



Unit

6

Prose

The Accidental Tourist

Bill Bryson



Warm Up

Often on formal occasions, we admire friends and strangers who appear elegant, who are pleasant to converse with and who conduct themselves gracefully. At times, we also see people who are awkward, nervous and doubtful about their next move.

Recall a few examples of awkward actions that can cause discomfort or disturbance to others like spilling a cup of hot drink on someone nearby.

Now, read this amusing story about the frustrations of a globetrotter and find out how he faces chaos in his everyday life.

Of all the things I am not very good at, living in the real world is perhaps the most outstanding. I am constantly filled with wonder at the number of things that other people do without any evident difficulty that are pretty much beyond me. I cannot tell you the number of times that I have gone looking for the lavatory

in a cinema, for instance, and ended up standing in an **alley** on the wrong side of a self-locking door. My particular specialty now is returning to hotel desks two or three times a day and asking what my room number is. I am, in short, easily confused.



I was thinking about this the last time we went **en famille** on a big trip. It was at Easter, and we were flying to England for a week. When we arrived at Logan Airport in Boston and were checking in, I suddenly remembered that I had recently joined British Airways' frequent flyer programme. I also remembered that I had put the card in the carry-on bag that was hanging around my neck. And here's where the trouble started.



The zip on the bag was jammed. So I pulled on it and **yanked** at it, with grunts and frowns and increasing **consternation**. I kept this up for some minutes but it wouldn't budge, so I pulled harder and harder, with more grunts. Well, you can guess what happened. Abruptly the zip gave way. The side of the bag flew open and everything within — newspaper cuttings and other loose papers, a 14- ounce tin of pipe tobacco, magazines, passport, English money, film — was **extravagantly** ejected over an area about the size of a tennis court.



I watched dumbstruck as a hundred carefully sorted documents came raining down in a fluttery **cascade**, coins bounced to a variety of noisy oblivions and the now-lidless tin of tobacco rolled crazily across the **concourse disgorging** its contents as it went.

“My tobacco!” I cried in horror, thinking what I would have to pay for that much tobacco in England now that another Budget had come and gone, and then changed the cry to “My finger! My finger!” as I discovered that I had **gashed** my finger on the zip and was shedding blood in a lavish manner. (I am not very good around flowing blood generally, but when it's my own — well, I think **hysterics**

are fully justified.) Confused and unable to help, my hair went into panic mode.

It was at this point that my wife looked at me with an expression of wonder — not anger or **exasperation**, but just simple wonder — and said, “I can't believe you do this for a living.”

But I'm afraid it's so. I always have **catastrophes** when I travel. Once on an aeroplane, I leaned over to tie a shoelace just at the moment someone in the seat ahead of me threw his seat back into full recline, and found myself pinned helplessly in the crash position. It was only by clawing the leg of the man sitting next to me that I managed to get myself freed.



This, however, was not my worst experience on a plane flight. My worst experience was when I was writing important thoughts in a notebook ('buy socks', 'clutch drinks carefully', etc.), sucking thoughtfully on the end of my pen as you do, and fell into conversation with an attractive young lady in the next seat. I amused her for perhaps 20 minutes with a scattering of urbane **bons mots**, then retired to the lavatory where I discovered that the pen had leaked and that my mouth, chin, tongue, teeth and gums were now a striking, scrub-resistant navy blue, and would remain so for several days.



So you will understand, I trust, when I tell you how much I ache to be **suave**. I would love, just once in my life, to rise from a dinner table without looking as if I have just experienced an extremely localised seismic event, get in a car and close the door without leaving 14 inches of coat outside, wear light-coloured trousers without discovering at the end of the day that I have at various times sat on chewing gum, ice cream, cough syrup and motor oil. But it is not to be.

Now on planes when the food is delivered, my wife says: “Take the lids off the food for Daddy” or “Put your hoods up, children. Daddy’s about to cut his meat.” Of course, this is only when I am flying with my family. When I am on my own, I don’t eat, drink or lean over to tie my shoelaces, and never put a pen anywhere near my mouth. I just sit very, very quietly, sometimes on my hands to keep them from flying out unexpectedly and causing liquid mischief. It’s not much fun, but it does at least cut down on the laundry bills.

I never did get my frequent flyer miles, by the way. I never do. I couldn’t find the card in time. This has become a real frustration for me. Everyone I know — everyone — is for ever flying off to Bali first class with their air miles. I never get to collect anything. I must fly 100,000 miles a year, yet I have accumulated only about 212 air miles divided between twenty-three airlines.



This is because either I forget to ask for the air miles when I check in, or I remember to ask for them but the airline then manages not to record them, or the check-in clerk informs me that I am not entitled to them. In January, on a flight to Australia — a flight for which I was going to get about a zillion air miles — the clerk shook her head when I presented my card and told me I was not entitled to any.

“Why?”

“The ticket is in the name of B. Bryson and the card is in the name of W. Bryson.”

I explained to her the close and **venerable** relationship between *Bill and William, but she wouldn’t have it.

So I didn’t get my air miles, and I won’t be flying to Bali first class just yet. Perhaps just as well, really. I could never go that long without eating.



Glossary

- alley** – a narrow passage-way between or behind buildings
- en famille** – (French) as a family
- yanked** – pulled with a jerk
- consternation** – worry
- extravagantly** – excessively
- cascade** – waterfall
- concourse** – the open central area in a large public building (here ‘airport’)
- disgorging** – discharging



- gashed** – cut deeply
hysterics – a fit of uncontrollable laughing or crying
exasperation – irritation
catastrophe – a terrible disaster
bons mots – (French) witty remarks
suave – polite and sophisticated
venerable – valued
***Bill** – William (the letter W is changed to B and William is called Bill)

A. Based on your understanding of the lesson, answer the following questions in one or two sentences each:

1. Give a few instances of Bryson's confused acts.
2. What were the contents of Bryson's bag?
3. Describe the fluttery cascade of things tumbling from the bag.
4. Why did the author's concern over tobacco shift to his finger?
5. What happened to Bryson when he leaned to tie his shoelace?
6. How did Bryson free himself from the crash position?
7. What was Bryson's worst accident on a plane?
8. What did Bryson wish to avoid in his life?
9. How would staying away from liquid mischief benefit Bryson?

10. Why did the clerk say that Bryson was not entitled to flyer miles?

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

1. Why doesn't Bryson seem to be able to do easily what others seem to? Give a few reasons.
2. What was the reaction of Bryson's wife to his antics?
3. Briefly describe the 'accidents' encountered on the flight by Bryson.

C. Based on your understanding of the text, answer the following questions in a paragraph of about 100 – 150 words:

1. 'To this day, I don't know how I did it' - What does 'it' refer to?
2. '... But, when it's my own - well, I think hysterics are fully justified' - How?
3. Bring out the pun in the title 'The Accidental Tourist' (one who happens to travel by accident or one who meets with accidents often on his or her trips!).
4. Can a clumsy person train himself/herself to overcome shortcomings? How could this be done?
5. As a fellow passenger of Bill Bryson on the flight, make a diary entry describing his clumsy behaviour during the trip and the inconveniences caused to others as a result of his nervousness.



Vocabulary

A. Foreign words and phrases

You have come across the French phrases ‘**en famille**’ |əŋ <famille>| and ‘**bons mots**’ |bɑŋ ‘ma:ts| in the lesson. Now look at the following phrases and their meanings.

- a) viva voce - / ,vaɪvə ‘vəʊtʃi/ - a spoken examination
- b) sine die - / ,si:nei ‘di:ei/ – without a date being fixed
- c) resume- / ‘rezju:meɪ/ - a brief summary
- d) rapport - /ræ ‘pɔ:(r)/ - close relationship with good understanding
- e) bonafide - / ,bəʊnə ‘faɪdi/ - genuine

B. Refer to the dictionary and find out the meanings of the following foreign words / phrases. Use them in sentences of your own:

- 1) bon voyage 2) in toto 3) liaison 4) ex gratia 5) en masse 6) en route
- 7) ad hoc 8) faux pas 9) par excellence 10) in camera 11) status quo
- 12) magnum opus 13) Vox populi 14) in cognito 15) deja vu 16) a-la-carte
- 17) via media 18) per capita 19) teta-te 20) carte blanche

Here is a list of some words borrowed from Indian languages and have been included in the Dictionary of English. Add more words to the table.

