

1. Who is this letter addressed to?
2. What paper and ink did Nehru use to write his letters? What does this choice express?
3. When was this last letter written from Nehru to his daughter?
4. How much more time did Nehru still have to spend in jail?
5. According to the letter how many sentences has he already received?
6. Which great English statesman has been mentioned in the letter?
7. Why do politicians have to be watched carefully?
8. What two activities have helped Nehru in spending time in Gaol?
9. How does Nehru describe 'History'?

II. Paragraph Questions

1. Why does Nehru quote Disraeli?
2. Summarize the song of Mary Coleridge and explain the context.
3. According to Nehru, how does one understand a person who has lived long ago in the past?
4. Comment on Nehru's own account of his letters.
5. What is our obligation to the future?
6. What does Nehru write about Hugo Grotius? Why does he do so?

III. Essay Questions

1. What are the gifts given by history to the society?
2. Describe Nehru's experience in jail.

3. What are the lessons History can teach us?
4. According to Nehru, how should History be read and understood?
5. Discuss Nehru's views on the past, present and future.
6. How relevant is his quote on Tagore's poem? Discuss.

Vocabulary in Use

- Comment on the ease and flow of Nehru's language in this letter.
- Observe how the endearing personal tone is brought out. Identify the words that induce this tone in the letter.

FACTWATCH

- Pt. Jawaharlal Nehru pinned a fresh red rose to his coat everyday as a reminder of his life with his wife Mrs. Kamala Nehru, who passed away in 1938 after a prolonged illness
- Nehru, as a student in Harrow and in Cambridge was distinguished for the sport of 'Kite flying'. He made kite flying popular by getting high quality kites sent to him from India.
- His elder sister Vijaya Lakshmi Pandit was the first female president of the United Nations General assembly.
- His desi-coat was a style statement which later came to be called a Nehru Coat. Nehru introduced the dress code of the jacket, sherwani and cap which went on to become popular almost as a national dress code. It became an inspiration for Ghana's President Kwane Nkrumah, Indonesian president Suharto and even to Chinese leaders like Mao Zedong to sport their own national dress.
- He was put behind bars by the British for a total of 3259 days which adds up to 9 years of his life spent in jail.
- Nehru was nominated a total of 11 times for the Nobel Peace Prize between 1950 to 1955
- Against the background of the Cold War, Nehru developed a policy of 'positive neutrality' for India called the Non Aligned Movement in collaboration with Nasser and Tito.

- Nehru's famous speech following Gandhi's death called 'the light has gone out of our lives' was made without any preparation. It is often cited as one of the greatest speeches in history.

Suggested Reading

1. *The Mahatma and the Poet*: Sabyasachi Bhattacharya
2. *The Letters of J. R. R. Tolkien*
3. *William Faulkner-Essays, Speeches & Public Letters*-William Faulkner
4. *George Orwell-A Life in Letters*-George Orwell
5. *Nehru: The Invention of India*: Dr. Shashi Tharoor
6. *Wings of Fire*: A P J Abdul Kalam
7. *Autobiographical Notes*: Albert Einstein
8. *Dreams from my Father* Barack Obama
9. *A Long Walk To Freedom*: Nelson Mandela.

Extended Activities (to be considered for Assignments and Projects)PPTs, Essays, Collages, Projects-

1. Read Letters of Abelard and Heloise
2. Read Letters between Nehru and Sardar Vallabhai Patel
3. Write a letter to your family member on the topic of your choice.
4. Source famous letters between scientists like Gandhi and Einstein, Voltaire and Rousseau and glean their views and the way they settle arguments or express themselves or their ideas
5. Review the book *Freedom's Daughter. Letters between Indira Gandhi and Jawaharlal Nehru 1922-39* edited by Sonia Gandhi
6. Collect more information about Nehru's bonding towards his daughter Indira and prepare and write an essay on it.

LESSON -7

IF



JOSEPH RUDYARD KIPLING (1865-1936)

“An ounce of mother is worth a pound of clergy.”

A NOTE ON THE POET

Joseph Rudyard Kipling was born on December 30, 1865 in Mumbai. He earned name and fame as an English journalist, short story writer, novelist and poet. Most of his works were inspired by India and the Indian settings and Myanmar. (Burma)

At the age of 6, he was sent to England to be educated there. Returning to India in 1882, Kipling worked for nearly a decade from 1883 – 89 for local newspapers, such as the *Civil and Military Gazette* in Lahore and *The Pioneer* in Allahabad. He wrote light verse and prose sketches in journals and brought out six volumes of short stories. When he returned to England in 1889, his reputation **preceded** him and he came to be recognized as one of the finest writers of his time. His verse collection with poems like *Mandalay* made him as famous as Lord Byron and Tennyson.

For much of the 20th Century, Kipling remained a controversial figure for his being a part of Imperialism. Some like Orwell saw him as a *‘jingo imperialist’*,

while others like Douglas Kerr felt, he provided valuable insights into the way the Empire was experienced.

His *'The Jungle Book'* (1894), written for his daughter, has become a children's classic all over the world. His reputation rested on his stories published in India. *Kim* was his most famous novel. He was the first English Language writer who got the Nobel in 1907. He died on January 18, 1936 in London and his ashes were interred in Westminster Abbey, in the Poet's Corner.

Some of the lines of this lyric poem are seen hanging in the player's entrance at Centre Court Wimbledon, in England. It is an inspirational poem that has taught many people how to live their lives by cultivating a few qualities and avoiding a few things. The poem was first published in *'Brother Square-Toes'* chapter of *Rewards and Fairies'* Kipling's 1910 collection of short stories and poems. It was voted Britain's favourite poem in a 1995 BBC opinion poll. According to Kipling in his autobiography the poem was inspired by Dr Leander Starr Jameson, who in 1895 led a raid by British forces against the Boers in South Africa, subsequently called the Jameson Raid. The British press, however, portrayed Jameson as a hero in the middle of the disaster, and the actual defeat as a British victory.

IF

(*'Brother Square-Toes'*—Rewards and Fairies)

Pre Reading:

You must be constantly advised by elders, parents and teachers on how to lead your life. Discuss how these suggestions would/have impact/ed your lives. Debate whether such advice is useful in modern times.

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make **allowance** for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,

And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
 If you can meet with Triumph and Disaster
 And treat those two **impostors** just the same;
If you can bear to hear the truth you've spoken
 Twisted by **knaves** to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with **worn-out** tools:

If you can make one heap of all your winnings
 And risk it on one turn of **pitch-and-toss**,
 And lose, and start again at your beginnings
 And never breathe a word about your loss;
If you can force your heart and nerve and **sinew**
 To serve your turn long after they are gone,
 And so hold on when there is nothing in you
 Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your **virtue**,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
 If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,
 Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

GLOSSARY

- **precede:** something that comes before something else (before in time)
- **jingo:** one who is an extreme, aggressive patriot
- **allowance:** the amount of something that's permitted
- **impostors:** a person who pretends to be someone else in order to deceive others, especially for fraudulent gain.
- **knaves:** a dishonest or unscrupulous man

- **worn-out:** something that is worn out can no longer be used because it is so old or because it is damaged by continued use.
 - **pitch and toss:** a gambling game
 - **sinew:** a piece of tough fibrous tissue uniting muscle to bone, a tendon or ligament.
 - **virtue:** behaviour showing high moral standards
-

GUIDED READING

I. Factual Questions

1. What does the poet mean by '*keep your head*'?
2. What does the speaker tell you about lying?
3. Give another word for the quality of '*not be not tired by waiting*'.
4. How are we supposed to treat doubt?
5. How can dreams become our master?
6. How should we treat the impostors?
7. What do knaves do?
8. How is truth likely to be misused?
9. Name the quality that can help a person start again if he fails.
10. Why does the speaker refer to pitches and tosses?
11. What is the role of the Will?
12. How does the speaker draw humility in the fourth stanza?
13. What does he tell you about time?
14. How should one deal with friends and foes?
15. How can *Triumph* and *Disaster* become *Impostors*?

II. Paragraph Questions

1. The first four lines deal with opposites. Can you identify them?
2. How does one maintain balance in thoughts and emotions as described in the first stanza?

3. In stanza two, how do we cultivate clear thoughts and reflect them in our actions?
4. How do we carry on in life even in the face of failure?
5. How does the speaker connect a game with recovering from losses in the third stanza?
6. What are the Dos and Don'ts of maintaining healthy social relationships?

III. Essay Questions

1. Analyse how the poet has used comparisons and contrasts to explain his thoughts.
2. What are the qualities that make a man, a true human being?
3. How has the speaker described the quality of perseverance?
4. Discuss the things one should avoid to become a true human being.
5. Happiness, Self Control, Individuality and Virtue- Analyse how these are depicted in the poem.

Vocabulary in Use

- Identify the figures of speech:
(Metaphor, Personification, Anaphora, Symbolism, Imagery)
 - a. *“If you can dream-and not make dreams your master.”*
 - b. *“If you can meet with triumph and disaster and treat those two impostors just the same”*
 - c. *“If you fill the unforgiving minute”*
 - d. *“If you can. . . “*
 - e. *“pitch and toss. . .”*
 - f. *And stoop and build them up . . . ‘*
- Explore how antithetical extremes are projected through words and images in this poem
- Note how after a conditional “IF” the entire poem rests in the last two lines; making the entire poem like one sentence running along with a series of ‘Ifs’. In spite of this quaint structure, the poem does not lose the flow of thought or rhythm.

EXTRAORDINARY PEOPLE WITH INSPIRING LIFE STORIES

People who have been a woman/man among women/men

- Nick Vujicic, an Australian lacks all four limbs due to a rare disorder. He even contemplated suicide at the age of 10. He pulled himself together and is a motivational speaker who has inspired millions and millions through his talks. You can listen to him on you tube-*Love without Limbs*.
- Jessica Cox, the American is the first licensed pilot without arms. She uses her legs to manoeuvre the plane. She refuses to use prosthetic arms and drives her car and scuba-dives. She has earned a place in the Guinness Book of World Records.
- 30 year old Vishwas. K.S from Bengaluru is a para-swimmer, (without arms) martial arts expert and a dancer who has won 17 national and international medals. He is a national level swimming champion and has received the National Role Model Award 2015 from the Vice President of India. In 2017, he received the Kempegowda Award.

Suggested Reading

1. *A Prayer for my Daughter*: W. B. Yeats
2. *Abraham Lincoln's Letter to his Son's Teacher*: Abraham Lincoln
3. *A Psalm of Life*: Henry Wadsworth Longfellow
4. *The Road Not Taken*: Robert Frost
5. *Desiderata* : Max Ehrmann
6. *Opportunity*: Berton Braley
7. *O Nanna Chetana*: Kuvempu
8. *ALida Mele*: Shivaram Karanth
9. *Polonius's advise to Leartes* from *Hamlet*- A-I; s-iii: William Shakespeare

Extended Activities (to be considered for Assignments and Projects) **PPTs, Essays, Collages, Projects:**

1. Source stories and folktales which talk of ethics in Life

2. Play a Game-‘*Know your Friend*’-Write all the good things and the unacceptable things about him/her. Both sit and discuss these mutually. You will be surprised at how conversations turn out.
3. Group Activity - Sit in groups and discuss how your lives and social relationships can improve through behavioral changes and share your outcomes with the class.
4. Take a good book or movie and debate on why certain characters appeal to all and why certain do not.
5. Compose a collage on all the people who have influenced you positively in your life.
6. Write a pen portrait of your youth icon and why you admire him/her.
7. Each student can pick one Jataka Tale, Zen Story, Folk Tale or Tatva Pada/Jana Pada and discuss its message in class.
8. Collect proverbs from your language and discuss its relevance in class.

LESSON 8

THE PRICE OF SHAME



MONICA SAMILLE LEWINSKY (b.1973-)

“I’m kind of known for something that is not great to be known for.”

A NOTE ON THE SPEAKER

She is an American activist, television personality, fashion designer, and former White House intern. President Bill Clinton admitted to having had what he called an "inappropriate relationship" with Lewinsky while she worked at the White House in 1995–1996. The affair and its repercussions (which included Clinton's impeachment) became known later as the Clinton–Lewinsky scandal.

As a result of the public coverage of the political scandal, Lewinsky gained international celebrity status. She subsequently engaged in a variety of ventures that included designing a line of handbags under her name, being an advertising spokesperson for a diet plan, and working as a television personality. Lewinsky later decided to leave the public spotlight to pursue a Master's Degree in Psychology in London. In 2014, she returned to public view as a social activist speaking out against cyber bullying.

A NOTE ON THE TRANSCRIPT

The above transcript is from the talk that she delivered through the famous ‘TED Talks’ on March 20, 2015. *‘Public shaming as a blood sport has to stop,’*-- this emphatic statement of hers rings true and hard in today’s cyber world. In 1998, she says, *“I was Patient Zero of losing a personal reputation on a global scale almost instantaneously.”* Today, the kind of online public shaming that she went through has become a constant; however, unlike the 90s

this sport can turn deadly. In a brave talk, she takes a hard look at our online culture of humiliation, and asks for a different way out of this culture.

Monica Lewinsky advocates a safer and more compassionate social media environment, drawing from her unique experiences at the epicenter of a media maelstrom in 1998.

THE PRICE OF SHAME

Pre-reading:

Have you ever had to face shaming or been the victim of trolling/eve-teasing/ragging? Discuss in groups, what shaming means to each individual in the group. Have you ever been made to feel sorry for having made a mistake in the past? If yes, then discuss what your feeling was at that time.

You're looking at a woman who was publicly silent for a decade. Obviously, that's changed- but only recently. It was several months ago that I gave my very first major public talk at the **Forbes "30 Under 30 Summit"**: 1500 brilliant people, all under the age of 30. That meant that in 1998, the oldest among the group were only 14, and the youngest, just four. I joked with them- that some might only have heard of me from rap songs. Yes, I'm in rap songs. Almost 40 rap songs

But the night of my speech, a surprising thing happened. At the age of 41, I was hit on by a 27-year old guy. I know, right? He was charming and I was flattered, and I declined. You know what his unsuccessful pickup line was? He could make me feel 22 again. I realized later that night, I'm probably the only person over 40 who does not want to be 22 again.

At the age of 22, I fell in love with my boss, and at the age of 24, I learned the devastating consequences. Can I see a show of hands of anyone here who didn't make a mistake or do something they regretted at 22? Yep. That's what I thought. So like me, at 22, a few of you may have also taken wrong turns and fallen in love with the wrong person, maybe even your boss. Unlike me, though, your boss probably wasn't the President of the United States of America. Of course, life is full of surprises.

Not a day goes by that I'm not reminded of my mistake- and I regret that mistake deeply. In 1998, after having been swept up into an improbable

romance, I was then swept up into the eye of a political, legal and media **maelstrom** like we had never seen before.

Remember- just a few years earlier, news was consumed from just three places- reading a newspaper or magazine, listening to the radio, or watching television. That was it. But that wasn't my fate. Instead, this scandal was brought to you by the digital revolution. That meant we could access all the information we wanted, when we wanted it, anytime, anywhere- and when the story broke in January 1998- it broke online. It was the first time the traditional news was usurped by the Internet for a major news story. A click, that reverberated around the world.

What that meant for me personally was that overnight I went from being a completely private figure to a publicly humiliated one, worldwide. I was patient zero of losing a personal reputation on a global scale, almost instantaneously. This rush to judge me, enabled by technology, led to mobs of virtual stone-throwers. Granted, it was before social media, but people could still comment online, email stories, and of course, email cruel jokes. News sources plastered photos of me all over to sell newspapers, banner ads online, and to keep people tuned to the TV.

Do you recall a particular image of me, say, wearing a **beret**? Now, I admit I made mistakes, especially wearing that beret. But the attention and judgment that I received, not the story, but that I personally received, was unprecedented. I was **branded** as a tramp, **tart**, slut, whore, **bimbo**, and, of course, that woman. I was seen by many but actually known by few. And I get it: it was easy to forget that that woman was **dimensional**, had a soul, and was once unbroken.