WORD	ORIGIN	MEANING
veranda	Hindi	a roofed platform along the outside of a house
bungalow	Hindi	a house in Bengal style
chutney	Hindi	a ground or mashed relish
cheetah	Sanskrit	uniquely marked
coir	Malayalam	rope
bamboo	Kannada	wood
bandicoot	Telugu	kind of rat
catamaran	Tamil	multi-hulled watercraft
guru	Sanskrit	master
anna	Tamil	elder brother
masala	Urdu	mixture of ground spices
dabba	Punjabi	a roadside food stall or restaurant



C. Idioms

Look at the list of idioms given below. Find their meanings from a dictionary. Read the sentences that follow and replace the words in italics with the appropriate idioms, making suitable changes wherever necessary.

- right up one's alley -
- drive one up the wall -
- hit the road -
- take (one) for a ride -
- in panic mode -

- a) The old man *got irritated* at the loud noise outside.
- b) We were driving, when it started raining heavily. After stopping for an hour, we *began the journey again*.
- c) Ramesh gave false excuses for not attending the meeting and *deceived me*.
- d) At the interview when questions were fired at me rapidly, I *forgot everything and grew irritated*.
- e) I love thrillers and this book *appeals to me strongly*.



Listening Activity

Listen to the dialogue read out by the teacher or to the recorded version and answer the questions that follow:

- i) _____ was one of the places visited by Mahesh.
- a) Srilanka b) Goa
c) Kasi d) Cochin

ii) The Art Museum at Trivandrum is called _____.

- a) Swarnalayam b) Gitalayam
c) Chitralayam d) Saranalayam

iii) Varkala is the oldest port of _____.

- a) Quilon b) Andhra
c) Puducherry d) the Andamans

iv) Mahesh had been to the _____ Lake Wild Life Sanctuary.

- a) Chidambaram b) Pulicat
c) Kovalam d) Periyar

v) Cochin is called the _____ of the East.

- a) Granary b) Cuba
c) Venice d) Pearl



Speaking Activity

- a) Build a dialogue of 8–10 exchanges between your friend and yourself, on the following situation:

You were to board a train to Delhi. By mistake you got into the wrong train and fought for your seat there. On realising your mistake, you left the train shamefaced, after creating a commotion there. Role-play this situation in the class.

- b) Speak to the class for a minute, as to how one should conduct oneself on formal occasions. (You could talk about table-manners especially while eating, general appearance, manner of speaking, etc.)



Reading

Do you know the difference between transcription and translation?

Transcription is the process of listening to an audio file and writing what has been said verbatim in the same language that the original speaker used.

Translation is the process of expressing the sense of a written text in another language i.e. converting from one language to another without changing the meaning.

The ability to translate is both a skill and an art. Translation can be done from the language being learned (here it is English) into the mother tongue or from the mother tongue into English.

Have you ever heard of the term transliteration?

Transliteration gives the word from a different language in letters that you can read so as to be able to pronounce it properly.

e.g. vanakkam for வணக்கம் (Tamil)

Narration

Narration is a recital of events, especially in chronological order, as the story narrated in a poem or the exposition in a drama. The narrative form is the most common mode of writing. Even news is narrated as a story. This makes reading both exciting and interesting.

Here is an amazing news item on how the qualities of duty and devotion is not restricted to humans alone but shared by animals. Read the passage and answer the questions that follow.

Caesar, the Hero of Mumbai on 26/11

1. Mumbai: Caesar, the last surviving hero of his kind, died of heart attack on Thursday. Caesar, a Labrador Retriever, was covered with tricolour and given an emotional farewell from the city Police Force. The Mumbai Police Commissioner too marked the passing of the hero with a tweet.
2. Caesar, who was 11 years old was the sole survivor among the dogs of Mumbai Police who took part in bomb detection operations during the terrorist attack on Mumbai that began on November 26, 2008. He died of heart attack at a farm in Virar where he and his three canine buddies had been sent after retirement. During the terror attack in Mumbai, Caesar saved several lives when he sniffed out the hand grenades left by the terrorists at the busy CST railway station.
3. Caesar was also a part of the search team at Nariman House, where terrorists were holed up for three days. Earlier he was also pressed into service for bomb search operation after the 2006 serial train blasts and July 2017 blast in Mumbai. The Mumbai police officials also tweeted their grief saying, "Services of retired members of Dog Squad during 26/11 will be unforgettable. We will remember our heroes forever."



Answer the following questions.

1. The Labrador Retriever was covered with tricolour. What does this signify?
2. How did Caesar save several lives at the CST railway station?
3. Which word in the third paragraph of the passage means the same as 'forced'?
4. "Services of retired members of Dog Squad during 26/11 will be unforgettable". Mention three services rendered by Caesar.
5. Caesar is a Labrador breed of dogs. Name a few other native breeds that are used by the Police Force.
6. Try to rewrite the news item in your mother tongue without losing the spirit and flavour of the text. Give a suitable title to the translated version.

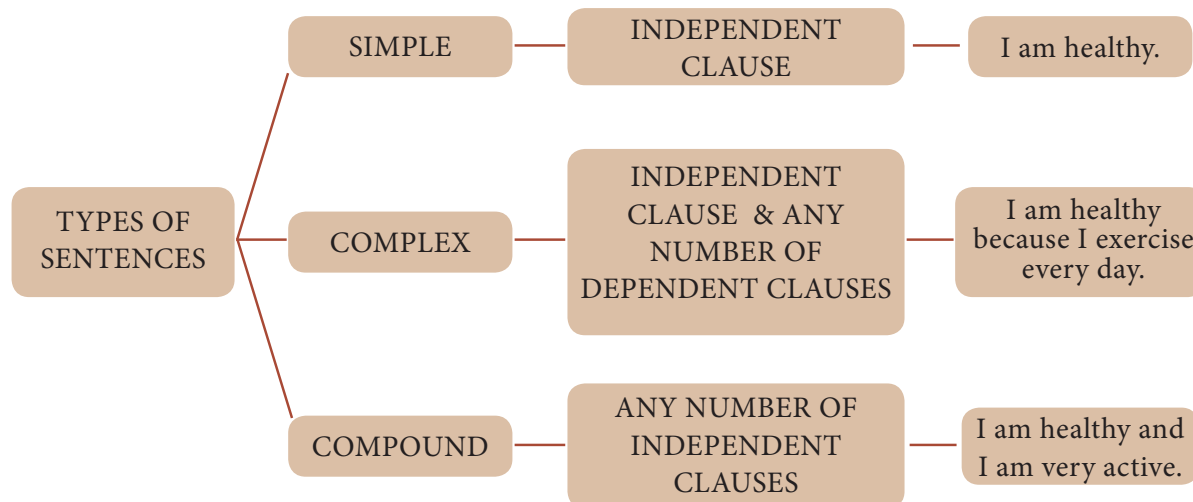


Grammar



f. Transformation of Sentences

Sentences can be of three types – Simple, Compound, Complex. A simple sentence has one independent clause (A clause is a group of words with a subject and a verb). A Compound sentence joins two or more number of independent clauses. A Complex sentence has one independent clause and one or more dependent clauses.



Subordinate conjunctions such as 'because, since, although, when, while, where, which, if, unless, as, that, after' etc. are used to connect Independent Clauses with the Dependent Clauses in Complex sentences.

Coordinate conjunctions such as 'but, and, or, yet, so' etc. are used to connect the Independent Clauses in Compound sentences.





Now complete the following.

a. Do as directed.

1. Dinesh and Prabhu wanted to meet Varsha at the bus stop. They went to the bus stop. (combine into a compound sentence)
2. Harsha reached the railway station. He saw his friends waiting for him. (combine into a complex sentence)
3. The train was late. She reached on time. (combine using 'in spite of')
4. Hussain and Victor were too young to work in the industry. (change into a compound sentence)
5. On seeing the snake, the dog barked (rewrite as a complex sentence)
6. Ajay and Tijo went to the canal. They wanted to catch some fish. (combine into a simple sentence)
7. He tried his best, but he did not succeed. (rewrite as a complex sentence)
8. You have to hurry or you will miss the bus. (rewrite as simple and complex sentence)
9. He is a magician from Mumbai and has performed all over the world. (rewrite as a complex sentence)
10. Though the battle has been, won the war isn't over yet. (rewrite into compound sentence)

b. Here is one long sentence. Split them into smaller sentences.

Like all living things, human beings also need food in order to live as every part of the body must get a steady supply of food so that it can work properly, but first the food eaten has to be broken down through a process called digestion so that it can dissolve in the blood and carried to all parts of the body.



Narrative Writing

Our thoughts and ideas can be expressed in an interesting manner. They can be presented as a narration. In this section, we shall learn how to develop a proverb and a news headline into a story paragraph.

Every story has a beginning, a middle section and an ending. Here is the format for developing a story:

Introduction / Beginning

- ✓ Describe the setting (Where & When).
- ✓ Introduce the characters (Who).
- ✓ Explain the situation.

Events / Middle

- ✓ Describe what happened.
- ✓ Use transition words that show time and order (suddenly, as soon as, before, meanwhile).

Solution / Ending

- ✓ Explain how the story ends.
- ✓ Describe what happens to the characters.
- ✓ State how the problem ends / gets resolved.
- ✓ Add a reflection sentence or a closing sentence.

An example: Expand the proverb 'A bad workman always blames his tools' into a story-paragraph. Notice the beginning, middle and end. Begin with the meaning of the proverb.

'A bad workman always blames his tools'

The meaning of this proverb is that our success does not depend on what kind of tools we have but how we use them. Here is a story to elucidate the meaning.



Raj and Ravi were farmers. They owned a pair of oxen each, with which they ploughed their lands. Raj put in hardwork, while Ravi hardly worked. Raj worked all day long, aimed at getting a good yield and took good care of his oxen, fully understanding their needs. Ravi, on the other hand, was very lazy and miserly. He never fed his oxen well but exploited them to the maximum.

As a true friend, Raj advised Ravi and sometimes even admonished him for treating the animals cruelly. Ravi paid little heed to Raj's words. He soon bought a tractor to plough his land and chased the oxen away. Raj brought home the animals and took care of them too though he could not afford it. The monsoon soon arrived and it was time for cultivation. Raj's land was well-ploughed and ready for cultivation - thanks to his oxen.

Ravi in his miserly fashion had not maintained his tractor well and it kept giving him trouble. As a result, he could not get his field ready for cultivation on time. He lamented and blamed it all on bad luck, not realizing that it was he who was responsible for his miserable state. Ravi not only lost out on a good yield because of his laziness, but also had to spend a huge sum of money to repair his tractor due to poor maintenance. Despite having better equipment, Ravi was unable to get the best results. But, Raj was a good workman and hence was able to succeed with the limited resources he had.

Now write a short story to explain these proverbs.

1. Actions speaks louder than Words
2. Despair gives courage to a Coward

Develop the following hints into a paragraph.

Two kings - ruled neighbouring kingdoms.
King Arya - great warrior - looked after - subjects - very well - People loved him - looking - their safety and welfare - all his subjects - very happy - healthy life - King Vaishal on the other hand - very lazy man - spent his time - entertaining - dancing - ignoring - needs or developmental - people - His people - angry - never met them - never listened to their woes.

Powerful Sultan attacked - with his strong army - King Arya's army - alert - ready - preparedness - enemy - more powerful - love for King even women and children - came to the war-front - fought - protected their King - a different story - King Vaishal - impending war - people started fleeing - King all by himself - not interested to protect - King - did nothing for their welfare.

King Vaishal - realized his foolishness - too late - defeated in the war and fled for his life - King Arya - defeated the Sultan - people to live in peace - King Arya - welfare of his people at heart at all times - subjects - returned his love - loyal and supportive - during testing times.

Writing a Curriculum Vitae

Do you know what a Resume or a Curriculum Vitae is? Have you seen one or written one?

A resume is a document used by a person to present his educational background and professional skills. You have to convince your employer that you deserve an interview. So your resume must



summarise your accomplishments, your education, your work experience, and reflect your strengths.

A good resume/ CV/ bio-data

1. Should summarize the applicant's accomplishments, education, work experience and strengths
2. Should begin with the applicant's identification like name, address, e-mail etc.
3. Should include educational qualification like degree, diploma etc.
4. Should include work history with company name, job title etc.
5. Should include a reverse chronological order, starting with the current experience
6. Should include two references (for verification of credentials)

Vijayaraj Joseph is an M.Sc graduate in Mathematics from Madurai Kamaraj University. He is seeking a job in his core-field. He has been asked to submit a resume.

Here is the resume of Mr. Vijayaraj Joseph.

VIJAYARAJ JOSEPH

Mobile- 9444100000

email: jvraj@gmail.com

Address: 30/16, Grace Garden,
Chennai -600 021.

CAREER OBJECTIVE

Looking for a challenging career which demands the best of my professional ability in terms of mathematical and analytical skills, and helps me in enhancing my current skill and knowledge.

SYNOPSIS

A postgraduate with a Degree in Mathematics from SSV College, Madurai Kamaraj University.

PROFILE

- ✓ Good knowledge of Computers
- ✓ Good at problem solving and excellent in maintaining interpersonal relationships
- ✓ Good verbal and written skills
- ✓ Good analytical thinking

EDUCATIONAL QUALIFICATIONS

- ✓ M.Sc. (Maths) First Class with distinction
- ✓ B.Sc. (Maths) First Class
- ✓ 12th with aggregate 85% from GHSS, Nagercoil in 2012
- ✓ 10th with aggregate 91% from GHSS, Nagercoil in 2010

SOFTWARE SKILLS

Operating Systems Windows all, Linux, Microsoft Office

HARDWARE SKILLS

- ✓ Assembling of PC
- ✓ Networking & Troubleshooting PC

PROJECTS UNDERTAKEN

- ✓ Statistics and Survey

EXTRA CURRICULAR ACTIVITIES

- ✓ NSS Volunteer and School Student Secretary
- ✓ Basketball – District player

STRENGTHS

- ✓ Hardworking and punctual
- ✓ Positive attitude and open-minded



Task 1: You come across an advertisement in the newspaper. A Publishing House in Chennai has brought out a paperback edition of the complete works of Khushwant Singh. You want to buy it. You are asked to send a Demand Draft for ₹ 1000/- Fill in the following challan for the DD in favour of 'X Publishing House, New Delhi', payable at Chennai. The surcharge for ₹ 1000/- is ₹ 25/-.

इंडियन बैंक
Indian Bank

देवी कर्ज, आइवी क्रेडिट कार्ड, कर इत्यादिमध्ये भरणा करण्यासाठी चलन
COMMON PAY IN SLIP FOR DEPOSITS, LOANS, IB CREDIT CARD, TAXES ETC.
(कृपया ✓ करा) कृपया नकद / आई सी चेक / अन्य बँकच्या स्थानीय चेक / बाहेरगावचा चेक वेगवेगळ्या चलनात भरावे.
(Please ✓) Please use separate slips for Cash/Cheque on IB/Cheques on Other Banks Local/Other Banks Outstation.

रकम/सीए/ओडी/ओसीसी/आरडी/Dep / CA / OOD / OCC / RO / Term / Loans / Taxes / Credit / Cards / Others
Deposited at शाखेत जमा / Branch
खाता क्र. / क्रेडिट कार्ड क्र. A/c No. / Credit Card No.
हे खाते/ A/c maintained with शाखेत आहे/ Branch
श्री/श्रीमती/कु/मेसर्स / For the Credit of Mr./Ms./Messrs या नावे जमा
रुपये अक्षरी/Rs. in Words
फक्त/only नकद/चेक द्वारे/By Cash/Cheque
₹. 10 लाखेच्या जास्त रकम भावक्याची असल्यास रिजर्व बँकेला रिपोर्ट करण्यासाठी ही रकम कोटद्वारे आली याचा पूर्ण वरीलकृती कृपया मागील भागावर भरावा / For Cash deposits of ₹10 Lakhs & above, Please furnish details of transaction including source of cash overleaf for RBI reporting.