When this happened to me 17 years ago, there was no name for it. Now we call it **cyber-bullying** and online harassment. Today, I want to share some of my experience with you, talk about how that experience has helped shape my cultural observations, and how I hope my past experience can lead to a change that results in less suffering for others.

In 1998, I lost my reputation and my dignity. I lost almost everything- and I almost lost my life. Let me paint a picture for you. It is September of 1998. I'm sitting in a windowless office room inside the **Office of the Independent Counsel** underneath humming fluorescent lights. I'm listening to the sound of my voice, my voice on **surreptitiously** taped phone calls that a supposed friend

had made the year before. I'm here because I've been legally required to personally authenticate all 20 hours of taped conversation. For the past eight months, the mysterious content of these tapes has hung like the **Sword of Damocles** over my head. I mean, who can remember what they said a year ago? Scared and mortified, I listen- listen as I prattle on about the **flotsam and jetsam** of the day; listen as I confess my love for the president, and of course, my heartbreak; listen to my sometimes catty, sometimes **churlish**, sometimes silly self- being cruel, unforgiving, **uncouth**; listen- deeply, deeply ashamed, to the worst version of myself, a self I don't even recognize.

A few days later, the **Starr Report** is released to Congress, and all of those tapes and transcripts, those stolen words, form a part of it. That people can read the transcripts is horrific enough; but a few weeks later, the audio tapes are aired on TV and significant portions made available online. The public humiliation was **excruciating**. Life was almost, unbearable.

This was not something that happened with regularity back then in 1998 and by this, I mean the stealing of people's private words, actions, conversations or photos, and then making them public -- public without consent; public without context and public without compassion.

Fast forward 12 years to 2010, and now social media has been born. The landscape has sadly become much more populated with instances like mine, whether or not someone actually made a mistake- and now it's for both public and private people. The consequences for some have become dire, very dire.

I was on the phone with my mom in September of 2010 and we were talking about the news of a young college freshman from Rutgers University named Tyler Clementi. Sweet, sensitive, creative Tyler was secretly web-cammed by his roommate while being intimate with another man. When the online world learned of this incident, the ridicule and cyber-bullying ignited. A few days later, Tyler jumped from the George Washington Bridge to his death. He was 18.

My mom was **beside herself** about what happened to Tyler and his family, and she was **gutted** with pain in a way that I just couldn't quite understand, and then eventually I realized she was reliving 1998- reliving a time when she sat by my bed every night- reliving a time when she made me shower with the bathroom door open- and reliving a time when both of my parents feared that I would be humiliated to death, literally.

Today, too many parents haven't had the chance to step in and rescue their loved ones- Too many have learned of their child's suffering and humiliation after it was too late. Tyler's tragic, senseless death was a turning point for me. It served to re-contextualize my experiences and I then began to look at the world of humiliation and bullying around me and see something different.

In 1998, we had no way of knowing where this brave new technology called the Internet would take us. Since then, it has connected people in unimaginable ways, joining lost siblings, saving lives, launching revolutions, but the darkness, cyber-bullying, and **slut-shaming** that I experienced had mushroomed. Every day online, people, especially young people who are not developmentally equipped to handle this, are so abused and humiliated that they can't imagine living to the next day, and some, tragically, don't- and there's nothing virtual about that. Child Line, a U.K. nonprofit that's focused on helping young people on various issues, released a staggering statistic late last year: From 2012 to 2013, there was an 87% increase in calls and emails related to cyber-bullying. A **meta-analysis** done out of the Netherlands showed that for the first time, cyber-bullying was leading to suicidal **ideations**, more significantly, than offline bullying. And you know what shocked me, although it shouldn't have, was other research last year that determined humiliation was a more intensely felt emotion than either happiness, or even anger.

Cruelty to others is nothing new; but online, technologically enhanced shaming is amplified, uncontained and permanently accessible. The echo of embarrassment used to extend only as far as your family, village, school or community- but now it's the online community too. Millions of people, often anonymously, can stab you with their words, and that's a lot of pain; and there are no prohibitors around how many people can publicly observe you and put you in a **public stockade**. There is a very personal price to public humiliation- and the growth of the Internet has jacked up that price.

For nearly two decades now, we have slowly been sowing the seeds of shame and public humiliation in our cultural soil, both on and offline-Gossip websites, **paparazzi**, reality programming, politics, news outlets and sometimes hackers, all traffic in shame. It's led to desensitization and a permissive environment online which lends itself to trolling, invasion of privacy, and cyber-bullying. This shift has created what Prof. Nicolaus Mills calls a culture of humiliation. Consider a few prominent examples just from the past six months alone. **Snap chat**, the service which is used mainly by younger generations and claims that

its messages only have the lifespan of a few seconds. You can imagine the range of content that that gets. A third-party app which Snap chatters use to preserve the lifespan of the messages was hacked, and 100,000 personal conversations, photos, and videos were leaked online to now have a lifespan of forever. Jennifer Lawrence and several other actors had their i-Cloud accounts hacked, and private, intimate, nude photos were plastered across the Internet without their permission. One gossip website had over five million hits for this one story. And what about the Sony Pictures cyber-hacking? The document which received the most attention were private emails that had maximum public embarrassment value.

But in this culture of humiliation, there is another kind of price tag attached to public shaming. The price does not measure the cost to the victim, which Tyler and too many others, notably women, minorities, and members of the **LGBTQ** community have paid, but the price measures the profit of those who prey on them. This invasion of others is a raw material, efficiently and ruthlessly mined, packaged and sold at a profit. A marketplace has emerged where public humiliation is a commodity and shame is an industry. How is the money made? Clicks. The more shame, the more clicks. The more clicks, the more advertising dollars. We're in a dangerous cycle. The more we click on this kind of gossip, the more numb we get to the human lives behind it- and the more numb we get, the more we click. All the while, someone is making money off of the back of someone else's suffering. With every click, we make a choice. The more we saturate our culture with public shaming, the more accepted it is, the more we will see behavior like cyber-bullying, **trolling**, some forms of hacking, and online harassment. Why? Because they all have humiliation at their cores! This behavior is a symptom of the culture we've created. Just think about it.

Changing behavior begins with evolving beliefs. We've seen that to be true with racism, **homophobia**, and plenty of other biases, today and in the past. As we've changed beliefs about same-sex marriage, more people have been offered equal freedoms. When we began valuing sustainability, more people began to recycle. So as far as our culture of humiliation goes, what we need is a cultural revolution. Public shaming as a blood sport has to stop- and it's time for an intervention on the Internet and in our culture.

The shift begins with something simple, but it's not easy. We need to return to a long-held value of compassion -- compassion and empathy. Online, we've got a compassion deficit, an empathy crisis.

Researcher Brené Brown said, and I quote, "*Shame cannot survive empathy.*" *Shame cannot survive empathy.*" I've seen some very dark days in my life, and it was the compassion and empathy from my family, friends, professionals, and sometimes even strangers, that saved me. Even empathy from one person can make a difference. The **theory of minority influence**, proposed by social psychologist Serge Moscovici, says that even in small numbers, when there's consistency over time, change can happen. In the online world we can foster minority influence by becoming **upstanders**. To become an up-stander means instead of bystander apathy, we can post a positive comment for someone or report a bullying situation. Trust me- compassionate comments help abate the negativity. We can also counteract the culture by supporting organizations that deal with these kinds of issues- like the Tyler Clementi Foundation in the U.S., In the U.K., there's Anti-Bullying Pro and in Australia, there's Project Rokit.

We talk a lot about our right to freedom of expression, but we need to talk more about our responsibility to freedom of expression. We all want to be heard- but let's acknowledge the difference between speaking up with intention and speaking up for attention. The Internet is the superhighway for the **id**- but online, showing empathy to others benefits us all and helps create a safer and better world. We need to communicate online with compassion, consume news with compassion, and click with compassion. Just imagine walking a mile in someone else's headline.

I'd like to end on a personal note. In the past nine months, the question I've been asked the most is- why? Why now? Why was I sticking my head above the parapet? You can read between the lines in those questions, and the answer has nothing to do with politics. The top note answer was and is because it's time: time to stop tip-toeing around my past; time to stop living a life of **opprobrium**; and time to take back my narrative.

It's also not just about saving myself. Anyone who is suffering from shame and public humiliation needs to know one thing: You can survive it. I know it's hard. It may not be painless, quick or easy, but you can insist on a different ending to your story. Have compassion for yourself. We all deserve compassion- and to live both online and off in a more compassionate world.

Thank you for listening.

You can listen to this speech: https://www.youtube.com/watch?v=H_8y0WLm78U

GLOSSARY

- **Forbes 30 under 30:** A list released by Forbes of achievers in various categories under 30
 - **maelstrom:** a disturbance as powerful as a whirlpool
 - **beret:** round flat cap made of felt
 - **tart:** prostitute
 - **bimbo:** attractive but unintelligent, frivolous woman
 - **dimensional:** having depth and substance
 - **cyber bullying:** is a form of harassment using electronic means
 - **surreptitiously:** in a way that attempts to avoid notice or attention
 - **Office of the Independent Counsel:** independent prosecutor who provides reports to US Congress
 - **Sword of Damocles:** imminent and ever present peril faced by those in power
 - **flotsam and jetsam:** discarded, useless objects
 - **churlish:** rude
 - **Starr Report:** is a United States federal government report by Independent Counsel Ken Starr concerning his investigation of President Bill Clinton leading to the President's impeachment
 - **uncouth:** lacking good manners, refinement or grace
 - **excruciating:** intensely painful
 - **beside herself:** overcome with worry
 - **gutted:** extremely upset
 - **slut shaming:** criticizing people, especially women of bad behaviour or character
 - **meta-analysis:** examination of data from a number of independent studies of the same subject, in order to determine overall trends
 - **ideations:** formation of ideas or concepts
 - **public stockade:** wall or fencing
 - **paparazzi:** intrusive photographers
 - **LGBTQ:** acronym for Lesbian, Gay, Bisexual, Transgender, Queer
 - **trolling:** action of baiting people on the internet
 - **homophobia:** fear and dislike of gay people
 - **Theory of Minority Influence:** social influence of minority groups influencing views of majority
 - **upstanders:** people who stand up for righting wrongs
 - **Id:** instinctive desires
 - **opprobrium:** harsh criticism
-

GUIDED READING

I. Factual Questions

1. Who is Monica Lewinsky? And why was she publically shamed?
2. What is Cyber Bullying?
3. How does Monica Lewinsky discuss the issue of shaming in the age of internet?
4. How has the social media been responsible in aggravating the degree of shaming in Monica Lewinsky's case?
5. Have we as a society failed to understand the concept of 'personal space'? Comment.

II. Paragraph Questions:

1. "*We have slowly been sowing the seeds of shame and public humiliation..*
Explain this statement.
2. What kind of public shaming was Monica subjected to? Was it different from the earlier age? If so, how?
3. What happened to Tyler? How and why did it impact Lewinsky's mother?
4. Describe how Monica Lewinsky lost her reputation and dignity in 1998.

III. Essay Questions

1. Explain what you understand by "*culture of humiliation.*"
2. How can we stop the "*blood sport*" of public shaming?
3. Explain how "*with every click we make a choice.*"
4. How do personal scandals get converted to a marketable commodity?
5. Explain what is meant by "*Price of Shame.*"

Vocabulary in Use

- Pick out words that describe her distress.
- Identify words that indicate she has come out of the cocoon of feeling ashamed
- Note how she builds a bond in her speech through identification with the audience. Pick out such words

FACTWATCH

- Shame is considered to be the strongest experienced emotion in humans.
- Shameful people project their shame on others.
- Being excessively self-aware is a recipe for shame
- 6 out of 10 people are being subject to different types of cyber-bullying in India according to Symantec
- 50% of women in Indian cities are victims of online abuse
- Ministry of Women and Child Development has launched a distinct helpline to report cyber bullying and online harassment
- In November 2017, an MBBS student in Kerala jumped to her death from the highest floor of her college building. An examination of her Facebook profile showed that, her displeasure over the nasty comments made by one of her peers might have provoked her to take this extreme step

BE AWARE! Anti-Cyber Bullying Laws in India

Sec.66A – Sending offensive messages through communication service, etc.

Sec.66C – Identity Theft

Sec.66D – Cheating by impersonation by using the computer resource

Sec.66E – Violation of privacy

Sec.67B – Punishment for publishing or transmitting of material depicting children in any sexually explicit act, etc. in electronic form

Sec.72 – Breach of confidentiality and privacy

Sec.503 Indian Penal Code (IPC) – Sending threatening messages through email

Sec.509 IPC – Word, gesture or act intended to insult the modesty of a woman

Sec.499 IPC – Sending defamatory messages through email

Sec .500 IPC – Email Abuse

Suggested Reading

1. *The Scarlet Letter*: Nathaniel Hawthorne
2. Farewell Speech by Mr. Chips
3. *The Last Lecture*: Randy Pausch
4. Watch and review the movie *C++*

Extended Activities (to be considered for Assignments and Projects) **PPTs, Essays, Collages, Projects-**

1. Recall the lesson you had in **Imprints 1-When Free Speech is Truly Free** Try and link the *Price of Shame* to that lesson for debating on- *Freedom of Expression and Responsibility in the Digital Era*.
2. Do a project on cyber bullying and trolling and its impact on the youth
3. Have a group discussion on the different Acts and Rules that can protect the individual in the cyber world and its limitations.
4. Conduct research on how private personal data is used through unauthorized channels as a commodity in the market and the consequences of such misuse.
5. Write an essay on-*Shrinking Private Space and Expanding Technological Access*.
6. Discuss and share views on how one can manage humiliation with the support of law, agencies and social assistance.

PART I

LITERARY SECTION-B

ONE ACT PLAY



“I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.”

— Oscar Wilde

LESSON 9

THE BEGGAR AND THE KING (1901)



WINTHROP PARKHURST (1891-1983)

“Pride is pleasure arising from a man's thinking too highly of himself”

- Baruch Spinoza

A NOTE ON THE PLAYWRIGHT

Very little is known about Winthrop Parkhurst. It is stated that he was born on October 15, 1891 and died in September 1983, aged 91. We know that Winthrop Parkhurst had been residing in Los Angeles. Winthrop Parkhurst has been criticised for his bohemian outlook on life and appreciated for his sympathy for the oppressed. His plays are full of subtle wit and humour.

The play *The Beggar and the King* is from *The Atlantic Book of Modern Plays*. It brings to the fore many socio-political questions.

A NOTE ON ONE ACT PLAYS

They were staged as curtain raisers in the 18th and 19th centuries and were used to serve the audience as an amusement piece before or after the main play. The play goes on for about 20 minutes to half an hour without any break in action. Elaborate stage directions are given to save time and minimum characters are used. The plot is simple and focused on concentration of action and creation of

mood. Language used is generally simple as modern one act plays tend towards realism and characters are from ordinary life. There is no space for full development of characters and attention is given to development of one or two qualities that add substance to theme and plot of the play.

THE BEGGAR AND THE KING-a play in one-act

Pre-reading:

What are the qualities of a good leader? Is the king/queen/ruler responsible for the welfare of people? With whom should/does the real power lie - The people or the government?

CHARACTERS :

THE KING OF A GREAT COUNTRY, HIS SERVANT, A BEGGAR

[A chamber in the palace overlooks a courtyard. The season is midsummer. The windows of the palace are open, and from a distance there comes the sound of a man's voice crying for bread.]

[THE KING sits in a golden chair. A golden crown is on his head, and he holds in his hand a sceptre which is also of gold. A SERVANT stands by his side, fanning him with an enormous fan of peacock feathers.]

THE BEGGAR: *(outside)* Bread. Bread. Bread. Give me some bread.