वैकेची मुद्रा इथे उठवा
AFFIX BANK SEAL HERE

केशियर/एसडब्ल्यूओ Cashier/SWO अधिकारी/Officer
जर्नल नं. / Journal No. क्यु. नं. / Queue No.
SERVICE TAX CODE NO.: AAACI 1607GST 005 PAN No.: AAACI 1607G

₹/Rs. पै./Ps.
अभिप्रेत/Signature of Remitter
नाम/Name
पत्ता/Address
फोन/Phone No.
वमाकर्त्याचा पैन क्र. / PAN of Remitter
*(₹. 50,000/- पेक्षा जास्त रकमेसाठी अनिवार्य)
*(Mandatory for the amount of ₹ 50,000/- & above)

Task 2: Fill in the following forms with imaginary details.

2(a).

CM257

RAILWAY
RESERVATION / CANCELLATION REQUISITION FORM

If you are a Medical Practitioner
Please tick () in Box Dr. ☐
(You could be of help in an emergency)

Train No. & Name _____ Date of journey _____
Class _____ No of Berth/Seat _____
Station from _____ To _____
Boarding at _____ Reservation upto _____

S.No.	Name in Block letter(not more than 15 chars)	Sex (M/F)	Age	Concession/Travel Authority No.	Choice if any
1					Lower/Upper berth
2					
3					
4					Veg./Non-veg. Meal for Rajdhani/Shatabdi
5					
6					

CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)

S.No.	Name in Block Letters	Sex	Age
1			
2			

ONWARD/RETURN JOURNEY DETAILS

Train No. & Name _____ Date _____
Class _____ Station from: _____ To _____
Name of applicant _____
Full Address _____

Signature of the Applicant/Representative
Telephone No., _____ Date _____ Time _____

2(b).

Annexure-1

RAILWAY RECRUITMENT BOARD* _____ **Control No. (For official use only)** _____

APPLICATION FORM FOR CEN 01/2014 (ALP & Technicians Categories)
(All applications must be submitted in A4 size 80 GSM bond paper)

1*. CATEGORY NUMBER - (I) Indicate your options below in order of preference in Numeric Form

Option	I	II	III	IV	V	VI	VII	VIII	IX	X
Cat. No.										

Paste (do not pin or staple) here your recent colour photograph of size 3.5 cm x 3.5 cm (The colour photograph should not be more than 3 months old) Not to be attested

2*. Choice of Railway/Unit (wherever applicable)

1st	2nd	3rd	4th
-----	-----	-----	-----

3. Indicate your AADHAAR Card No. _____

4*. NAME OF CANDIDATE Shri/Smt/Kum. _____

5*. FATHER'S NAME Shri _____

6*. COMMUNITY (Tick ✓) ☐ UR ☐ *SC ☐ *ST ☐ *OBC **7*. DATE OF BIRTH (DD/MM/YYYY)** _____

* Certificate to be submitted in the format as prescribed in Annexure3 for SC/ST

8*. Are you Govt/PSU/Rly Employee ☐ Yes ☐ No **9*. Ex-Serviceman** ☐ Yes ☐ No **10*. Person with Disability** ☐ Yes ☐ No

If yes, have you intimated your Employer ☐ Yes ☐ No **Date of Attestation** _____

If Rly, Service Date from: _____ To: _____ **Date of Discharge** _____

11*. Are you seeking fee exemption (Yes / No) ☐ If yes, mention* the category No. _____ (refer para - 3.01 for details)

12*. DD/PO/Original Post Office Receipt

DD/PO/Original Post Office Receipt	Number & Date	Value

*** In case of Original Post Office Receipt, Paste the slip in the reverse side of the Application Form**

13*. Are you seeking Age Relaxation (Yes / No) ☐ If yes, mention* the category No. _____ (refer para - 2.0 for details)

14*. Qualification (Mention only those qualifications which are prescribed for the posts applied for)

Academic and / or Technical	Qualification	Year of passing	Subjects / Trade / Branch

15*. ADDRESS (FOR CORRESPONDENCE) in CAPITAL letters only.

Name : _____

P.O. _____ City : _____ Distt. : _____

State: _____ PIN CODE _____

16. NEAREST RAILWAY STATION (For SC/ST candidates only) _____

17*. Please copy the following declaration in the space provided below, in running handwriting (NOT in CAPITAL letters)

"All the details given by me in the Application Form are true and complete to the best of my knowledge. I understand that I may be issued with Call letter for the exam on the basis of above information and mere issue of Call letter will not confer on me any right to be eligible for the post. I also understand that in case any of my statements are found to be untrue at any stage of recruitment or thereafter, I shall be disqualified forthwith for the post applied for and I shall be liable for any other penal action under the extant rules"

18*. Left Thumb Impression of candidate in this box _____

Candidate's Signature (NOT in CAPITAL letters) _____

Date : _____

Note : * The column 1, 2, 4 to 15 & 17, 18 are mandatory.
Non filling up of these columns will render your application totally invalid.
* Incase still continuing, write NA (Not Applicable)

Mobile No. _____

2(c).



POST OFFICE SAVINGS BANK

ATM CARD/Internet/Mobile/SMS banking REQUEST FORM

Post Office	Date	SOL ID
Account Number	CIFID	

For Applicant(s)

1. ATM Card required for (please tick ✓ the empty box)

Self	All Joint Account Holders
------	---------------------------

2. Name to be printed (embossed) on the Card (in Capital Letters)

Date of Birth

1		
2		
3		

3. Please tick relevant requirement from below:

New Card (please tick one) 1. Insta Card ☐ (OR) 2. Personalized Card ☐
 Internet Banking Request ☐ Mobile Banking Request ☐ SMS Banking ☐
 PIN regeneration request:- Net Banking PIN ☐ Mobile banking ☐ ATM Card Pin ☐
 Cancellation of ATM card {Please provide card number(s)}

4. Internet Banking/Mobile banking and SMS alerts: (Please tick wherever applicable. Applicable only for the first time)

Internet Banking	Applicant (1)	Applicant (2)	Applicant(3)
Mobile Banking			
SMS Alert			
Mother's maiden Name			

Declarations/Terms & Conditions

I/We declare that above information is correct. I/We authorize Department of Posts to debit/ recover the charges as applicable from time to time from my/our account for withdrawals using my ATM/Debit Card or Internet/Mobile/SMS Banking. I/We undertake to maintain sufficient funds excluding the minimum balance stipulated in my account. I/We will accept full responsibility for transactions done through my/our ATM/Debit Card or Internet/Mobile/SMS Banking and agree not to make claims against Department of Posts in respect thereto.

Signature/Thumb Impression:- 1st Applicant 2nd Applicant 3rd Applicant

For Office Use only

Certified that I have verified the documents submitted with this application form and confirm that KYC norms are fully complied with.

Following items issued:-

Insta ATM/Debit Card No. with PIN.....

Date of Issue.....

Application for Internet/Mobile/SMS Banking accepted.

Signature of Chief/Sr./Sub/ Postmaster

Date Stamp of Post Office

.....



Unit

6

Poem

The Hollow Crown (from Richard II)

William Shakespeare

Warm up

a. Work with a partner and take this short quiz to find out how well-informed you are about history.

- ★ Name a few wars and battles you have read about.
- ★ What is the difference between a war and a battle?
- ★ Why do rulers wage wars and battles?
- ★ Is the outcome of a war always fair?
- ★ Do you think rulers understand the true meaning of life in defeat or in victory?
- ★ Can you name a few kings and leaders who have fallen from glory to disgrace?



b. The historical background:

The poem is an extract from William Shakespeare's play **King Richard the Second**. The play is based on true events that occurred towards the end of the 14th century.