THE KING: *(languidly)* Who is that crying in the street for bread?

THE SERVANT: *(fanning)* O king, it is a beggar.

THE KING: Why does he cry for bread?

THE SERVANT: O king, he cries for bread in order that he may fill his belly.

THE KING: I do not like the sound of his voice. It annoys me very much. Send him away.

THE SERVANT: (*bowing*) O king, he *has* been sent away.

THE KING: If that is so, then why do I hear his voice?

THE SERVANT: O king, he has been sent away many times, yet each time that he is sent away he returns again, crying louder than he did before.

THE KING: He is very unwise to annoy me on such a warm day. He must be punished for his **impudence**. Use the lash on him.

THE SERVANT: O king, it has been done.

THE KING: Then bring out the spears.

THE SERVANT: O king, the guards have already bloodied their swords many times driving him away from the palace gates. But it is of no avail.

THE KING: Then bind him and gag him if necessary. If need be cut out his tongue. I do not like the sound of the fellow's voice. It annoys me very much.

THE SERVANT: O king, thy orders were obeyed even yesterday.

THE KING: (*frowning*) No. That cannot be. A beggar cannot cry for bread who has no tongue.

THE SERVANT: Behold he can--if he has grown another.

THE KING: What! Why, men are not given more than one tongue in a lifetime. To have more than one tongue is **treason**.

THE SERVANT: If it is treason to have more than one tongue, O king, then is this beggar surely guilty of treason.

THE KING: (*pompously*) The punishment for treason is death. See to it that the fellow is slain. And do not fan me so **languidly**. I am very warm.

THE SERVANT: (*fanning more rapidly*) Behold, O great and illustrious king, all thy commands were obeyed even yesterday.

THE KING: How! Do not **jest** with thy king.

THE SERVANT: If I jest, then there is truth in a jest. Even yesterday, O king, as I have told thee, the beggar which thou now hearest crying aloud in the street was slain by thy soldiers with a sword.

THE KING: Do ghosts eat bread? **Forsooth**, men who have been slain with a sword do not go about in the streets crying for a piece of bread.

THE SERVANT: Forsooth, they do if they are fashioned as this beggar.

THE KING: Why, he is but a man. Surely he cannot have more than one life in a lifetime.

THE SERVANT: Listen to a tale, O king, which happened yesterday.

THE KING: I am listening.

THE SERVANT: Thy soldiers **smote** this beggar for crying aloud in the streets for bread, but his wounds are already healed. They cut out his tongue, but he immediately grew another. They slew him, yet he is now alive.

THE KING: Ah! that is a tale which I cannot understand at all.

THE SERVANT: O king, it may be well.

THE KING: I cannot understand what thou sayest, either.

THE SERVANT: O king, that may be well also.

THE KING: Thou art speaking now in riddles. I do not like riddles. They confuse my brain.

THE SERVANT: Behold, O king, if I speak in riddles it is because a riddle has come to pass.

[THE BEGGAR'S voice suddenly cries out loudly.]

THE BEGGAR: (*outside*) Bread. Bread. Give me some bread.

THE KING: Ah! He is crying out again. His voice seems to me louder than it was before.

THE SERVANT: Hunger is as food to the lungs, O king.

THE KING: His lungs I will **wager** are well fed. Ha, ha!

THE SERVANT: But alas! his stomach is quite empty.

THE KING: That is not my business.

THE SERVANT: Should I not perhaps fling him a crust from the window?

THE KING: No! To feed a beggar is always foolish. Every crumb that is given to a beggar is an evil seed from which springs another fellow like him.

THE BEGGAR: (*outside*) Bread. Bread. Give me some bread.

THE SERVANT: He seems very hungry, O king.

THE KING: Yes. So I should judge.

THE SERVANT: If thou wilt not let me fling, him a piece of bread thine ears must pay the debts of thy hand.

THE KING: A king can have no debts.

THE SERVANT: That is true, O king. Even so, the noise of this fellow's begging must annoy thee greatly.

THE KING: It does.

THE SERVANT: Doubtless he craves only a small crust from thy table and he would be content.

THE KING: Yea, doubtless he craves only to be a king and he would be very happy indeed.

THE SERVANT: Do not be hard, O king. Thou art ever wise and just. This fellow is exceedingly hungry. Dost thou not command me to fling him just one small crust from the window?

THE KING: My commands I have already given thee. See that the beggar is

driven away.

THE SERVANT: But alas! O king, if he is driven away he will return again even as he did before.

THE KING: Then see to it that he is slain. I cannot be annoyed with the sound of his voice.

THE SERVANT: But alas! O great and illustrious king, if he is slain he will come to life again even as he did before.

THE KING: Ah! that is true. But his voice troubles me. I do not like to hear it.

THE SERVANT: His lungs are fattened with hunger. Of a truth they are quite strong.

THE KING: Well, propose a remedy to weaken them.

THE SERVANT: A remedy, O king?

[He stops fanning.]

THE KING: That is what I said. A remedy--and do not stop fanning me. I am exceedingly warm.

THE SERVANT: *(fanning vigorously)* A crust of bread, O king, dropped from yonder window--forsooth that might prove a remedy.

THE KING: *(angrily)* I have said I will not give him a crust of bread. If I gave him a crust to-day he would be just as hungry again to-morrow, and my troubles would be as great as before.

THE SERVANT: That is true, O king. Thy mind is surely filled with great learning.

THE KING: Therefore, some other remedy must be found.

THE SERVANT: O king, the words of thy illustrious mouth are as very meat-balls of wisdom.

THE KING: *(musing)* Now let me consider. Thou sayest he does not suffer

pain--

THE SERVANT: Therefore he cannot be tortured.

THE KING: And he will not die--

THE SERVANT: Therefore it is useless to kill him.

THE KING: Now let me consider. I must think of some other way.

THE SERVANT: Perhaps a small crust of bread, O king--

THE KING: Ha! I have it. I have it. I myself will order him to stop.

THE SERVANT: (*horrified*) O king!

THE KING: Send the beggar here.

THE SERVANT: O king!

THE KING: Ha! I rather fancy the fellow will stop his noise when the king commands him to. Ha, ha, ha!

THE SERVANT: O king, thou wilt not have a beggar brought into thy royal chamber!

THE KING: (*pleased with his idea*) Yea. Go outside and tell this fellow that the king desires his presence.

THE SERVANT: O great and illustrious king, thou wilt surely not do this thing. Thou wilt surely not soil thy royal eyes by looking on such a filthy creature. Thou wilt surely not contaminate thy lips by speaking to a common beggar who cries aloud in the streets for bread.

THE KING: My ears have been **soiled** too much already. Therefore go now and do as I have commanded thee.

THE SERVANT: O great and illustrious king, thou wilt surely not--

THE KING: (*roaring at him*) I said, Go! (*THE SERVANT, abashed, goes out.*) Forsooth, I fancy the fellow will stop his bawling when I order him to.

Forsooth, I fancy he will be pretty well frightened when he hears that the king desires his presence. Ha, ha, ha, ha!

THE SERVANT: (returning) O king, here is the beggar.

*[A **shambling** creature hung in filthy rags follows THE SERVANT slowly into the royal chamber.]*

THE KING: Ha! A magnificent sight, to be sure. Art thou the beggar who has been crying aloud in the streets for bread?

THE BEGGAR: *(in a faint voice, after a slight pause)* Art thou the king?

THE KING: I am the king.

THE SERVANT: *(aside to THE BEGGAR)* It is not proper for a beggar to ask a question of a king. Speak only as thou art spoken to.

THE KING: *(to THE SERVANT)* Do thou likewise. *(To THE BEGGAR)* I have ordered thee here to speak to thee concerning a very grave matter. Thou art the beggar, I understand, who often cries aloud in the streets for bread. Now, the complaint of thy voice annoys me greatly. Therefore, do not beg any more.

THE BEGGAR: *(faintly)* I--I do not understand.

THE KING: I said, do not beg any more.

THE BEGGAR: I--I do not understand.

THE SERVANT: *(aside to THE BEGGAR)* The king has commanded thee not to beg for bread any more. The noise of thy voice is as garbage in his ears.

THE KING: *(to THE SERVANT)* Ha! An excellent flower of speech. Pin it in thy buttonhole. *(To THE BEGGAR)* Thine ears, I see, are in need of a bath even more than thy body. I said, *Do not beg any more.*

THE BEGGAR: I--I do not understand.

THE KING: *(making a trumpet of his hands and shouting).* **DO NOT BEG ANY MORE.**

THE BEGGAR: I--I do not understand.

THE KING: Heavens! He is deafer than a stone wall.

THE SERVANT: O king, he cannot be deaf, for he understood me quite easily when I spoke to him in the street.

THE KING: (*to THE BEGGAR*) Art thou deaf? Canst thou hear what I am saying to thee now?

THE BEGGAR: Alas! I can hear every word perfectly.

THE KING: Fft! The impudence. Thy tongue shall be cut out for this.

THE SERVANT: O king, to cut out his tongue is useless, for he will grow another.

THE KING: No matter. It shall be cut out anyway. (*To THE BEGGAR*) I have ordered thee not to beg any more in the streets. What meanest thou by saying thou dost not understand?

THE BEGGAR: The words of thy mouth I can hear perfectly. But their noise is only a foolish tinkling in my ears.

THE KING: Fft! Only a--! A lash will tinkle thy **hide** for thee if thou dost not cure thy tongue of impudence. I, thy king, have ordered thee not to beg any more in the streets for bread. Signify, therefore, that thou wilt obey the orders of thy king by quickly touching thy forehead thrice to the floor.

THE BEGGAR: That is impossible.

THE SERVANT: (*aside to THE BEGGAR*) Come. It is not safe to tempt the patience of the king too long. His patience is truly great, but he loses it most wondrous quickly.

THE KING: Come, now: I have ordered thee to touch thy forehead to the floor.

THE SERVANT: (*nudging him*) And quickly.

THE BEGGAR: Wherefore should I touch my forehead to the floor?

THE KING: In order to seal thy promise to thy king.

THE BEGGAR: But I have made no promise. Neither have I any king.

THE KING: Ho! He has made no promise. Neither has he any king. Ha, ha, ha. I have commanded thee not to beg any more, for the sound of thy voice is grievous unto my ears. Touch thy forehead now to the floor, as I have commanded thee, and thou shall go from this palace a free man. Refuse, and thou wilt be sorry before an hour that thy father ever came within twenty paces of thy mother.

THE BEGGAR: I have ever lamented that he did. For to be born into this world a beggar is a more unhappy thing than any that I know--unless it is to be born a king.

THE KING: Fft! Thy tongue of a truth is too lively for thy health. Come, now, touch thy forehead thrice to the floor and promise solemnly that thou wilt never beg in the streets again. And hurry!

THE SERVANT: *(aside)* It is wise to do as thy king commands thee. His patience is near an end.

THE KING: Do not be afraid to soil the floor with thy forehead. I will graciously forgive thee for that.

[THE BEGGAR stands motionless.]

THE SERVANT: I said, it is not wise to keep the king waiting.

[THE BEGGAR does not move.]

THE KING: Well? *(A pause.)* Well? *(In a rage)* WELL?

THE BEGGAR: O king, thou hast commanded me not to beg in the streets for bread, for the noise of my voice offends thee. Now therefore do I likewise command thee to remove thy crown from thy forehead and throw it from yonder window into the street. For when thou hast thrown thy crown into the street, then will I no longer be obliged to beg.

THE KING: Fft! *Thou* commandest *me!* *Thou*, a beggar from the streets,

commandest *me*, a king, to remove my crown from my forehead and throw it from yonder window into the street!

THE BEGGAR: That is what I said.

THE KING. Why, dost thou not know I can have thee slain for such words?

THE BEGGAR: No. Thou canst not have me slain. The spears of thy soldiers are as straws against my body.

THE KING: Ha! We shall see if they are. We shall see!

THE SERVANT: O king, it is indeed true. It is even as he has told thee.

THE BEGGAR: I have required thee to remove thy crown from thy forehead. If so be thou wilt throw it from yonder window into the street, my voice will cease to annoy thee any more. But if thou refuse, then thou wilt wish thou hadst never had any crown at all. For thy days will be filled with a terrible **boding** and thy nights will be full of horrors, even as a ship is full of rats.

THE KING: Why, this is insolence. This is treason!

THE BEGGAR: Wilt thou throw thy crown from yonder window?

THE KING: Why, this is high treason!

THE BEGGAR: I ask thee, wilt thou throw thy crown from yonder window?

THE SERVANT: (*aside to THE KING*) Perhaps it were wise to humor him, O king. After thou hast thrown thy crown away I can go outside and bring it to thee again.

THE BEGGAR: Well? Well? (*He points to the window.*) Well?

THE KING: No! I will not throw my crown from that window--no, nor from any other window. What! Shall I obey the orders of a beggar? Never!

THE BEGGAR: (*preparing to leave*) Truly, that is spoken like a king. Thou art a king, so thou wouldst prefer to lose thy head than that silly circle of gold that so foolishly sits upon it. But it is well. Thou art a king. Thou couldst not prefer

otherwise.

[He walks calmly toward the door.]

THE KING: *(to THE SERVANT)* Stop him! Seize him! Does he think to get off so easily with his impudence!

THE BEGGAR: *(coolly)* One of thy servants cannot stop me. Neither can ten thousand of them do me any harm. I am stronger than a mountain. I am stronger than the sea!

THE KING: Ha! We will see about that, we will see about that. *(To THE SERVANT)* Hold him, I say. Call the guards. He shall be put in chains.

THE BEGGAR: My strength is greater than a mountain and my words are more fearful than a **hurricane**. This servant of thine cannot even touch me. With one breath of my mouth I can blow over this whole palace.

THE KING: Dost thou hear the impudence he is offering me? Why dost thou not seize him? What is the matter with thee? Why dost thou not call the guards?

THE BEGGAR: I will not harm thee now. I will only cry aloud in the streets for bread wherewith to fill my belly. But one day I will not be so kind to thee. On that day my mouth will be filled with a rushing wind and my arms will become as strong as steel rods, and I will blow over this palace, and all the bones in thy foolish body I will snap between my fingers. I will beat upon a large drum and thy head will be my drumstick. I will not do these things now. But one day I will do them. Therefore, when my voice sounds again in thine ears, begging for bread, remember what I have told thee. Remember, O king, and be afraid!

[He walks out. THE SERVANT, struck dumb, stares after him. THE KING sits in his chair, dazed.]

THE KING: *(suddenly collecting his wits)* After him! After him! He must not be allowed to escape! After him!

THE SERVANT: *(faltering)* O king--I cannot seem to move.

THE KING: Quick, then. Call the guards. He must be caught and put in chains.

Quick, I say. Call the guards!

THE SERVANT: O king--I cannot seem to call them.

THE KING: How! Art thou dumb? Ah!

[THE BEGGAR'S voice is heard outside.]

THE BEGGAR: Bread. Bread. Give me some bread.

THE KING: Ah. *[He turns toward the window, half-frightened, and then, almost instinctively, raises his hands toward his crown, and seems on the point of tossing it out the window. But with an oath he replaces it and presses it firmly on his head.]* How! Am I afraid of a beggar!

THE BEGGAR: *(continuing outside)* Bread. Bread. Give me some bread.

THE KING: *(with terrible anger)* Close that window!

[THE SERVANT stands stupidly, and the voice of THE BEGGAR grows louder as the curtain falls.]

CURTAIN

GLOSSARY

- **impudence:** being rude and impertinent; insolence
- **treason:** crime of betraying one's country
- **languidly:** slowly; indifferently
- **jest:** playful; something done for making others laugh
- **gag:** restraint put into a person's mouth to prevent speaking or yelling
- **forsooth:** archaic word meaning 'in truth'
- **smote:** afflict, cause physical pain
- **wager:** bet
- **soiled:** dirtied
- **shambling:** moving in a slow awkward manner

- **hide:** skin
 - **hurricane:** storm with violent winds
-

GUIDED READING

I. Factual Questions

1. Where does the king sit?
2. What does the king hold in his hand?
3. Why does the king want the beggar sent away?
4. What does the beggar do every time he is sent away?
5. Why does the king order the tongue of the beggar be cut off?
6. How does the beggar manage to cry for bread even after his tongue is cut off?
7. What is treason according to the king?
8. What is the punishment for treason?
9. Why does the king think the servant was jesting with him?
10. What happened to the beggar after he was smote by the soldiers?
11. What happened to the beggar after his tongue was cut off?
12. What happened to the beggar after he was slain by the soldiers?
13. Why does the king say he does not like riddles?
14. What does the servant offer to throw to beggar from the window?
15. What according to the king is an evil seed? What will the evil seed grow?
16. Why does the king refuse to satisfy the craving of the beggar?
17. The lungs of the beggar are fattened with _____
18. What is the remedy to weaken the 'strong lungs' of the beggar as suggested by the servant?
19. Why does the servant say the beggar cannot be tortured or killed?
20. What remedy does the king think of when the servant says the beggar cannot be tortured or killed?

21. What makes one unhappy according to the beggar; to be born a beggar or a king?
22. What does the beggar command the king to do?
23. Does the beggar think the king's decision of not throwing away the crown stupid?
24. Why does the servant not stop the beggar from escaping?
25. Does the king throw away his crown or keep it?

II. Paragraph Questions

1. What annoys the king?
2. '*... his lungs are well fed*'. Explain, if you think this is a cruel comment.
3. '*That is not my business*', says the king. What business is he referring to?
4. What is the king's reason to refuse even a crust to the beggar?
5. What is the debt of the king's hand that his ears must pay for?
6. Is the king overcautious in fearing that the beggar might covet his throne?
7. Why does the king continuously refuse to feed the beggar with a crust of bread?
8. Why do you think the beggar can hear every other word spoken to him but not hear a word when ordered not to beg?
9. What does the king threaten to do if the beggar disobeys him?
10. What will be the consequence for the king if he disobeys the beggar?
11. Why do the king and the beggar disobey each other?
12. With what warning does the beggar leave the palace?
13. How do you explain the king's behavior after the exit of the beggar?

III. Essay Questions

1. What is more evil -not giving a crust to beggar or begging for a crust?
2. Who is more indebted to whom- the king to the people or the people to the king? Discuss.

3. *'O great and illustrious king, thou wilt surely not do this thing. Thou wilt surely not soil thy royal eyes by looking on such a filthy creature. Thou wilt surely not contaminate thy lips by speaking to a common beggar who cries aloud in the streets for bread.'* Comment on these words by the servant.
 4. *'Art thou the king?'* Discuss the significance of this question.
 5. *'The words of thy mouth I can hear perfectly. But their noise is only a foolish tinkling in my ears.'* Do these words by the beggar suggest a huge gap in communication between the rulers and the ruled? Discuss.
 6. Discuss whether the beggar's refusal to obey the king is a rebellion against the king's uncaring attitude towards his people.
 7. Analyze the significance of the statements *'But I have made no promise. Neither have I any king'*.
 8. Comment on the attitude of the beggar in the play.
 9. What does the beggar mean when he says *'One of thy servants cannot stop me. Neither can ten thousand of them do me any harm. I am stronger than a mountain. I am stronger than the sea!'*?
 10. How can the inaction or the inability of the servant to act be explained?
 11. Do you see the play as a socio-political comment on the struggles between the ruling class and the ruled?
 12. Discuss the play as a commentary on democracy, leadership and people.
 13. *'The voice of the people is the voice of god'*. Discuss this proverb in the context of the play.
 14. *'The voice of the people is louder than the boom of a canon'* is an Armenian proverb. Does the play reflect the meaning of the proverb?
 15. Analyse how Irony is used in this play.
-

Vocabulary in Use

- Pick out the words used by the king. Is it different from the language of the Beggar? What does it reflect?
- Identify words that exhibit the time period
- **Crown** and **Bread** symbolize different things. Find out how these representations are projected.
- Identify the figures of speech used in the play

FACTWATCH

Contenders for the Best Monarchs of the World

- Suleiman I, the Magnificent, reigned as Sultan of the Ottoman Empire for 69 years, longer than any other Sultan. His reign was the golden age of the Ottoman Empire during which, educational, legislative, taxation and criminal reforms were made.
- When Meiji became Emperor of Japan at the age of 14, Japan was a primitive and isolated country. By the end of his reign, Japan was an industrial powerhouse as he was a key player in making Japan a major world superpower.
- Cyrus II the Great, ruled Persia for 30 years. The Persian Empire encompassed much of the Middle East, including Iran, Israel and Mesopotamia. Under Cyrus's reign, human rights and military strategy were greatly improved.
- Asoka the Great (304-232 BCE). After the devastating destruction in Kalinga, he transformed and preached the path of Dharma through pillar edicts; peace reigned as he strove for the welfare of his subjects. He planted roadside trees, built hospitals for people and animals etc.
- **Theodora** (500-548) was a highly influential Empress of the Byzantine Empire and a saint of the Eastern Orthodox Church. Married to Emperor Justinian I, she was his most trusted advisor and used him to achieve her purposes. She controlled foreign affairs and legislation, violently put down riots, and, notably, fought for the rights of women, passing anti-trafficking laws and improving divorce proceedings.

Contenders for Worst Monarchs of the World:

- The Roman Emperor Caligula (12.CE-41.CE) called himself God, unleashing a reign of terror. Deluded into thinking he had won a war against the Sea God Neptune, he made the famed Roman military wade and slash through the sea, to collect chests of seashells as spoils of war.
- Ivan IV ‘the Terrible’, the Russian Emperor Prince Ivan Vassilyevitch, (1547–84) at 13 ordered a boyar (member of Russian nobility) to be eaten alive by dogs. He also condemned millions of Russians to a permanent state of serfdom
- Queen Ranavalona I of Madagascar (1828–61) established a ruthless rule although she managed to ward off the French and British. She imposed forced labour if taxes were not paid and during her reign, the population was reduced to half its size.
- King Leopold II of Belgium (1865-1909) unleashed a reign of terror making Congo his fiefdom. He made himself rich by exploiting enormous reserves of copper, ivory and rubber. He treated Congolese like animals, mutilating and burning their wives and children and chopping off hands and legs of those attempting to flee. He massacred 10 million Africans.
- Timur’s (aka Tamerlane) reign lasted from 1370CE-1405CE and he founded the Timurian Empire comprising modern Iran, Iraq, Turkey, and Syria. In present-day Afghanistan. Timur ordered the construction of a tower made out of live men, each stacked on top of another, and cemented together with bricks and more. He also once ordered a massacre to punish a rebellion, and he had 70,000 heads built up into minarets.

Suggested Reading

1. *Andhernagri*: Bhartendu Harishchandra
 2. *The Model Millionaire*: Oscar Wilde
 3. *Game of Chess*: One Act Play by Kenneth Goodman
 4. *The Social Triangle*: O’ Henry
 5. *The Butler*: Roald Dahl
-

Extended Activities (To be considered for Assignments and Projects):

PPTs, Essays, Collages, Projects-

1. Find interesting facts about kings and queens and present them to the class
2. Discuss the qualities that a person should have to become a leader.
3. Write an essay on your favourite leader
4. Distinguish between a *leader* and a *statesman*.
5. Find out more about how the voice of the people can be made stronger and effective through collective action.
6. Watch and review the movie *The Last Emperor*
7. Imagine you are a soldier in the King's Court. Try and make a diary entry of this episode from the soldier's point of view.

PART II-GRAMMAR

THE PARTS OF SPEECH POEM

Every name is called a **noun**,
As *field* and *fountain*, *street* and *town*.
In place of noun the **pronoun** stands,
As *he* and *she* can trap their hands.
The **adjective** describes a thing,
As *magic* wand or *bridal* ring.
The **verb** means action, something done.
As *read* and *write* and *jump* and *run*.
How things are done the **adverbs** tell,
As *quickly*, *slowly*, *badly*, *well*.
The **preposition** shows relation,
As *in* the street or *at* the station.
Conjunctions join, in many ways,
Sentences, words *or* phrase *and* phrase.
The **interjection** cries out, "*Hark!*"
I need an exclamation mark!"

*This is for retaining all that you have previously learnt, through use of Mnemonics. Memorize the poem and have all the parts of speech at your fingertips.

GRAMMAR SECTION-C

SPEAKING SKILLS

“We speak not only to tell other people what we think, but to tell ourselves what we think. Speech is a part of thought.”

— Oliver Sacks

LESSON 10

SPEECHES FOR FORMAL OCCASSIONS

Speech in simple terms is the ability to express thoughts and feelings through articulation. By reading loudly, one can improve Speaking Skills and thereby improve articulation in communication. Therefore, Speaking Skill is an important component of Communication. When one extends speaking skills to the public domain, it becomes a Speech. The art and science of Public Speaking is called, an Oratory Skill. So, every user of English would aspire to elevate his/her communicative competence through cultivating eloquence in public speaking- it is the ultimate test for communication. It is the process of communicating from one to many such that, maximum number of people understand what one person is saying.

Merriam-Webster dictionary describes speech as *“the power of expressing or communicating thoughts by speaking.”*

Wikipedia describes speech as *“human vocal communication using language.”*

It is a form of communication obviously referring to the spoken language. Speeches are made for many different reasons with varied intentions and objectives such as informing, declaring, asking, persuading, directing etc. Depending on these, the speaker will employ a variety of speech techniques like enunciation, intonation, degrees of loudness, and tempo, as well as paralinguistic aspects of vocalization. The use, development and mastery over these skills vary from person to person.

Speaking at events and conferences is a good way of building credibility-The more well known the event the better, as you can add these speaking achievements to your resume. Public speaking is a great way of building personal development on many levels, since improving communication skills is helpful in almost every area

of life. Whether your goal is to engage in political debate, make a career as a motivational speaker or gain confidence in front of an audience, public speaking can help you meet your goal. Speaking skills can also help you excel in job interviews. When you write a speech, you have to think carefully about the best framework, persuasive strategy, and diction to communicate your message to the audience. This type of thinking can help you improve your communication skills in other areas of your life.

Personal relationships, social interactions and work situations require you to communicate ideas to other people. Public speaking focuses on communicating ideas. You can learn to calmly take up an opposing view, to present your ideas in an organized and coherent manner, and to defend your views to others.

In this section, we will be dealing with that aspect of speech which “*is a formal talk which someone gives to an audience*”. Specifically, this section will deal with the kind of speeches that students may have to deliver during their college events such as Welcome Speech, Farewell Speech and Vote of Thanks.

Here are a few important speeches that you as a student, will use in your day to day life.

General Guidelines for Speeches

It is advisable for speakers to remember that they are using the time of the audience and not their own. Never start a speech thinking “*This is my time*”. Always be aware that it is *their time* that you are being given. The following points can be kept in mind while preparing for a speech:

- **Clarity:** Always speak loudly, clearly and without hurrying. Even if you whisper or speak softly, you shall be audible. The audience must be able to understand what you are trying to express.
- **Recite:** It’s always better to recite than to read out from a paper. It helps you connect with the audience and communicate better.

- **Memorable:** Make lines/words **emphatic** so they remain in the memory of the audience.
- **Structure:** Have a proper planned structure and a **focal point** around which your talk revolves. Never lose sight of what you want to convey. Do not get lost in your own words, which might distract listeners.
- **Open well:** Most often, it is in the few opening moments that the audience will really be attentive. If you fail to impress them at that time, you may never get back their attention. So, keep the necessary preliminaries short and keep your audience **engaged** from the **beginning**.
- **Right Tone:** Know your **audience**. Why are they there? Adapt the right tone to suit your audience. One cannot perhaps talk to a young group of friends, scholarly teachers and a heterogeneous crowd in the same tone. Are you there trying to motivate, thank, inform or entertain? The **purpose** of your talk and the **audience** in front of you shall decide your tone.
- **Human touch:** Try to make the audience **feel you are one of their own** kind. Try not to be aloof or mechanical. Try **not to sound** like you are **preaching** or trying to **sell** them a product. Speak like you are speaking to another friend.
- **Repeat:** The attention of the audience is not always constant. Hence it is better to **repeat** your key points regularly.
- **Transition:** Try to get back the attention of the audience that might have drifted away with a **question** followed by a **pause**. Get them back with hard-hitting loud phrases like '*the lesson is...*', '*the most important thing here is...*', '*please take note that...*' etc.
- **Theatrics:** Illustrating through facial expressions, eye contact, gesticulations, would have a better impact than a mere verbal rendition. Be easy and flexible rather than fixed and rigid in the use of body language.
- **Strong Ending:** Generally the closing is what the audience will remember. So have a **strong ending** to your speech. Tie all loose ends of your talk and summarise. Repeat your key words or statements. Share a success story. Make a call for action.
- **Keep it Short:** Remember, it is their time and not yours. Keep your talk short. Make your points and conclude before the audience completely loses interest in the talk.

Welcome Speech

Many of you may come across situations where you have to welcome a gathering in a formal ceremony/programme in your institution. A welcome speech is one that happens at the beginning of the event and sets the tone for the entire programme and therefore, it is important. Like all speeches, Welcome Speech also will have a Beginning, Body and Conclusion.

Beginning/Greeting

- The beginning is nothing but a greeting you make addressing the guests and the audience. Welcome the audience using formal language for an official occasion. Start by greeting everybody with something like “*Good morning dear teachers and friends*” or “*Good evening ladies and gentlemen*”.
- Then proceed to welcome the audience with words like “*it is my pleasure to welcome all of you to . . . (the occasion)*”.
- Do not try inappropriate jokes in a formal occasion.
- Use informal and light hearted language if it is an informal gathering of friends and family.

Body

- Give a short introduction to the event; its name, purpose, time period (for e.g. 10th anniversary), the organisation or the people behind the event etc., if necessary.
- Acknowledge the people who have been vital in organizing the event.
- Mention any parts of the event that are of special importance.
- Express gratitude to each of the guests saying something like ‘*it is wonderful to have you*’, ‘*it is nice to have you amidst us*’ and ‘*it is our pleasure*’.
- Address the special guests by mentioning their names along with appropriate titles (Mr./ Ms. / Dr. / Prof. / Hon’ble / His Highness / Her Highness / His Excellency / Her Excellency)
- Make sure that you get the names, titles, pronunciations of the names of the guests right, before your speech.
- Follow the protocol while welcoming the guests. Follow the right order starting from the dignitary who holds the highest office, the

chairperson/president for the event, the chief guest and the other guests.

- Look at these special guests as you mention them in your Welcome Speech.
- Remember to welcome the audience, people who are present and others who are involved with the event in one way or the other.
- Repeat your welcome line. Welcome the guests again.

Ending/Conclusion

- Wish the audience for the rest of the event. (*'hope you will have a fruitful interaction'* or *'hope you will enjoy the evening'*)
- Introduce the next speaker if necessary.
- Thank the guests and audience for their presence.
- Keep the welcome speech as short as possible. 2 to 5 minutes for smaller events and 5 to 10 minutes for bigger and more formal events.

Vote of Thanks

Vote of Thanks is the **last part** of any programme or event. Usually it is done in haste, as the audience and guests are in a hurry to leave. However this also is a speech and requires a little **preparation**. Vote of Thanks also comprises an Introduction, Body and Conclusion. They can be organised in the following way:

Opening

- Greet and **address** the people you will thank in your speech- firstly the guests and then the audience. Make the audience feel they are included in your **thanks**.
- **Introduce yourself** and your relation to the organisation if it is not done already.
- Before you start thanking, **acknowledge** the institution/organisation and the hosts that are responsible for the event.