Richard II was crowned the King of England in the year 1367. He continued to be the British Monarch until 1399, when he was deposed by his cousin, Henry Bolingbroke, who crowned himself King Henry the Fourth in the same year. Shakespeare's play is a dramatic rendition of the last two years of the life of King Richard II. In this brief span of time, he was ousted from his royal position and sent to prison, where he died in captivity.

The following extract is set in the Coast

of Wales. King Richard II and some of his followers awaited the arrival of the Welsh army [*after facing defeat at the hands of his cousin, Bolingbroke*], of



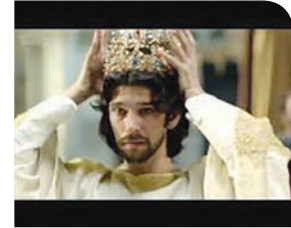
about 10000 warriors. But to their shock and surprise, they received the message that the army was not coming to their rescue. His followers tried to boost their King's courage against the news, only in vain. When Richard II came face to face with the reality of his terrible fate, he spoke the following verse, famously known as the "Hollow Crown" speech in theatrical circles. In it, King Richard II is reminded of the power of Death that overshadows everything else, including the power of rulers, and renders them as powerless as any commoner at a moment's notice.





First, listen to a reading of the complete poem. Then, read silently and try to answer the questions briefly, based on your understanding. You may refer to the glossary given at the end of the monologue to help you.

Let's talk of graves, of worms, and **epitaphs**,
Make dust our paper, and with rainy eyes
Write sorrow on the bosom of the earth.
Let's choose **executors** and talk of wills.
And yet not so – for what can we **bequeath**
Save our **deposed** bodies to the ground?
Our lands, our lives, and all, are Bolingbroke's,
And nothing can we call our own but death;
And that small model of the barren earth
Which serves as paste and cover to our bones.
For God's sake let us sit upon the ground
And tell sad stories of the death of kings:
How some have been depos'd, some **slain** in war,
Some haunted by the ghosts they have deposed,
Some poisoned by their wives, some sleeping kill'd,
All murdered – for within the hollow crown
That rounds the mortal temples of a king
Keeps Death his court, and there the **antic** sits,
Scoffing his state and **grinning** at his pomp,
Allowing him a breath, a little scene,
To **monarchize**, be fear'd, and kill with looks;
Infusing him with self and vain conceit,
As if this flesh which walls about our life
Were brass **impregnable**; and, humour'd thus,
Comes at the last, and with a little pin
Bores through his castle wall, and farewell king!
Cover your heads, and mock not flesh and blood
With solemn reverence; throw away respect,
Tradition, form, and **ceremonious** duty;
For you have but mistook me all this while.
I live with bread like you, feel want,
Taste grief, need friends – subjected thus,
How can you say to me, I am a king?



- ⇒ Pick out the phrase that suggests that King Richard was sorrowful.
- ⇒ Why does the king suggest that it is now time for his will to be executed?
- ⇒ What is the only thing we bequeath to our descendants?
- ⇒ What are the vanquished men left with?
- ⇒ What does the 'small model' refer to here?
- ⇒ What does a monarch's crown symbolize?
- ⇒ What mocks the ruler's power and pomp?





About the Author



William Shakespeare (1564 – 1616), an English poet and playwright is widely regarded as the greatest writer in English language and the world's pre-eminent dramatist. He was born and brought up in Stratford-upon-Avon, Warwickshire. He wrote about 37 plays, 154 sonnets, two long narrative poems, and a few other verses. He was often called England's National Poet and nicknamed the Bard of Avon. The first publishing of Shakespeare's works is the '*The First Folio*'. Playwright

Ben Jonson wrote a preface to this book including the quote '(Shakespeare) is not of an age, but for all time.' His plays have been translated into every major living language and are constantly studied and performed throughout the world.



Glossary

epitaphs	– short pieces of writing inscribed on tombstones in memory of the dead
executors	– persons who put someone's terms of will into effect
bequeath	– pass on something to the next generation by means of a will
deposed	– removed from office or power
slain	– killed
antic	– someone who draws attention through silly or funny acts (here a court jester)
scoffing	– expressing mockery
grinning	– smiling wildly
monarchize	– rule, carry out the duties and functions of a ruler
impregnable	– impossible to pass through
ceremonious	– being very formal

Explanation:

Lines 1-3 :

When King Richard abdicates his throne and surrenders the political control of England to the rebellious Henry Bolingbroke, he desperately realises the mortality of kings. 'Dust' is compared to paper and 'Rainy eyes' to writing instruments.

Line 9 :

'small model of the barren earth' - the body's flesh stands for all perishable things - here a "model" of the "barren earth"

Line 16:

hollow crown - the crown is empty in the middle and this connotes that power is not solid or strong or permanent

Line 18 :

'there the antic sits... farewell king' - here Death is portrayed as a court jester who grants the mortal kings, the temporary licence to 'monarchise'.





A. Fill in the blanks using the words given in the box to complete the summary of the poem:

King Richard the Second, had surrendered to his (a)_____ cousin, Bolingbroke. He experienced deep distress at the horror of his circumstances. In that desperate situation, he speaks of (b)_____, (c)_____, (d)_____ and other things connected with death. He spoke of how people leave nothing behind and can call nothing their own, except for the small patch of (e)_____, where they will be buried. King Richard yielded to dejection and talked of all the different ways in which defeated kings suffer how some had been deposed, (f)_____ in war, (g)_____ by their wives and so forth. He attributed this loss of lives to (h)_____, whom he personified as the jester who watches over the shoulder of every ruler, who mocks kings by allowing them to think their human flesh, was like (i)_____ brass. However, Death penetrates through the castle walls, silently and unnoticed like a sharp (j)_____, thus bidding (k)_____ to him and all his pride forever. Finally, Richard appealed to his soldiers not to mock his mere flesh and blood by showing (l) _____ and respect to him. He added that he too needed bread to live, felt want, tasted (m)_____ and needed (n)_____. He concluded thus, urging his men not to call him a (o)_____ as he was only human, just like the rest of them.

barren-earth	friends	graves	slain
rebellious	poisoned	worms	grief
impregnable	epitaphs	death	farewell
reverence	king	pin	

B. The words used by Shakespeare find a place in present day conversations also. Here are a few examples of how these poetic, standardized English words could be used by common people in their regular speech.

a. Fill in the blanks with appropriate words from the box and complete the statements suitably:

bequeath antics monarchise
impregnable hollow

1. Shravan never keeps his promises. His friends know that his words are _____.
2. The spectators died laughing at the _____ of the clown.
3. The business woman wished to _____ all her riches to an orphanage, after her death.
4. The fortress was _____ and could not be conquered by the enemies.
5. Alexander the Great, wished to conquer many lands and _____ the entire world.



Shakespeare wrote about 37 plays, which are broadly categorized under three heads, namely tragedies, comedies and histories.

The historic play '*Richard II*' is the only play written entirely in verse.



b. Complete the passage given below, with suitable words from the box:

Lima, a (a)_____ and (b)_____ woman, kept (c)_____ at her colleagues and went on taxing them with hard labour. Though they were (d)_____ to her, she being their head, they were offended and filled with (e)_____. It so happened, that Lima was (f)_____ from her high position due to a serious blunder she had committed. Lima, having lost all her (g)_____ and glory, realized how arrogant she had been. She gave up her pride and with (h)_____ sought an apology from everyone. She thus turned over a new leaf and bid (i)_____ to them.

farewell	ceremonious	deposed
reverence	vain	pomp
conceited	sorrow	scoffing

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

1. What do the three words, 'graves, worms and epitaphs', refer to?
2. What does the executor mentioned in the poem do?
3. Who is Bolingbroke? Is he a friend or foe?
4. Are all deposed kings slain by the deposer?
5. What does the crown of rulers stand for?
6. What hides within the crown and laughs at the king's grandeur?
7. What does 'flesh' mean here?

8. What are the various functions and objects given up by a defeated king?
9. How does the king establish that he and his subjects are equal in the end?
10. Bring out King Richard's feelings when he was defeated.