Body

- Make a **list** of all the people you want to thank.

- **Arrange** the list in a proper order which includes chief guest(s), guests, participants, organisers, volunteers and sponsors.
- **Mark** the people whom you would like to give a special thank you by a shout-out so you don't forget.
- Don't be in a hurry and do **not gloss over**.
- **Recall** specific **moments** from the event and respond to it. **Highlight** an idea or two from what the **speakers said** and their relevance.

Conclusion

- **Emphasise** your organisation/institution's value. Explain in brief how it helps your community. Make sure people leave with **positive thoughts** about your institution and programme when they leave.
 - Do not thank people individually at the end whom you have already thanked. Address the entire audience **without alienating** anybody.
 - Thank the organisers for providing you the opportunity to deliver the Vote of Thanks
 - Keep the vote of thanks short and simple. The audience does not want to be kept waiting for what is just a formality. Thank the audience for their time and say only what **NEEDS** to be said.
-

FAREWELL SPEECH

A Farewell Speech or farewell address is the speech given by a person **leaving a position** or place. Usually public figures make farewell speeches explaining their reasons for leaving. But students also come across these situations when they have to leave the schools and colleges they studied in. It is called **Graduation Address**. These farewell occasions generally tend to be emotional. Many times students and even experienced teachers choke on their retirement and are unable to share what they want to. Therefore it becomes necessary to plan and write up your Farewell Speech.

A Farewell Speech is more than a mere '*goodbye*', '*thank you*' or a '*let's meet again*'. It helps you make a statement about the people you worked with. It is a nice, formal way to say goodbye to your friends, colleagues or classmates. It is also an opportunity to thank all the people who helped you and apologise to anybody if you need to.

What to include

- Summarise your experience in that institution. Say what you did and what the institution did to you.
- Include an anecdote that is funny or touching which is representational of what the institution or the people in it have been. Keep it short.
- Mention what you gained from the institution, what you miss the most and what you take home from there. Describe a serious or a heartfelt point.
- Make sure your speech includes thanks and well-wishes to all your friends there.

How to write

- Once you are ready with things you want to say, make an outline. Organise your speech in a logical manner.
- Open with an ice-breaker. Start your talk with a joke or a witty remark that catches the attention of the audience. In a farewell, people will expect things to be gloomy, dry and heavy. Start with some fun thing that will draw the people's attention and make them listen to the rest of your speech.
- Make sure you have included all the people and incidents that you want to talk about.
- Conclude with a quote or a punch line. Decide whether you want to end the speech on a serious note or a lighter one. Even if your speech has been solemn, it would be great to conclude with a joke which can be a tension reliever.

Delivering the speech

- Recite your speech. Do not read it out. Practice the speech once or twice.
- Keep the speech short. Do not go into minute details. Take care you do not speak unnecessary things.
- Speak with confidence. Practice more number of times if required.
- Anticipate that you might get emotional and be prepared to manage yourself.

SAMPLES OF SPEECHES

Welcome Speech for Teachers' Day

Respected Principal, teachers and all my dear friends! A warm Good Morning to all!

I am _____, the CR of final year. I deem it an honour to welcome this special audience. I would like to thank my mentor Ms._____ for giving me this wonderful opportunity to extend a warm welcome on this joyous occasion of Teacher's Day. September 5th will always be cherished by students in our college and all over India as it gives us a day to remember the most important brick in our lives-our Teachers. Can I hear a loud round of applause for them? Thank you.

I am honoured to welcome Ms._____ our dear Principal, who has been a constant pillar of support in all our endeavours. On behalf of the staff and students of _____ College, I extend a hearty welcome to you Madam. Thank you for taking time off to be here with us, as our Guest of Honour.

I also consider it a privilege to welcome Prof and Dr._____ our most distinguished, renowned and senior-most Faculty from the Department of Philosophy who is going to chair this programme. Your presence means a lot to us. Thank you Sir, for spending time with us and honouring our request.

This is the day when we remember with cheer and gratitude, our beloved teachers. I take great pleasure in welcoming all the beloved heads and faculty members of our esteemed institution. The college cannot work without its most important constituent, the administrative machinery- It is with great respect that I welcome the administrative staff and other employees of our college. A warm welcome to our parents who are eagerly seated here to watch this programme. Last but not the least, what is a function without the sound, applause and cheer of its youth? A hearty welcome to all the students gathered here to honour our beloved teachers. Welcome one and all. Sit back and enjoy the programme. Thank you.

Vote of Thanks

Honorable Principal Ma'am, Honorable Professors, Respected Manager Respected Parents, and My Dear College Mates!

We have reached the end of this beautiful Teacher's Day celebrations. On behalf of every student in this college, I would like to propose a vote of thanks to all our respected teachers who have a great role in making our future bright and to our managing committee for organizing such a great event and providing us this opportunity. I feel very privileged to deliver this speech as a way of thanking my honorable teachers.

Today, many students have recited poems, delivered speeches, performed dances, by way of thanking their respected teachers and they were indeed, beautiful. This would not have been possible without the encouragement and support of the Principal and the Managing Committee. Let us show our appreciation through a big round of applause for our beloved Principal Madam and the members of the Managing Committee who have made this beautiful day possible. As our Principal has said, no work is successfully complete until we acknowledge those who help us become better versions of ourselves.

A teacher is not only a person who teaches academic lessons to his/her students but he/she is also a guide. Thank you teachers, for showing us the way to realize our potential and gracing this occasion. Without you, none of this could have been possible.

We also cannot forget to thank our parents because they play the most important role in every person's life. We all know that our parents are the first persons who we get as our first teachers in our lives. Thus, I would like to extend my thanks to our respected parents for everything that they did for us and are still doing. Without the guidance and love of the parents, it is very difficult to survive in this world.

I would also like to thank our manager and administrative staff for providing us logistical support. Join your hands together for their invaluable support in the smooth conduct of this programme.

Thank you and I wish you all a great day ahead!

Farewell Speech

I would like to announce my retirement from international and domestic first-class cricket. It has been 16 years since I first played a Test match for India, and I feel it's time for me to move on. Once I was like every other boy in India, with a dream of playing for my country. Yet I could never have imagined a journey so long and so fulfilling. I have had a wonderful time, but now it is time for a new generation of young players to make their own history and take the Indian cricket team even further.

No dream is ever chased alone. As I look back, as one does at such a time, I have many people to thank for supporting me, teaching me and believing in me. My junior coaches in Bangalore and at various junior national camps inculcated in me a powerful love of the game which has always stayed with me.

My coaches at the international level have added to my craft and helped shape my personality. They pushed me and challenged me to keep getting better. The physios and trainers worked hard to keep me fit -- not an easy job -- and allowed me to play late into my 30s.

The selectors who rarely receive any credit in India had, on occasions, more confidence in me than I had in myself and I am grateful for that. The various captains I played under offered me guidance and inspired me.

The media has been kind to me, and I have respect for their craft. The KSCA and BCCI have provided me a platform and the facilities to play the game.

But most of all, I have to thank the teams I played with. I know what I am going to miss the most is being part of a unit. The joy of bonding together and striving to achieve a goal is what made cricket special for me. I was lucky in my early years to play for a Karnataka team which was trying to forge itself into a strong side and they were years of fun and learning.

In the Indian team, I was fortunate to be part of a wonderful era when India played some of its finest cricket at home and abroad. Many of my teammates have become legends, not just in India but in the wider cricketing world. I

admired them, learnt from them and I leave the game with wonderful memories and strong friendships. It is a great gift to have.

A career in sport is almost impossible to manage without the support, guidance, and reassurance of family and friends. During tough times -- and there have been many -- they are the ones we go to. I found strength and encouragement from my parents (Sharad and Pushpa) and brother (Vijay) and they created around me a positive environment which was essential to my success.

My wife, Vijeeta, has been a remarkable partner in my journey. She has made sacrifices in her own career and has almost been a single parent bringing up our children alone as I travelled abroad to play. Whenever challenges appeared, she was always there, as sounding board, as ally and as guide. Being away from my family became harder and harder through the years and I look forward now to spending time at home and doing the simple things, like just taking my sons (Samit and Anvay) to school.

Finally, I would like to thank the Indian cricket fan, both here and across the world. The game is lucky to have you and I have been lucky to play before you. To represent India, and thus to represent you, has been a privilege and one which I have always taken seriously. My approach to cricket has been reasonably simple: it was about giving everything to the team, it was about playing with dignity, and it was about upholding the spirit of the game. I hope I have done some of that. I have failed at times, but I have never stopped trying. It is why I leave with sadness but also with pride

(Guess who has delivered this speech?)

GRAMMAR-SECTION-D

WRITING SKILLS

*“Start writing, no matter what. The water does not flow
until the faucet is turned on.”*

— Louis L’Amour

LESSON 11

LETTER WRITING

Writing Letters

It is important to comply with the prescribed format while writing formal letters as it avoids confusions, especially in business circles. Avoid use of slang, colloquialisms and abbreviations in a formal letter. The subject line is very important and the letter should be precise and focused. As you know by now, the Formal Letter comprises:

- **Sender's address** with contact details (If there is availability of a letter head, the letter head will provide details instead of sender's address)
- **Date** below sender's address with one line spacing
- **Receiver's address** with Designation
- **Salutation**-(Dear/Respected/Honourable) Sir/Madam; Ms/Mr/Mrs
- **Subject** of the Letter conveyed in one line only. Leave two or three blank lines after the salutation and type the gist of your letter in uppercase, either aligned left or centered. If you have added the Reference Line (3), the Subject line may be redundant. Here are a few examples:

LETTER OF REFERENCE

COVER LETTER

REQUISITION FOR PRODUCT REPLACEMENT

JOB INQUIRY

Body

- Paragraph 1**-Introduce yourself and purpose. This is an important step, especially if this is the first time you are dealing with the company or individual you are writing the letter to.
- Paragraph 2**- Details of Matter. Write an explanation for your request. Specify the details such as the products or services that you need or wish to obtain and also include the details of the supplier of the goods; if it is for the job, then give details of your credentials, service history and so on.
- Paragraph 3**- Conclusion by expressing what to expect. Write your email and contact information. This allows the purchasing department to update you on the status of your request.

- Complimentary **Closing**-Show appreciation to the recipient by thanking them for the assistance. As you know, there are a few generally accepted complimentary closes. The closing is typically typed at the same vertical point as the date and one line after the last body paragraph. Capitalize the first word only and leave three or four lines between the closing and the signature block. If the salutation is followed by a colon, add a comma after the closing; otherwise, no punctuation after the closing is required. Which one you choose depends on the tone of your letter. For example:
Respectfully yours (very formal)
Sincerely or Kind regards,
Yours truly (most useful closings in business letters)
Best regards, Cordially yours (slightly more personal and friendly)
- Sender's name, **signature**, designation and address. As a rule, a signature comes four blank lines after the Complimentary Close. Type your name below a signature and add a title, if needed.
- **Enclosures**. This line tells the recipient what other documents, such as a resume, are enclosed with your letter. The common styles follow below:
Encl.
Attach.
Enclosures: 2
Enclosures (2)

A Formal Letter can be written for various reasons, but in this section we will deal with three basic contexts-Letters of Requisition, Complaint and Thanks.

Letter of Requisition

A requisition is a need, wish or favour from an individual, organisation or company. This can also refer to the demand or order of either goods or services. A requisition letter is a formal document. You also need to use persuasive language, as it is supposed to convince the person you are addressing to do something for you which they may not have previously considered.

Elements of a Purchase Requisition Form

There are certain components that need to be in a purchase form in order, along with the components mentioned above, for it to be complete.

- **What** is required – this section contains a description of the service and goods that you need. Specify each product that you need, to ensure that the right items are delivered.
- **Quantity** – indicate how many of each item is required.
- Details of the **supplier** – include the necessary information about the supplier of the goods needed.
- **Need by date** – this section contains the exact date when a particular good or service is required in order for purchasing departments to deliver them before the said date.
- **Budget Information** – when filling out a requisition, it is important to include the budget for the purchase.
- **Name and signature** – this is important in order for both parties to know who authorized the purchase.

A purchase requisition plays an important role in requesting goods and services. For example, if an individual or company needs to request products from another business, a purchase requisition form needs to be filled out to ensure that you get the orders required by your company.

Sample Requisition Letter for Office Equipment

Parle Villa ← **Sender's Address**
Bengaluru-22

12/12/2019 ← **Date**

Mr. Kothari
Manager, Sales Department ← **Receiver's Address**
Seven Hills, 1st Cross.
Bhagavannagar,
Tiruchi-24.

Dear Mr. Kothari, ← **Salutation**

Subject: Requisition for Office Equipment ← **Subject Line**

I am writing to you regarding the Parvata Printing Institute's request to procure some of the office equipment due to the necessity that has surfaced.

The Purchase Department of our Institute will be sending the list of the required office equipment. ← (Body of the Letter)

Therefore, I request you to consider the request and act upon it at the earliest.

Yours sincerely, ← Complimentary Close

Your Signature ← Sender's Signature
(Name in Block Letters) Sender's Name

**Enclosures: 1.Purchase Inventory
2. Purchase Order**

REQUISITION LETTER FOR A JOB

[DATE]

Dear [RECIPIENT NAME],

It has come to my attention that the [DEPARTMENT] is accepting applications for the [POSITION]. I am forwarding my resume for your consideration.

I have worked for [YOUR COMPANY NAME] as [DESIGNATION]. I would like to continue working for this company and explore my potential. I believe that I have the skills that are suitable for the above mentioned position.

I thank you for your consideration. In case you have any query, please feel free to contact me on [YOUR PHONE NUMBER] or [YOUR EMAIL ID].

Regards,

[YOUR SIGNATURE]

[YOUR NAME]

LETTER OF THANKS

There is an art to writing a thank-you letter. It goes beyond saying, “*Thanks for _____. I really appreciate it.*” Let us learn some thank-you letter examples and templates that will help you express your gratitude in style.

We have all seen the movie and television trope where one character realizes that another has helped them and has a profound realization. The helped person usually says, with feeling, “*Thank you. I don’t say it often enough.*” But you do not have to wait for that *wind-beneath-my-wings* moment to show your appreciation for someone. In fact, you do not need an epiphany at all, just some common courtesy and the desire to make a good impression.

Thank-you letters are not just for that all-important job interview follow-up. Although it is essential to send a thank-you after an interview, there are plenty of other reasons to send thanks. You might consider thanking people who have helped you with a job search, for instance, or someone you met at an event and hooked you up with networking leads. Why not formally thank a colleague who filled in for you while you were on vacation, or your supervisor, who went out of her way to help you get time off on short notice?

You do not need an excuse to send a thank-you letter—just a reason to be grateful. Here are a few different situations where sending a thank-you is good form, along with some templates to help you write the perfect expression of appreciation.

Thank-You Letter for a Job Interview

You did it! You wrapped up an awesome interview for a job you’re eager to land. Now that you’ve made a first impression, it’s time to send a thank-you note so that you’ll make a lasting one.

Don’t forget to use your thank-you letter as an opportunity to highlight why you’re the best candidate. Just keep it subtle. Remember, your goal is to express gratitude, not make a full-on sales pitch.

SAMPLE of a THANK YOU LETTER

Date: 12/12/2019

Dear Ms. Sarayu,

Thank you for taking the time to meet with me yesterday to chat about the content marketing manager position at *Pineapple Corporation*. It was a pleasure connecting with you and hearing how energized you are about the company's content marketing and growth goals. Because of my background in influencer marketing, I was particularly interested in your innovative ideas for influencer outreach—they sparked some ideas of my own and left me with the sense that we would make an excellent collaborative team.

You mentioned that you will be taking some time to make a hiring decision, so I will do my best to wait patiently despite how excited I am to be considered. Meanwhile, let me know if there is any further information I can provide. Thanks again for choosing me.

All the best,

Pradeep Talpady

Saying Thank-You to a Colleague

Is formally thanking a colleague who goes above and beyond required by office decorum? Not really. And yet, it's a professional gesture that won't go unnoticed. If you have ever felt unappreciated after helping a coworker succeed, especially if you were the unsung hero, then you already understand why a thank-you note for a colleague is a powerful tool for cementing working relationships.

SAMPLE

Date/12/12/2019

Hi Sarala,

Thank you for helping me put the final touches on the launch announcement video. You gave up some of your weekends to make it happen, and I just want

you to know how much I appreciate your creative talents and energy. Your contributions made a difference, and we not only hit our deadline but created something awesome.

Thanks again. We crushed it!

Cheers,

Aprameya

Thanking Friends and Family

Sometimes, we forget to thank the people closest to us for the things they do or give to us. When a heartfelt face-to-face thank-you isn't possible, a brief letter, card, or email is an excellent way to show that your friends' and family members' contributions haven't gone unnoticed.

SAMPLE

Date; 12/12/2019

Dear Seemanth,

Thank you for your help with the family reunion—you're my hero! The time you put into booking the hall and sending out invitations to family members, not to mention organizing the potluck, took much of the strain off me this year. I learned that, when I have someone to help me, the Kumar family reunion is not only manageable but fun. If you hadn't jumped in to save the day, I might have ended up canceling it altogether and missing the chance to reconnect with everyone.

I would love to take you out for coffee next time you are in town as a small token of gratitude for all you have done. Give me a call!

Love,

Aunt Seema

LETTER OF COMPLAINT

When we receive a product or service that is very satisfactory, we are happy and we don't think much about it later, but it's not always fun when you are on the receiving end of a disappointing product or service. Let us talk about when and how you should write complaint letters.

For most people, it is rather rare to write any type of letter. Instead, they may contact the company by phone, online chat, or even social media. But the **Federal Trade Commission** gives three important reasons to mail complaint letters.

They “[put] your complaint on record with the company, [help] preserve any legal rights you may have in the situation, and [let] the company know you're serious about pursuing the complaint.” You can ask for proof of delivery at the post office so you will have a digital record of your letter arriving at its destination.

Now, let's break down the components of an effective complaint letter. In essence, they are **business letters** so you should begin with your address and the date. The name and title of the contact person should come next if you can locate them; otherwise begin with the name of the company and its street address. Finally, after your salutation, you can begin the body of your letter.

Even though you may be angry, the tone of your letter should be respectful and constructive. After all, the person reading the letter may not be directly responsible for the problems you are having. He or she will be more likely to want to help you resolve your issues if you are courteous. Include all relevant details, but be concise.

Information You May Want to Include:

- Store name and location
- Your account number
- Relevant dates, such as when you bought goods or services and when the problem began
- Names of sellers, customer service representatives, or managers with whom you've addressed the issue previously
- Serial and model numbers
- Copies of receipts, invoices, and warranties
- Copies of previous correspondence, such as emails, chat logs, or letters
- Your contact information

In the body of the letter, the opening sentence should identify your specific complaint. Next, outline what actions you have already taken to resolve it and how you expect the company to address the issue. Use a simple, professional, complimentary close, such as *Sincerely* or *Regards*.

SAMPLE

Mr. Ripurno
555, Fifth Cross,
RR Nagar,
Bangalore-73301

March 20, 2019

Mr. Venkatesh Murthy,
General Manager Tirumala Stores,
#555, 10th Street, Bengaluru-560 001.
Dear Mr. Venkatesh,

Re: Account Number 1884434

I am writing to express my dissatisfaction with the Model X tea kettle that I bought on February 28, 2019, at your store located at #555, 10th Street, Bengaluru-560 001. Though the kettle looks fine, it leaks when filled with water. When I attempted to return it to the store on March 2, 2019, the employee on duty, Ms. Sarita, told me that she would not accept the item because she did not see any damage.

To resolve the issue, I would like you to refund the full amount that I paid (Rs.800, including tax) to my Frequent Customer account. I am enclosing a copy of the original receipt.

I look forward to your reply. Please contact me at the address above or by telephone at (555) 555-5555 within the next two weeks.

Sincerely,

Mr. Ripurno

The best outcome of a complaint letter is a successful resolution. In fact, once companies are aware of problems, they may improve their goods, services, or policies for other consumers too. You are most likely to achieve a positive result if you are courteous and include all the relevant details!

(Letter Head)

LETTER OF COMPLAINT

Date: March 20th, 2020.

ATTN Ms. ROSE.
MANAGER,
ORCHID RESORTS,
#33, TRIPLE STREET
OOTY-99

Subject: Complaint about Poor Service

Dear Ms. Rose,

I have been a loyal customer of your resort since 2018 and have sent most of my clients to your resort for conferences and meetings.

I hosted my clients for a workshop in your resort from 16-01-2020 to 18-01-2020 and was sadly disappointed with the general arrangements made for the organizers of this workshop. Neither was the acoustics state-of -the art in your new auditorium as claimed in your brochure nor were the technical gadgets in good working condition.

Our organizers also found it extremely difficult to co ordinate with the housekeeping. We found it extremely distressing that our workshop did not reach the optimum outcomes due to this unforeseen hitch by the lack of efficient infrastructure and presence of incompetent staff.

We have had a fruitful association with you in the past, as you are known for providing good and efficient services. It would be appreciated if you could look into the matter and redress this to help us recover our loss of faith and trust in

our clients through an apology letter and adequate compensation. If not, I would have to relocate my clientele to another resort.

Sincerely,

Mr. Dhurma

How to write formal letters through Emails (Not for testing)

There is no glaring difference between conventional letters and Emails, except for the fact that they look different. Many workplaces are moving towards a more casual environment and this often carries over to email communications. If you're not sure what's right for your workplace, ask.

From: Sender's Email	
To: Receiver's Email	Cc& Bcc
Subject: Subject Line	
Dear XX,	← Salutation
This is.....	← Body
Eagerly awaiting your reply	← Conclusion.
Regards/Yours sincerely,	← Complimentary Close
Name of sender	← Name or digital signature of sender

Note:

- Subject line is placed before the salutation.
- Cc is an abbreviation for Carbon Copy; it is for sending copies to others. The receiver can see who else has received the mail.
- Bcc is an abbreviation for Blind Carbon Copy; it is for sending copies too but the receivers will not be able to see who else has received the copies.
- Icon for attachment is placed above the 'To' template, which is nothing but enclosures.

LESSON 12

FORMAL AND INFORMAL INVITATIONS

What is an Invitation?

An invitation is a **written** or verbal **request** inviting family, friends and/or colleagues for a function or any specific event. So, *an invitation is a request, a solicitation, or an attempt to get another person to join you at a specific event.* It can be in the form of an invitation card which is generally considered as formal invitation or it may be in the letter format which is more informal.

FORMAL INVITATION

The Format

1. Name of the host
2. Standard expressions like '*request the pleasure of your company*' or '*solicit your gracious presence*', '*happy to invite you to . . .*'
3. The occasion of the invite
4. Name of the honouree (if the invite is for honouring an achiever)
5. Day, Date and Time of the event- Dates must be written in letters and DO NOT use abbreviations
6. Details of the Venue- viz name of the place, with complete address, Telephone Number and if required, a route map
7. Along with the address of the host, include the phone number of the host.

The Features

1. The invitation should be written in third person and NOT in first or second person.
2. Simple present tense is used.
3. A polite and courteous tone should be used.
4. It is a single sentence presentation.
5. No signatures required.
6. Dates must be written in letters and should NOT use abbreviation.

However, date of writing must not be mentioned.

7. It ought to explain the purpose of the party or event: '*to celebrate...*' or '*to honour...*'

8. Formal invitations include the R.S.V.P. requisition. It is a French phrase- ‘répondez, s’il vous plaît,’ which literally means ‘respond if you please.’ If an invitation includes R.S.V.P., it means that the hosts want their guests to let them know whether they accept or decline the invitation. **So, it is important to mention the date by which the guests must either accept or decline the invite.** This is only if you wish to ensure the exact number of people attending the function.

Name of the host
Standard expression Purpose of the invitation Name of the honouree Day, date and time of the event Name of the place, location with complete address Telephone or mobile number or address of the host RSVP

FORMAL INVITATION REPLIES

The Features

1. Acknowledge the invitation-A formal reply is usually very short. It is brief and to the point. The quality of a good reply is that it is always pleasant. Formal replies demand a formal tone and treatment.
2. Even while declining the invitation or expressing inability to attend, one must be polite and courteous. Be brief and specific while expressing regret
3. Express thanks in third person
4. Mention acceptance/regret
5. Specify the reason for refusal
6. Be brief and specific. There is no room for unnecessary details or superfluous matters in them.
7. Be formal in tone and treatment

INFORMAL INVITATIONS

The Format

1. Sender's Address- The sender's address is usually put on the **top right hand corner** of the page.
2. Date (In expanded format of DD/MM/YYYY) - The sender's address is followed by the date **just below** it, i.e. on the **right side** of the page. This is the date on which the invitation is being written. It is to be written in expanded form.
3. Receiver's Address
4. Subject- Then we sum up the **purpose** of writing the invitation in one line. This helps the receiver focus on the subject of the invitation in one glance. It is important to **underline** the subject.
5. Salutations- This is where you **greet** the person you are addressing the invitation to.
6. BODY of the Invitation (60 words) It should answer to the **5Ws**: WHAT- The occasion; WHEN- Date and time; WHERE- Venue; WHO- Name of the host; WHOM- Name of the person being invited
7. Complementary Closure
8. It is generally enclosed in a box.

The Features

1. They are written to friends, relatives and acquaintances.
2. They follow the pattern of ordinary personal letters.
3. They are written in first/second person
4. The style and tone is relaxed and informal
5. The letter can be elaborate, explaining the details of the event
6. An informal reply or private letter may, however, express personal feelings or desires in an intimate style and informal tone

REPLIES TO INFORMAL INVITATIONS

The Features

1. Acknowledge the invitation in first person.
2. Use second person for the sender of invitation.
3. Mention acceptance/regret
4. Specify the reason in case of refusal.
5. Use warm and simple language.
6. Do not exceed the word limit (usually 50)

PS: With innovative options of online invitation templates, one can send creative, personalised invitations for the event and collect confirmations simultaneously.

JotForm offers free invitation PDF templates that will instantly convert submitted guest information into beautiful PDF invitations. Attendees can easily access their personalized invitations on any device and print them out as a keepsake or event ticket.

Canva.com offers free template designs, write-up styles that can be personalised and sent to friends and relatives.

Using **PDF Editor**, it is possible to customize any invitation template to perfectly match the event—formal and/or informal.

In fact, if the receiver sets up auto responder, it is easy to collect confirmation of the invitees for a formal function. When guests respond to your online form, they'll instantly receive custom invitations that will let them know, your event is one they will not want to miss.

Examples for Invitations and Invitation Replies

1. Formal Invitation Card

You are Puneeth/Pari, living at 86, Dollar's Colony, Bengaluru. You are hosting a dinner party to celebrate the wedding anniversary of your grandparents at a nearby Party Hall. Draft a formal invitation in about 50 words to the members of your family, inviting them for the party.

Puneeth/ Pari
request the pleasure of your gracious presence
on the auspicious occasion of the
GOLDEN WEDDING ANNIVERSARY
of
their Grandparents
At
Pal Residency, Dollar's Colony, Bengaluru
At 8:30 pm
On
18 MARCH, 2020
Puneeth/Pari
71098XXXXX

2. Formal Invitation Letter

Pal Residency,
Dollar's Colony, Bengaluru
25th February, 2020.

Dear Aunt/ Uncle,

On the auspicious occasion of the **Golden Wedding Anniversary** of our grandparents, I feel happy to invite you to a family dinner at my residence. The dinner is scheduled to be on 18th March at 8:30 pm. Kindly confirm your presence by 15th March.

Thank you

Yours affectionately

Puneeth/Pari

3. Informal Invitation Letter

Write an **invitation** in not more than 50 words to your friend Rohini/Suneel to spend her winter break with you in Mumbai. You are Anu/Malik, # 25, M.G. Road, Bengaluru.

Sridevi/Akash
25, M. G. Road,
Bengaluru-12
10 December, 2019.

Dear Rohini/ Suneel,

I understand that your university closes for a month during winter. It has been so long since we have spent some time together. I wish you to come to our

home in Bengaluru and spend some happy days again. Awaiting your confirmation.

Yours affectionately,

Sridevi/Akash

4. Reply to an Informal Invitation Letter

Write a **reply** to the above **invitation** in not more than 60 words to your friend Sridevi/ Akash.

Rohini/ Suneel
University of Delhi
New Delhi, India
16 December, 2019.

Dear Sridevi/ Akash,

Thank you for your affectionate invite.

I have to attend the mandatory weekend Elective class. I am assigned a project involving interview of the local people. The assignment has to be submitted by the end of the month. So, much as I would like to spend time there, I'm unable to accept your invitation. I do hope to meet you soon.

Yours affectionately,

Rohini/ Suneel

5. Formal Business Letter of Invitation (Using Company's Letter Head)

As Chief Executive Officer of the Phillip Company Ltd, New Delhi, draft a formal letter of invitation inviting the Head, Marketing and Purchase Department of Orient Company Ltd, Bengaluru, who is the business associate.

Phillip Company Limited, New Delhi

E Mail: fillipcomp@outlook.com
Website: www.fillipcompany.com

Chief Executive Officer,
Phillip Company Ltd
New Delhi

20 March 2020

Subject: Invitation for the Opening of our new venture in New Delhi

Dear Madam/Sir,

I am happy to inform that Phillip Company Ltd is opening a new venture in New Delhi on 18 August 2020. I deem it my pleasure and honour to invite the members of the department of Marketing and Purchase of your prestigious company for the inauguration of our new business venture in New Delhi.

The opening ceremony is at 11.30 am. I also wish to inform you that booking arrangement for the stay of the members of your department will be made upon your confirmation of arrival.

RSVP by 30th March 2020

Looking forward to your presence.

Thank you,

Sincerely yours,

(XXX)

5. Reply to a Formal Letter of Invitation

Write a reply to a formal invitation in not more than 50 words to your business associate Phillip Company. Ltd, accepting their invitation to attend the opening of their new business venue in New Delhi. You are Anita/ Mihir, CEO, # 25, M.G. Road, Orient Company Ltd, Bengaluru.

Orient Company Limited, Bengaluru

E Mail: orient@outlook.com
Website: www.orientcompany.com

Head, Purchase and Marketing,
Orient Company Ltd
Bengaluru

20March, 2020

Subject: Accepting the Invitation for attending the opening of a new venture

Dear Madam/Sir,

I am happy to receive the Letter of Invitation to the inauguration of the new business venue in Delhi. On behalf of the Orient Company Ltd, I would like to congratulate you on your new venture. We appreciate your gesture in sending the invite to us.

I am pleased to inform you that along with the members of the department, I shall attend the inauguration.

Thank you.

Sincerely yours

LESSON 13

DRAFTING CIRCULARS

Introduction:

Communication within the office is a perennial process among the senior officers, managers, chairpersons and their employees.. Passing any message to update or inform about meetings, policies or changes in any institution or organization requires an internal instrument-the Circular. A circular is thus, a short official letter holding some important information or message that is circulated among a **large number of people**, within the office. For instance, you have to inform the staff regarding the changes in the office timings commencing the following day. A circular will be the best mode of communication for such a purpose. It is seriously viewed and hence becomes an effective tool for passing on necessary information. Circulars, obtain quick response too, owing to their visibility and access. It is basically an impersonal format. It is usually used in formal and official occasions

Circulars can also be exercised as advertising tools. They can contain marketing information, to undertake new policies, to adopt new / innovative processes, to have wide distribution range, etc. The Circulars can be within a department or amongst various industries too. Circulars could also be used for personal reasons-for reaching a large number of correspondents. For example, if you are participating in a reality show and want to share this information with your colleagues, you can send a circular to the staff.