D. Explain the following lines with reference to the context in about 5 to 8 lines:

- i. "Our lands, our lives, and all, are
Bolingbroke's,
And nothing can we call our own but
death;"
- ii. "All murdered – for within the hollow
crown
That rounds the mortal temples of
a king
Keeps Death his court, ..."
- iii. "Comes at the last, and with a little pin
Bores through his castle wall, and
farewell king!"
- iv. "How can you say to me, I am a king?"

E. Speaking Activity

Working with your partner, discuss the following adages and share your views with the class. You may need to give your ideas and justify your point of view. Remember to take turns while making your presentation/short speech.

- a. War begets war
- b. Uneasy lies the head that wears a crown

F. Poetic Devices

Personification

When human traits are given to non-human or inanimate objects



When a question is asked not for the sake of getting an answer, but to express a point more emphatically

When two unlike objects or things having some common qualities are compared

When a question is formed to make a point rather than to elicit an answer

When rhyming words are used within a single line

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

i. *"Let's talk of graves, of worms, and
epitaphs;
Make dust our paper, and with rainy eyes
Write sorrow on the bosom of the earth".*

ii. “And yet not so – for what can we
bequeath
Save our deposed bodies to the ground?”

iii. “Keeps Death his
court, and there the antic sits,...”

iv. "How can you say to me, I am a king?"

v. “Scoffing his state and grinning at his
pomp,...”

vi. “Bores through his castle wall, and
farewell king!”

b. Pick out the alliteration from the following lines:

i. “Our lands, our lives, and all, are
Bolingbroke’s...”

ii. *“And tell sad stories of the death of kings:”*

iii. “Comes at the last, and with a little
pin...”

G. Based on your reading of King Richard's speech, answer the following questions in about 100 - 150 words each. You may add your own ideas if required to present and justify your point of view.

1. What are the causes for King Richard's grief?
2. How are eternal truths and wisdom brought to the reader here?
3. Death has been cited in many ways in this monologue. Identify the poetic devices used in those references.
4. Who does the future generations remember easily - the victor or the vanquished? Give reasons. Also, cite relevant references from King Richard's speech.



The full name of Shakespeare is William Arden Shakespeare, where 'Arden' is his mother's family name. This makes Shakespeare one of the few celebrities that took their mother's name.

Quotable quote

Never be weak, you must be strong:
you have infinite strength within you.
Strength is life; Weakness is death.

- Swami Vivekananda

H. Parallel Poem

John Magee holds a special place in the hearts of pilots the world over. An American, he joined the Canadian Air Force before the U.S. entered World War II and was killed in flight over Lincolnshire, England. He was 19 years old. He wrote the most famous air force war poem ever written, High Flight. He wrote the poem in the cockpit while flying at 30,000 feet and mailed it to his parents upon landing.

High Flight

John Gillespie Magee, Jr.

Oh, I have slipped the surly bonds of Earth
And danced the skies on laughter-silvered wings;
Sunward I've climbed, and joined the tumbling mirth
Of sun-split clouds – and done a hundred things
You have not dreamed of – wheeled and soared and swung
High in the sunlit silence. Hov'ring there,
I've chased the shouting wind along, and flung
My eager craft through footless halls of air...

Up, up the long, delirious burning blue
I've topped the windswept heights with easy grace
Where never lark, or even eagle - flew.
And, while with silent, lifting mind I've trod
The high untrespassed sanctity of space,
Put out my hand, and touched the face of God.
(Also read the poem Ozymandias by P.B.Shelley.)

The Never - Never Nest

(Play)

Cedric Mount

Warm up

A. What are the essentials one needs to lead a comfortable life? Fill in the empty bubbles with some of them.



B. List six gadgets that you want to purchase. Write them according to your priorities and state the reasons.

S.No.	Gadgets	Reasons
1		
2		
3		
4		
5		
6		

C. Answer the following questions.

- Do you think you can afford to buy all of these at once?
- We may not have money to buy all our wants at the same time. In such a situation, what are the options available?
- Expand EMI - _____



Now, read, enact and enjoy the play based on the theme of purchases on instalments. Let's know how the plot unfolds.

Characters
Jack
Jill, Jack's wife
Aunt Jane
Nurse

Scene:

The **lounge** of JACK and JILL'S Villa at New Hampstead. The essential furniture consists of a table on which are writing materials, and two chairs. As the curtain rises the lounge is empty, but JACK and JILL come immediately, followed by AUNT JANE.

Jill: And this is the lounge.

Aunt Jane:

Charming! Charming! Such a **cosy** little room! And such pretty furniture.

Jack (modestly):

We like it, you know, handy place to sit in and listen to the radiogram.

Aunt Jane:

Oh, have you got a radiogram as well as a car and a piano?

Jack:

Why, of course, Aunt Jane. You simply must have a radio set nowadays.

Jill:

And it's so nice for me when Jack's away at business. I even make him move it into the kitchen, so that I can listen to it while I cook.

Jack :

Sit down, Aunt Jane, you must be tired—and we've shown you everything now.

Jill:

What do you think of our little nest, Aunt Jane?

Aunt Jane:

I think it's wonderful, my dears. The furniture—and the car— and the piano—and the refrigerator and the radio—what's it— it's wonderful, really wonderful!

Jack: And we owe it all to you.

Aunt Jane:

Yes, Jack, that's what's worrying me.

Jack: Worrying you, Aunt Jane?

Aunt Jane:

Yes. That cheque I gave you for your wedding present—it was only two hundred pounds, wasn't it? I— didn't put two thousand by mistake?

Jill:

Why no, Aunt Jane. What on earth made you think that?

Aunt Jane:

Well, that's all right. But I still don't altogether understand. This house(relieved) —it's very lovely—but doesn't it cost a great deal for rent?

Jack: Rent? Oh, no, we don't pay rent.

Aunt Jane:

But, Jack, if you don't pay rent, you'll get turned out—into the street. And that would never do. You've Jill and the baby to think of now, you know.



Jack:

No, no, Aunt Jane. You misunderstood me. We don't pay rent because the house is ours.

Aunt Jane: YOURS?

Jill:

Why, yes; you just pay ten pounds and it's yours.

Jack:

You see, Aunt Jane, we realized how uneconomic it is to go on paying rent year after year, when you can buy and enjoy a home of your own for ten pounds—and a few quarterly payments, of course. Why be Mr. Tenant when you can be Mr. Owner?

Aunt Jane:

I see. Yes, there's something in that. Even so, you must be getting on very well to keep up a place like this.

Jill:

Oh, he is, Aunt Jane. Why, only last year he had a five shilling rise—didn't you, Jack?

Jack (modestly):

Of course that was nothing, really. I'm expecting ten this Christmas.

Aunt Jane (suddenly):

Jack! I've just thought of something. That car—is it yours?

Jill : Of course it's ours.

Aunt Jane : All yours?

Jack : Well, no. Not exactly all.

Aunt Jane : How much of it?

Jill:

Oh, I should say the steering wheel—and one of the tyres -- and about two of the cylinders. But don't you see, that's the wonderful thing about it.

Aunt Jane:

I don't see anything wonderful about it.

Jill:

But there is, Aunt Jane. You see, although we could never buy a car outright, we can enjoy all the pleasures of motoring for a mere five pounds down.

Aunt Jane:

And the rest by easy **instalments**, I suppose.

Jill: Exactly.

Aunt Jane:

Exactly. And what about the radio—what's it?

Jack : Well, that's the—

Aunt Jane : And the piano?

Jill : Well, of course—

Aunt Jane : And the furniture?

Jack : I—I'm afraid so—

Jill:

Well, no, as a matter of fact, it's that one. (She points to another.)

Aunt Jane:

And the rest belongs to Mr. Sage, I suppose?

Jill: Er—Yes.



Aunt Jane:

Well. I'm not going to sit on Mr. Sage's part for anyone. (She stands up.) Now, tell me, how much do all these instalments come to?

Jack:

Well, actually—(He takes out his pocket-book and consults it) actually to seven pounds eight and eight pence a week.