Therefore, a **circular** is a kind of announcement in a written format that is dispensed to a large number of recipients. It is used to convey any commercial or non-commercial message at minimum time, cost and effort. It is a letter relating to a company, its products, services, etc. It plays a vital role in keeping open communication channels and provides access and visibility in an efficient and speedy manner.

Advantages of Circulars

- It is the most **easy, simple and effective** way to convey any information
- Organizations **save** cost, time and paper as it avoids sending individual letters to different parties, separately
- It transmits information to a large number of people

- Requires **minimum effort, but** yields maximum results
- A company can inform potential customers about its products and services, to generate a new market

Features

Drafting circulars in such a way that can attract readers' attention and can serve its motive requires refined writing skills. A well-drafted and influential circular should possess the following features or characteristics:

- **Publicity:** One of the most fundamental features of a circular is to generate wide publicity in the least probable time
- **Drafting:** Simple language should be adopted for easy understanding.
- **Effective Presentation:** Messages should be attractive and distinct to hold the interest of the readers
- **Conciseness:** A **concise but complete** message expresses more effectively using least possible words
- **Courtesy:** Since circular letter is conveyed to external parties, it should present information courteously. One must remember that polite and cordial language wins the readers heart.
- **Persuasiveness:** In order to influence the reader's decision, a circular is written in a persuasive and motivational manner
- **Trustworthiness:** Circulars always focuses on the interest of the readers and presents trustworthy information
- **Universality:** The format, message and the wording of circular letter should be such that all concerned parties accept it
- **Free from controversy:** A circular is free from political, religious, social or any other controversies

Types of Circulars

1. **Trade Circulars:** Trade circular is a message which may include any business related matter. Its main purpose is to circulate business information like, launching a new business, opening a new branch or showroom, advertising products, changing address of business venue, introducing a new product, goods, services, staff inclusion, retirement or death of partners etc.
2. **Non-trade Circulars:** They circulate personal or social information. The examples of non-trade issues are, preaching the political ideology by a

political organization, circulating personal opinion on any matter by an individual, community meeting, change in your personal address or profession, etc.

Drafting techniques for Circulars

- Decide what has to be focused on, as a topic
- Determine your target-whom you are saying it to, so that you can customize your language to suit the recipients
- Use a general form of address or collective title and forego terms like “Dear” or just add “ To Whomsoever it may Concern” if not sure of the addressee
- Tone and voice of the circular should be appropriate to occasion
- Note supporting points
- Share only authorized information as it is a public letter
- Write an outline to the draft
- Read again to ensure the important information
- Edit for any corrections- spellings, punctuations and grammar

Sample of a Non-Trade Circular

Let us see how circulars effectively communicate information to all teachers in the campus, regarding revised time table of Internal Tests.

SEPTEMBER COLLEGE

Circular No: _____

22th March 2019

Revised Schedule of Internal Tests Time Table

This is to inform all the **HODs and Teaching Staff** that there will be a change in the Time Table of Internal Examination for the Even Semesters due to the pandemic COVID-19. As the colleges have been closed, we have very few days to negotiate the syllabus. In order to ensure the completion of syllabus, it is

necessary to increase the number of online classes for the students. Hence, one hour of core subjects will be added to the previous 8-hour work days. The revised working hours will be as follows:

- Working Days: Monday to Friday (except holidays)
- Working Hours: 8:30 am to 5:30 pm (These hours will include the one-hour lunch break)

All teaching faculty are requested to note these new and revised timings. The timings come into effect immediately from 24th March, 2020. Punctuality and adherence to the new timings are requested. Repeated defaulters will face action.

XYZ,

Principal

Sample of a Trade Circular

THE MUSIC SHOP
66 Beethoven Road.
Bengaluru-567 0018

Circular No _____.

Date: 12/05/2020

TO ALL OUR DEAR CUSTOMERS

We have the pleasure of announcing the opening of our new branch at 20, Kalidasa Sector, J. P. Nagar, in order to cope with the increasing demand for our products in that area. Mr. Lennon has been appointed the Branch Manager. The new branch will be operational from December 2nd, 2020.

With your cooperation and patronage, we have been able to cater to the varied demands and tastes of customers for the last 60 years.

We hope you will extend your patronage to our new branch and we assure you of our best attention at all times.

Yours faithfully,

Madhusudan,

Sales Manager

Exercises:

I. Draft a circular informing all the employees of Infotech that the Ecowatch Club is conducting a 'Paint the Walls' campaign in Saritanagar on 10/06/2020. Provide the exact venue, time and further details in the circular for all the employees.

II. Draft a circular informing your customers that your textile shop has been temporarily shifted from 1st Cross, Aradanagar to 5th cross Aradanagar and provide them with the new address and contact details.

GRAMMAR SECTION-E

READING SKILLS

To learn to read is to light a fire; every syllable that is spelled out is a spark.

—Victor Hugo

LESSON 14

LEARNING TO READ FROM PASSAGES

Reading Skills are very important in language acquisition. Research has taught us that good reading skills give rise to good interactions. Stephen King says '*Books are a uniquely portable magic.*' Apart from its magical quality, reading is also like a mind- gym; it provides robust mental exercise.

Reading involves Comprehension, Fluency, Interest and Inference. One has to construct meanings from texts and also maintain a certain speed and flow in thought and apply prior knowledge to the read material.

It is for entertainment and instruction. It helps us develop ease of language, hones pronunciation, cultivates insights and builds perspectives. Skimming, Scanning, Intensive and Extensive Reading are the types of reading that helps us improve this skill. Comprehension, Reorganization, Inference and Prediction are the important constituents of Reading. To sum up, Reading is one important component of Communicative Competence.

How does one Improve Reading Comprehension?

Certain steps can be undertaken to cultivate reading competence:

- Identifying the main idea in the passage
- Picking out details to substantiate the main idea
- Exploring the sequence or pattern of argument-descriptive, chronological, cyclical etc.
- Inferring things when certain ideas are relatable, but not explicit
- Arriving at the writer's intent and purpose
- Observing *discourse features

It cannot be forgotten that practice makes perfect. So, the more we read, the more easy it will be to comprehend and improve our knowledge. Let us look at a few passages by way of examples:

* a formal discussion of a subject in speech or writing;(argument, narration, description and exposition)

STRATEGIES FOR QUICK READING

SKIMMING

Skimming is to read a page quickly, at a glance; superficially. The purpose is to have an overview of the passage-a bird's eye view. It gives a general idea of the material. It is a previewing-*reading before you read* process. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources and also to know if you need to read it at all. Use skimming to:

- Overview your textbook chapters
- Overview for a test.
- Decide if you need to read something at all, for example during the preliminary research for a paper.

How is it done?

1. Move rapidly through the pages.
 2. Pay special attention to typographical cues-headings, boldface and italic type, indenting, bulleted and numbered lists.
 3. After you have read the first sentences, your eyes should drop down to the end of the paragraph, looking for important pieces of information, such as dates and names.
 4. Learn the main divisions of ideas.
 5. Read the first (and sometimes the second) sentence of each paragraph - they give the main idea of the paragraph. In each paragraph, read only the first few words of each sentence or to locate the main idea.
 6. Read the last paragraph attentively as it may contain the summary.
-

SCANNING

This means, searching for specific phrases in the text to answer some questions. It is, reading rapidly in order to find specific facts. Scanning helps you locate a particular fact. Use scanning in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support. The goal of scanning is to locate and swoop down on particular facts. Scanning is a technique that requires concentration and can be surprisingly tiring. You may have to practice at not allowing your attention to wander

How is it done?

1. Know what you are looking for.
2. Let your eyes float rapidly down the page until you find the word or phrase you want.
3. When your eye catches one of your keywords, read the surrounding material carefully.
4. Underline the key words while reading, so you could find the answers in the text more easily. (dates, numbers, names etc.) Look for only one keyword at a time. If you use multiple keywords, do multiple scans.
5. When you read the question, identify the key word and scan the text for it. This way you'll find the answer more quickly. Re-read the question to determine if the answer you found answers this question

Skimming and Scanning facilitates what we call, *Speed Reading*. Devise a strategy that you find comfortable -either look for the key words or important lines; sometimes the questions will give you the clue as to what to look for.

Practice:

Are Electric Cars really Eco-friendly?

Electric-car drivers are saving the planet, right? Their vehicles produce none of the pollutants that dinosaur-burning, fossil-fuel-powered machines do. That is the standard view, and governments around the world provide incentives to encourage the uptake of this new technology.

That is why a Tesla owner got a rude shock when he went to import his vehicle into Singapore - the first person to do so. The Tesla Model S is a 100% electric vehicle. It does not have an exhaust to emit from. So what happened?

Instead of an expected rebate of around S\$15,000 (US\$10,800) he received a fine of the same amount for being a gross polluter. The company commented the incident, "The Model S that our customer imported into Singapore left our factory only two years ago with energy consumption rated at 181 Wh/km. This qualifies as the cleanest possible category of car in Singapore and entitles the owner to an incentive rather than a fine."

The Singapore authorities calculated the 'carbon cost' of generating the electricity that will be used to charge the car. This is the elephant in the trunk of electric vehicles. Where and how the power is produced is not often considered, but perhaps it should be. Let's move the elephant up to the passenger seat and address it directly.

The authorities in Singapore apparently found the Tesla in question consumes 444 watt-hours of electricity per km (Wh/km) in tests. Without wanting to get too maths-heavy, the number of 444Wh/km does seem high. And as we still need power stations to produce such amount electric energy, the environmental impact is not so small as it seemed to be.

But what about the bigger picture - should we be factoring in the emissions of power stations when working out how green an electric car is? The logical answer is yes. Emissions shifted elsewhere are still emissions, and CO₂ impacts the global atmosphere wherever it is released

The **general** idea after the first casual read that emerges:

- A man imported an electric car to Singapore
- He was fined because the car was considered as a polluter.
- Electric cars can also be dangerous for the environment, because electric energy used to charge them is produced at power stations, which emit pollutants.

1. What is the aim of this text?

- A. To discourage people from visiting Singapore
- B. To prove that electric cars are less eco-friendly than fossil-fuel-powered machines
- C. To show that we need to count the emissions of power stations to see how green an electric car is.

This question can be answered (C) immediately after you **skimmed over** the text. Here, you're required to understand only the main idea of the passage.

This is **SKIMMING**. It is like jumping from one stepping stone to another.

2. When the owner of the electric car went to Singapore, he received

- A. a rebate of around US\$10,800
- B. a fine of around US\$10,800
- C. a fine of around US\$15,000

This question, unlike the previous one, requires a specific detail- amount of money. To answer it, you should **scan the text for words \$10,800 and \$15,000**. Don't read the text again! Just search these two key words. Once you have found the right sentence, read it attentively to get the answer.

The sentence that contains these key words is in the third paragraph:

Instead of an expected rebate of around S\$15,000 (US\$10,800) he received a fine of the same amount for being a gross polluter.

Now it's clear to us that the **correct answer is B**.

This is SCANNING.

NOTE: When you practice reading, remember to time yourself and see whether you are making progress. Speed is an essential quality in handling passages during competitive exams.

Challenges of Excessive Motor Vehicular Traffic

There are now over 700 million motor vehicles in the world - and the number is rising by more than 40 million each year. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.

While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis which emit excessive levels of smoke and fumes. In Mexico City, vehicle pollution is a major health hazard.

Until a hundred years ago, most journeys were in the 20km range, the distance conveniently accessible by horse. Can it avoid being locked into congested and polluting ways of transporting people and goods? In Europe most cities are still designed for the old modes of transport.

Other social effects have been blamed on the car such as alienation and aggressive human behaviour. A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails - congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on.

It is unrealistic to expect people to give up private cars in favour of mass transit. Technical solutions can reduce the pollution problem and increase the fuelled efficiency of engines. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.

Some argue that the only long-term solution is to design cities and neighbourhoods so that car journeys are not necessary - all essential services being located within walking distance or easily accessible by public transport. But few democratic communities are blessed with the vision – and the capital – to make such profound changes in modern lifestyles.

A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small ‘low emission’ cars for urban use and larger hybrid or lean burn cars for use elsewhere. In most developing countries, old cars and old technologies continue to predominate.

Skimming:

Reading the introduction and conclusion of the passage is one skimming technique when doing questions like, a title match. This will allow you to get the main idea of the reading passage. In order to get the general overview of the reading passage, read the first and last paragraph.

Scanning

Key words are most important when scanning. You can follow your finger or a pen/pencil in order to create better scanning techniques. Circling or underlining the key words within the reading passage is another good option to consider.

Highlight all of the key words in the paragraph:

There are now over **700 million** motor vehicles in the world- and the number is **rising** by more than **40 million each year**. The average distance driven by car users is growing too - **from 8 km a day** per person in **Western Europe in 1965** to **25 km** a day in **1995**. This dependence on motor vehicles has given rise to **major problems**, including **environmental pollution**, **depletion of oil resources**, **traffic congestion** and **safety**.

Once we learn to read with speed, tackling passages for Comprehension becomes easier. One also has to concentrate on mastering Vocabulary. Good Vocabulary is the heart which pumps the stream of Comprehension faster. There are 5 strategies one can adapt to enhance comprehension ability.

1. **Activating:** the background knowledge about the topic that you are reading. It stimulates and enhances reading and brings prior knowledge to the current passage making it more relatable.
2. **Questioning:** helps us in identifying the main idea in the passage. Questioning can be used to substantiate the main idea. Questions that explore factual, (data and figures) analytical (what has to be understood) and research or inferential (going beyond passage or pinning the subtle) have to be constructed by the reader. Inferring things when certain ideas are relatable, but not explicit can be achieved through questioning.
3. **Analyzing text structure:** Exploring the sequence or pattern of argument- helps us to recognize the pattern of the passage. This may be in the form

of cause-effect pattern, problem-solution pattern, or a descriptive pattern like a list, web or a matrix pattern. Understanding the pattern in which the material is presented allows the students to comprehend the information better. It strengthens the learners' ability to employ discourse features

4. The fourth strategy stresses on the importance of visualizing the material. Readers should be encouraged to form visual images in their head as they read the text, which will help in better comprehension. Research suggests that readers should visualize them as structural images or diagrams instead of mere pictures.
5. The last technique is to summarize the material read. Research has indicated that the ability to summarize enhances comprehension. A reader making use of the other four strategies will find it easier to summarize the material. They can summarize the material in the form of diagrams, either visually or in writing. This helps them to arrive at the writer's intent and purpose

Comprehension skills augment meta-cognition. In other words, it gives us an understanding of our own thought processes and teaches us to think *how to think*. It helps us avoid rote learning or learning through memorization. It supports in sifting of material, identifying crucial aspects, organizing and analyses. It leads to the habit of note taking and note making and also encourages questioning, which is an important avenue to learning. Most importantly, it is a vital component of testing in all competitive exams, so ensure that sustained practice perfects this skill.

Exercises

Directions for questions 1 to 5- Read the short passage below and answer the questions that follow:

A sanctuary may be defined as a place where Man is passive and the rest of Nature active. Till quite recently Nature had her own sanctuaries, where man either did not go at all or only as a tool-using animal in comparatively small numbers. But now, in this machinery age, there is no place left where man cannot go with overwhelming forces at his command. He can strangle to death

all the nobler wild life in the world to-day. To-morrow he certainly will have done so, unless he exercises due foresight and self-control in the mean time.

There is not the slightest doubt that birds and mammals are now being killed off much faster than they can breed. And it is always the largest and noblest forms of life that suffer most. The whales and elephants, lions and eagles, go. The rats and flies, and all mean parasites, remain. This is inevitable in certain cases. But it is wanton killing off that I am speaking of to-night. Civilized man begins by destroying the very forms of wild life he learns to appreciate most when he becomes still more civilized. The obvious remedy is to begin conservation at an earlier stage, when it is easier and better in every way, by enforcing laws for close seasons, game preserves, the selective protection of certain species, and sanctuaries.