Aunt Jane:

Good heavens! And how much do you earn?

Jack:

As a matter of fact—er—that is—six pounds.

Aunt Jane:

But that's **absurd**! How can you pay seven pounds eight and eight pence out of six pounds?

Jack:

Oh, that's easy. You see, all you have to do is to borrow the rest of the money for the payments from the Thrift and Providence Trust Corporation.

Jill:

They're only too glad to loan you any amount you like, on note of hand alone.

Aunt Jane:

And how do you **propose** to pay that back?

Jack:

Oh, that's easy, too. You just pay it back in instalments.

Aunt Jane:

Instalments! (She claps her hand to her

forehead and sinks back weakly into the chair. Then **realises** that she is sitting on Mr. Sage's piece and leaps to her feet again with a little shriek.)

Jack:

Aunt Jane! Is anything the matter? Would you like to lie down?

Aunt Jane:

Lie down? Do you suppose I'm going to trust myself in a bed that belongs to Mr. Sage, or Marks and Spencer, or somebody? No, I am going home.

Jill: Oh, must you really go?

Aunt Jane: I think I'd better.

Jack: I'll drive you to the station.

Aunt Jane:

What! Travel in a car that has only one tyre and two **thingummies**! No thank you—I'll take the bus.

Jack:

Well, of course, if you feel like that about it....

Aunt Jane:

Now, I'm sorry if I sounded rude, but really I'm shocked to find the way (relenting a little) you're living. I've never owed a penny in my life—cash down, that's my **motto** and I want you to do the same. (She opens her handbag.) Now look, here's a little cheque I was meaning to give you, anyway. (She hands it to Jill.) Suppose you take it and pay off just one of your bills—so that you can say one thing at least really belongs to you.



Jill:

Er—thank you. Aunt Jane. It's very nice of you. (awkwardly)

Aunt Jane:

There! Now I must be going. (patting her arm)

Jack: I'll see you to the bus, anyway.

Jill:

Good-bye, Aunt Jane—and thanks so much for the present.

Aunt Jane:

Good-bye, my dear. (She and Jack go out. Jill looks at the cheque and (kissing her) exclaims 'Ten pounds!' Then she hurries to the table, addresses an envelope, **endorses** the cheque and slips it inside with a bill which she takes from the bag and seals the envelope. Then she rings the bell. In a moment the NURSE comes in with the baby in her arms.)

Jill:

Oh, nurse. I want you to run and post this for me. I'll look after baby while you're gone.

Nurse:

Certainly, madam. (She hands the baby to Jill, takes the letter, and goes.)

Jack:

Well, she's gone! What a **tartar**! Still, she did leave us a bit on account—how much was it?

Jill: Ten pounds.

Jack: Phew! That's great! We can pay off the next two months on the car with (with a whistle) that.

Jill: I—I'm afraid we can't—

Jack: Why ever not?

Jill:

You see, I—I've already sent it off for something else. Nurse has just gone to post it.

Jack:

Well that's all right. Who have you sent it to?

Jill: Dr. Martin.

Jack:

Dr Martin! What on earth **possessed** you to do that?

Jill (nearly in tears):

There! Now you're going to be angry with me.

Jack:

I'm not angry! But why waste good money on the doctor? Doctors don't expect to get paid anyway.

Jill (sobbing a little):

Bu—but you don't understand —

Jack: Understand what?

Jill:

Why; just one more installment and **BABY'S REALLY OURS!**

(She is holding out the infant, a little pathetically, as we black out.)

Cedric Mount



About the Author

Cedric Mount is a considerable distinguished playwright of his age. He wrote some thoughtful plays, which include *Twentieth Century Lullaby*, *To cut a Long Story Short* and *Nature Abhors a Vacuum*. His one act plays are easy to perform, satirical, witty and insightful. These one act plays expose the shams of contemporary society besides delicately admonishing the guilty.



- motto** – a short sentence or phrase that expresses a rule guiding the behaviour of a particular person or group
- endorse** – to make over to another
- tartar** – a person of irritable temper
- possessed** – completely controlled by an evil spirit

A. Reading Comprehension Questions:

1. What did Aunt Jane like about Jack's 'little nest'?
2. Aunt Jane seemed to think that there was a mistake in the wedding present she had given Jack. Why?
3. What would make Jack the owner instead of being the tenant?
4. What sounded absurd to Aunt Jane?
5. How did Jack manage to pay seven pounds eighty and eighty pence out of six pounds?
6. What advice did Aunt Jane offer the couple?
7. For what purpose did Aunt Jane wish to use the cheque given by Aunt Jane?
8. 'Just one more instalment and BABY'S REALLY OURS!' This tells us that the couple _____.

B. Answer the following questions in about a paragraph of 100 – 150 words each:

1. Why is there a double negative in the title: The Never – Never Nest? Elucidate with reasons from the play.



Glossary:

- lounge** – a place in a home or public building for leisure activities, living room
- cosy** – comfortable
- instalment** – one of the parts into which a debt is divided when payment is made at intervals
- absurd** – ridiculously unreasonable and meaningless
- propose** – intend to do something
- realise** – to understand or become aware of
- thingummies** – small articles the names of which are not remembered



2. Bring out the humorous elements in the play.
3. How does the play 'The Never – Never Nest' expose the harsh reality of modern living?
4. Jill said that they owned the steering wheel of a car, one of the tyres, two of the cylinders and leg of the sofa. What does this convey?

C. Listening Activity

Listen to the passage read out aloud by the teacher or played on a recorder and answer the questions that follow.

Questions:

- i. The speaker says that our income is sufficient to meet our needs. Is it true or false?
- ii. EMI is the only _____ for people who buy very expensive things.
 - a) consolation b) setback
 - c) option d) debt
- iii. One is able to buy costly things with _____ power offered by EMI.
 - a) physical b) withstanding
 - c) honorary d) monetary
- iv. If people fail to pay EMIs, they may be subjected to _____.
 - a) expulsion b) high pressure
 - c) legal action c) dejection
- v. People should learn to spend _____ their means.
 - a) within b) beyond
 - c) above d) beneath

D. Speaking Activity

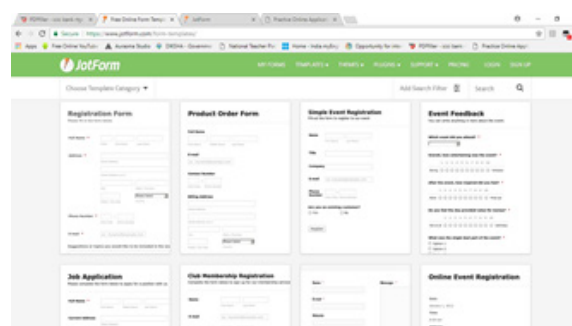
Based on your understanding of the play 'The Never – Never Nest', organise a classroom debate on the topic: '**Is Equated Monthly Instalment Scheme** - a boon or bane to middle-class families?'

E. Writing Task

Aunt Jane was shocked to see the life of Jack and Jill during her visit to their place. Put yourself in the place of Aunt Jane and write a letter to the couple advising them not to spend beyond their means. Make more suggestions to enable them lead a debt-free life.

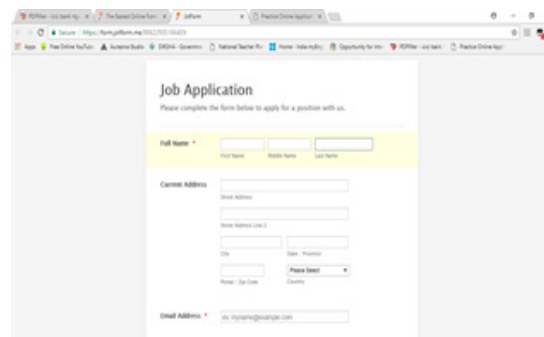
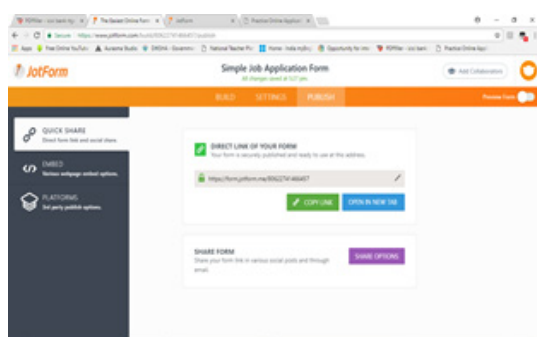
FORM FILLING

This activity will enable the students to know how to fill the forms online.