I have just defined a sanctuary as a place where man is passive and the rest of Nature active. But this general definition is too absolute for any special case. The mere fact that man has to protect a sanctuary does away with his purely passive attitude. Then, he can be beneficially active by destroying pests and parasites, like bot-flies or mosquitoes, and by finding antidotes for diseases like the epidemic which periodically kills off the rabbits and thus starves many of the carnivora to death. But, except in cases where experiment has proved his intervention to be beneficial, the less he upsets the balance of Nature the better, even when he tries to be an earthly Providence.

1. The author implies that his first definition of a sanctuary is

- A. Totally wrong
- B. Somewhat idealistic
- C. unhelpful
- D. indefensible
- E. immutable

2. The author's argument that destroying bot-flies and mosquitoes would be a beneficial action is most weakened by all of the following except

- A. parasites have an important role to play in the regulation of populations
- B. the elimination of any species can have unpredictable effects on the balance of nature
- C. the pests themselves are part of the food chain
- D. these insects have been introduced to the area by human activities

E. elimination of these insects would require the use of insecticides that kill a wide range of insects

3. It can be inferred that the passage is

- A. part of an article in a scientific journal
- B. extracted from the minutes of a nature club
- C. part of a speech delivered to an educated audience
- D. a speech delivered in a court of law
- E. from a polemical article published in a magazine

4. What should be the most appropriate central idea of this passage

- A. Author argues that man kills big animals but saves mosquitoes & other parasites.
- B. Man is selfish by nature so he is up against the wild life which is harmful for his survival
- C. Ecological balance, if not maintained by man will be harmful in long run.
- D. Author proposes a programme for not disturbing the balance of nature as it is beneficial for mankind.
- E. In view of the author man should not intervene in natural environments.

5 – Tone of the Author as expressed in the passage can be best described

- A. Descriptive to analytical
- B. Sarcastically humorous
- C. Objective to narrative
- D. Sarcastically critical to suggestive
- E. Ironically sarcastic to negative

THE SPARROW

-Paul Laurence Dunbar

A little bird, with plumage brown,
Beside my window flutters down,
A moment chirps its little strain,
Ten taps upon my window-pane,
And chirps again, and hops along,
To call my notice to its song;
But I work on, nor heed its lay,
Till, in neglect, it flies away.

So birds of peace and hope and love

Come fluttering earthward from above,
To settle on life's window-sills,
And ease our load of earthly ills;
But we, in traffic's rush and din
Too deep engaged to let them in,
With deadened heart and sense plod on,
Nor know our loss till they are gone.

1. What did the little bird sing about?
2. Pick out words describing the bird's attempt to catch the speaker's attention.
3. Which word in the 1st stanza expresses the speaker's lack of attention?
4. Which word in the 2nd stanza expresses that life is dull and boring?
5. Contrast the world of the sparrow to that of man as brought out in the poem.

LESSON 15

WORD BANK (Not for Testing)

Languages evolve continuously to adapt to the changing Science, Technology, Culture and Lifestyles. Words are added to the dictionary every year, reflecting the profile of the mental, emotional and physical landscapes and mindscapes. Update yourself with these new words and enrich your vocabulary.

- 1. Climate Emergency:** Climate Emergency is defined as a situation in which urgent action is required to reduce or halt climate change and avoid potentially irreversible environmental damage resulting from it.
(Oxford Dictionary Word of the Year)
- 2. Permaculture:** Sustainable farming and gardening on a permanent basis
(Portmanteau word-combination of 2 words .i.e. permanent +agriculture)
- 3. Vegan:** A person who eats a vegetarian diet excluding meat, animal or dairy derived products like milk and cheese.
- 4. Freegan:** is a person who believes it is wrong to throw away food when millions of people around the world are hungry. For this reason, they only eat food they can get for free, which would usually have been thrown out or waste. Often freegans rely on food found in supermarket dumpsters.
(free +vegan)
- 5. Hothouse:** a place or situation that encourages the rapid development of ideas, emotions and knowledge.
- 6. Hellacious:** an awful experience-often used to describe traffic, weather or even a period of time (e.g. a hellacious summer). It is also commonly used in sport when discussing a hellacious punch or hit.
- 7. Carbon Sink:** A forest, ocean, or another natural environment's ability to absorb carbon dioxide from the atmosphere. It absorbs more than it releases carbon dioxide.
- 8. Plastic Footprint:** The amount of plastic that someone uses and then throws away in relation to the damage to the environment it causes.

9. Nomophobia: Fear or worry at the idea of being without your phone or unable to use.

10.They: Used to refer to a single person whose gender identity is not fixed.

11.Zone out: to lose concentration.

12.Bingeable: T. V. Serial that is likely to be binge watched

13.G.O.A.T.: Acronym for Greatest of all Time

14.Douchey: Somebody who is pompously annoying and irritating.

15.Mansplaining: A man explaining to a woman in a patronizing manner without relevant knowledge or experience.

PART III
LESSON NUMBER 16
TESTING SECTION-G
QUESTION PAPER PATTERN

Duration: 3 Hours

Marks: 70

PART A –GRAMMAR SECTION

1. Do as directed:

- | | |
|---|-----------------|
| a. Speeches (Choice of 1 out of 2 occasions) | 10 Marks |
| b. Letter Writing(Choice of 1 out of 2 types) | 05 Marks |
| c. Composing an invite (Choice of 1 out of 2 types)
(1-Formal and 1-Informal) | 05 Marks |
| d. Draft Circulars (Choice of 2)
(Trade and Non-Trade Circular) | 05 Marks |
| e. Passage for Comprehension with questions testing
Comprehension, Inferential Skills & Vocabulary | 05 Marks |
-

PART B-LITERARY SECTION

- | | |
|---|----------------------|
| 2. Five Factual Questions (Choice of 7) | 1x5=05 Marks |
| 3. Two Paragraph Questions(Choice of 4) | 2x5=10 Marks |
| 4. One Essay Question (Choice of 3) | 1x10=10 Marks |
-

PART C-DRAMA

- | | |
|---|----------------------|
| 5. One paragraph question (Choice of 3) | 1x5=05 Marks |
| 6. One Essay Question (Choice of 3) | 1x10=10 Marks |
-

INTERNAL ASSESSMENT

ASSIGNMENTS	TESTS	ATTENDANCE	TOTAL
15 Marks	10 Marks	05 Marks	30 Marks

LESSON NUMBER-17

MODEL QUESTION PAPER

Duration: 3 Hours

Marks: 70

PART-A GRAMMAR SECTION

I. Do as directed:

a. Write ONE speech not exceeding TWO pages for the following occasion:

1x10=10

- i. Write a Farewell Speech for your Graduation Day in College.
- ii. Write a Welcome Speech for the faculty, judges and guests who have come for the inaugurals of the Inter-Collegiate Drama Fest.

b. Write ONE letter not exceeding ONE page for the following context:

1x05=5

- i. 200 school bags have been delivered to Greta International School of which 100 are defective. Write a Letter of Complaint to the Manager, Sales Department, regarding the defective bags. **OR**
- ii. Write a Requisition Letter to the Manager, Sales Department asking for delivery of 100 medical safety aid kits for Platier Institutions, #10, Chancel Road, Bengaluru-99.

c. Draft either an invitation card or a letter for the following occasion:

1x05=05

- i. Compose an invitation card for the Birthday Party of your mother, to be celebrated on 20/04/2020 at #310, Central Hall, Benson Nagar, Tiruchi. The party starts at 10a.m. and lunch from 12-.2.00.p.m. Priti and Prem are the hosts of this event. **OR**
- ii. Write an invitation letter to your friend, inviting her/him for your birthday on 3/5/2020 at your place.

d. Draft ONE circular for communicating the following message:1x05=5

- i. You need to communicate to the employees of your office on 30/03/2020 that all of them should work from home due to COVID19 pandemic till April 15th, 2020. **OR**
- ii. You need to communicate to your customers that they are shifting their Beauty Salon from 9th Block, to 7th Block, Keshangar and it will become operational from 2nd May,2020.

e. Read the passage and answer the following questions:

“Leave it.” Kelsey could not begin to fathom what she was hearing. In fact, a part of her began to feel she was in some sort of dream, unable to emerge to wakefulness. Even the contractor appeared flabbergasted. His mouth stayed in a half-open position, like a marionette waiting for its strings to be tugged. No one had, but Robert understood the silence. What were the chances that an Indian burial ground would be found on the bucolic site where Robert and Kelsey had chosen to build their dream home?

Kelsey, usually deferential to her husband, knew that now was the time to make her position heard. She tried to cajole Robert away from the direction he was heading. “Sweetheart,” she cooed. “We don’t want to build on a site with human remains. It would be irreverent to the dead.” Immediately, she saw contempt in Robert’s eyes; it was a subtle reminder of how he often viewed her as superficial and self-absorbed. “What would be irreverent,” said Robert, his voice dripping with condescension, “would be to desecrate these Native graves and move them from their final resting place.

- i. What did Kelsey ask of Robert? **1x1=01**
- ii. What did they find in the site of their future ‘*dream home*’? **1x1=01**
- iii. Kelsey does not want to build a home there because: **1x1=01**
 - a. She loves the dead Indians buried there
 - b. She is scared of the dead
 - c. She feels that it would be disrespectful to the dead
- iv. Describe the use of the *marionette* in the passage. What effect does it create in the reader? **1x2=02**

PART B-LITERARY SECTION

II. Answer any FIVE of the following questions in not more than TWO sentences each: **1x5=05**

1. Where did Nehru write his letter from?
2. In which conference did Monica deliver her *Price of Shame* speech?
3. What was the owl’s reaction to the song of the nightingale?
4. What does *keep your head* mean in the poem *If*?
5. Does Feynman post his letter? Why?
6. What does the Highwayman promise Bess?

7. What is Greg's brother's name in *The Ugly Truth*?

III. Answer any TWO of the following questions in not less than ONE page:

2x5=10

1. What does the girl's refusal of the gifted red rose tell you about the girl?
2. How does the speaker ask his son to treat Triumph and Disaster? Why does he do so?
3. Read from top to bottom, how should one treat the refugee?
4. What was the purpose of giving eggs to the students in *The Ugly Truth*?

IV. Answer any ONE of the following questions in not more than THREE pages:

1x10=10

1. Analyse *Refugee* as a Reverse Poem.
2. Discuss whether Monica's description of the dangerous role of the media in judging people is justified?
3. Describe *The Highwayman* as a tragic love story.

PART C -DRAMA SECTION

V. Answer any ONE of the following questions in not more than a PAGE:

1x5=05

1. Describe the various punishments inflicted on the Beggar
2. What do you get to know about the Beggar?
3. What do you understand about the servant?

VI. Answer any ONE of the following questions in not more than THREE pages:

1x10=10

1. Analyse the themes of *The Beggar and the King*.
2. Compare and contrast the beggar to the king.
3. What does the beggar teach the king?

PART IV-SECTION H

NUMBER 18

PRACTICE SECTION (Not for Testing)

Common Errors in Tenses: Staff Selection Commission Exam

(1) When the Principal entered the class, a student..... on the blackboard.

(a) Wrote (b) was writing (c) writes (d) is writing

(2) She.....TV when her husband came.

(a) watch (b) was watching(c) is watching(d) watched

(3) He always.....to prove that the earth revolves round the sun.

(a) tried (b) tries (c) was trying(d) is trying

(4) He saw me by chance and.....the car.

(a) stop(b) stopped(c) stops(d) was stopping

(5) How many pegs of wine.....yesterday?

(a) you have drank (b) were you drinking (c) did you drink (d) do you drink

(6) I was watching TV when she.....in.

(a) comes (b) came(c) come (d) was coming

(7) She cut her finger while she.....vegetables.

(a) cutting(b) was cutting (c) cut (d) had cut

(8) She still remembers the day when she first.....to church.

(a) went(b) was going (c) gone (d) going

(9) The train had left before I.....the station.

(a) reach (b) was reaching (c) reached (d) reaches

(10) Had you worked hard, you.....passed?

(a) would (b) will(c) would have (d) will have

These are questions that commonly appear in any competitive exams:

In each of the following questions, find the correctly spelt word.

Q1). 1. Reannaisance 2. Renaissance 3. Rennaissance 4. Renaissance
a. 1 b. 2 c. 3 d. 4

Q.2) 1. Reccomandation 2. Recommendation 3.Recomandation
4.Recomendation a. 1 b. 2 c. 3 d. 4

Q.3) 1. Sinchronize2. Syccronise3. Synchronize 4. Synchronise
a.1 b. 2 c. 3 d. 4

Q.4) 1. Surveilance2. Surveillance3. Survellance4. Survaillance
a. 1 b.2 c.3 d 4

Q.5) 1. Gaurantee2. Garuntee3. Guarantee 4. Guaruntee
a.1 b.2 c.3 d. 4

Select the Correct Word:

Q.1 : A. Aceleration B. Aceeleration C. Accelaration D. Acceleration

Q.2 : A. Agressive B. Agrressive C. Aggressive D. Aggrressive

Q.3 : A. Iminent B. Imminent C. Iminnent D. Imineent

Q.4 : A. Cheqe B. Ceque C. Cheque D. Chequee

Q.5 : A. Callibration B. Calibration C. Celibration D. Calibrration

Pick out the most effective word from the given words to fill in the blanks to make the sentence meaningfully complete.

Q.1 Jawaharlal spent his childhood _____ Anand Bhawan.

(A) at(B) in(C) on(D) across

Q.2 The boy was cured _____ typhoid.

(A) from(B) of(C) for(D) through

Q.3 The king _____ rebel.

(A) excused(B) forgave(C) pardoned(D) none of these

The correct answer is **Option (C)**

Q.4 I saw a _____ of cows in the field.

(A) group(B) herd(C) swarm(D) flock

Q.5 He was sent to the prison for his _____ .

(A) sin (B) vice(C) crime(D) guilt

Choose the right synonym from the following:

Q.1 Voracious..... (A) tenacious (B) truthful(C) spacious(D) ravenous

Q.2 Abortive..... (A) fruitful (B) familiar(C) unsuccessful(D) consuming

Q.3 Tenacious..... (A) holding fast(B) collecting(C) fast running(D) intentional

Q.4 Terse (A) brief in speech (B) beyond fear(C) without honor(D) under strain

Q.5 Tentative.... (A) mocking (B) wry(C) experimental(D) prevalent

Identify the sentences:

1. The match will be deferred.

A. Simple B. Negative C. Compound D. Complex

2. Being busy, I could not attend the function.

A. Simple B. Negative C. Compound D. Complex

3. Kamini is rich because her father is very wealthy.

A. Simple B. Negative C. Compound D. Complex

4. I do not endorse fairness creams.

A. Simple B. Negative C. Compound D. Complex

5. The clouds have not blocked the sun.

A. Simple B. Negative C. Compound D. Complex

Identify that part of the sentence which is incorrect:

1. I /had went/ to/ the school.

2. They were wrong /in principal/ by stealing/ from students.

3. The woods/ floats/ in water.

4. He /has married/ her/ last month.

5. The necklace/ and /the ear-rings/ is in the box.

Find the odd one out:

1. A. Mason-Wall B. Farmer- Crop C. Cobbler-Shoe D. Chef-Cook

2. A. Bottle-Wine B. Pitcher –Water C. Ball-Bat D. Cup-Tea

3. A. Ornithology- Birds B. Biology-Botany C. Entomology-Insects

D. Phycology-Algae

4. A Drake-Duck B. Dog-Bitch C. Drone-Bee D. Stallion-Colt

5. A. Native-Alien B. Daring-Timid C. Youth-Adult D. Beautiful-Pretty