STEPS

1. Type the URL link given below in the browser or scan the QR code.
2. You can see many Form templates such as Registration form, Job application form, online booking form, CV submission form, Club enrollment form etc.
3. Click 'USE TEMPLATE' of the form. Then Click 'PUBLISH' button and then click 'OPEN IN NEW TAB' to view the form which is to be filled.
4. You can fill the form online now.
5. Explore the various Form templates and try to fill them online.



WEBSITE LINK

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

<https://www.jotform.com/form-templates/>

ADDITIONAL WEBSITE LINK

<http://www.experienceworks.org/site/PageServer?pagename=Practice Online application>

Listening Activity

Unit - 1 (Prose)

The hand that rocks the cradle rules the world. It is the mother who rocks the cradle. It is she who exercises her influence over the mind of her children. She moulds the character of her children with her noble qualities. Napoleon said, "Give me good mothers, I will give you a good nation." Mothers play an important role in building nations. The love of our mother is usually the first and deepest love that we experience in life. For many people their mother's love becomes the pattern of love in later life.



A mother's love is unconditional. No matter what you do, you know that your mother will always love you. The phrase 'mother's love' refers to the love traditionally shown by a biological mother to her child. But indeed any love that is deeply caring and unconditional can be described as a motherly love. Adoptive mothers show this type of love to the children they adopt. It is important in life to be cherished and loved for who you are and to be supported in all you do. Love is the most important thing in the world. Why not exhibit love to creatures and all those around you?

Unit - 1 (Poem)

Father by Edgar Albert Guest

My father knows the proper way
The nation should be run;
He tells us children every day

Just what should now be done.
He knows the way to fix the trusts,
He has a simple plan;
But if the furnace needs repairs,
We have to hire a man.

My father, in a day or two
Could land big thieves in jail;
There's nothing that he cannot do,
He knows no word like "fail."
"Our confidence" he would restore,
Of that there is no doubt;
But if there is a chair to mend,
We have to send it out.

In conversation father can
Do many wondrous things;
He's built upon a wiser plan
Than presidents or kings.
He knows the ins and outs of each
And every deep transaction;
We look to him for theories,
But look to ma for action.

Unit -2 (Prose)

49th over, first ball, Kulasekara to Yuvraj, 1 run, yorker outside off, dug out to point, Yuvraj and Dhoni scamper through for a single. Perfect time for Dhoni to hit the winning runs. He deserves the victory. Second ball, Kulasekara to Dhoni, SIX!! India are World Champions! A nation of a billion will sleep well tonight. What a shot to end the game! Yuvraj can't control his emotions. He is in tears. Sachin runs in from the dressing room and is mobbed. What marvellous scenes in Mumbai! Dhoni got under the length ball and absolutely



hammered that out of sight and out of the park. The White Kookaburra soared over the fence. Bhajji too is in tears. 28 years in waiting and the helicopter shot has brought an end to the game.

The players Dhoni and Yuvraj, who were popularly called 'The Finishers' against Pakistan and Sri Lanka a few years ago, took the game closer and a thrilling finish was on the cards. They needed 30 off 30 deliveries when the batting power play became mandatory. Could they do it? They were up against a lethal bowler in Malinga. Just three runs off the Malinga over meant the Indians needed 27 off the next four overs. There were nerves all around, but the two batsmen in the middle looked to be in a different world altogether. Pressure was just a distant relative and they kept their cool to help India romp home with 10 deliveries to spare.

Unit -2 (Poem)

Tejaswini Sawant is an Indian shooter from the Maharashtrian city of Kolhapur. Her father Ravinder Sawant was an officer in the Indian Navy. Tejaswini represented India in 2004 at the 9th South Asian Sports Federation Games. She, in the 2006 Commonwealth Games, won one gold medal in Women's 10m Air Rifle Singles and Women's 10m Air Rifle pairs. In 2009, in the 50m Rifle 3 positions, she won a bronze and in 2010 she became a world champion in 50m Rifle Prone game held in Germany. In the 2010 Commonwealth Games, she won one bronze and two silver medals in the Women's 50m Rifle Prone Pairs, the Women's 50m Rifle Prone Singles and the Women's 50m Rifle 3 positions, respectively.

Tejaswini was the first Indian shooter to win a Gold medal at the World Championship in the 50m Rifle Prone Game.

Unit -3 (Prose)

Thomas Alva Edison stepped from a train in Orange, New Jersey and walked down the platform. The station master knew how forgetful the famous inventor was. Therefore, he would always ask him a customary question. He asked Edison if he had left anything behind. Edison confidently replied that he had not left anything and everything was safe with him. Then, he began taking a count of his suitcases. As he was doing so, he happened to look up at the train. With a start, he dropped his bags and raced back to the car in which he had been travelling. What prompted that burst of activity was the face of his bride, whom he had just married, and was returning from a honeymoon trip, staring from a window.

Albert Einstein was working at the Princeton University. One day when he was going back home he forgot his home address. The driver of the cab did not recognize him. Einstein asked the driver if he knew Einstein's home. The driver exclaimed that there could be no one who did not know Einstein's address. He added that everyone in Princeton knew where Einstein lived and asked him if he wanted to meet Einstein. Einstein with a sheepish grin replied that he was Einstein and he had forgotten his residential address. He requested the cabbie if he could take him there. The astonished driver drove him to his house. The cabbie considered driving Einstein a great honour and refused to charge him for the service.



Unit -4 (Prose)

The Department of School Education has organized a one-day seminar on 'Career Guidance and Counselling' for the students appearing for the Public Examinations. The programme is scheduled at 3 p.m. today, at Dr. A P J Abdul Kalam Auditorium, in our School campus. You are to assemble at the venue at 2. 45 p.m. sharp, with a notebook and a pen. The main purpose of the programme is to create awareness among students on the numerous career options available and the various institutions that offer relevant courses. Another objective is to boost their self-confidence and prepare the students to face the challenges they encounter from time to time with courage. You are expected to be attentive throughout the programme, actively participate in discussions and get all your doubts clarified without any hesitation. The next session will be conducted in the first week of February. Those who are interested in attending the second session can register their names with the School Pupil Leader within two days.

Unit -4 (Poem)

I

A wonderful bird is the Pelican.
His beak can hold more than his belly can.
He can hold in his beak
Enough food for a week!
But I'll be darned if I know how the Peli-can?

II

There once was a bear at the zoo
Who always had something to do
When it bored him, you know,
to go to and fro,
he reversed it and went fro and to.

III

There once was a cute little bunny,
Who I thought was sweet and funny.
He ate all the carrots,
And looked at the parrots,
And that was my cute little bunny.

Unit -5 (prose)

Born in Tirunelveli, a small city of Tamil Nadu, in a middle class family, Vishalini is no different from other children of her age, who love watching cartoons, riding bicycles and playing games; however, her IQ and intelligence is not of an average 11-year-old girl. She is a child prodigy blessed with exceptional computer and analytical skills. According to reports, her IQ stands at 225, which is considerably higher than the previous Guinness World Record holder, Kim Ung-Yong, whose IQ is approximately 210. Vishalini's wonderful accomplishments include securing the Microsoft Certified Professional and Cisco Certified Network Associate titles. Vishalini holds the unique pride of addressing various International conferences as a Chief Guest and Keynote Speaker in the presence of delegates from various countries, when she was an 11 year old child. At the Google India Summit held in New Delhi, the international delegates from about 75 countries were astonished and astounded at Vishalini's keynote address on 'Cloud Computing in Google Apps for Education'. There she was also honoured as "The Youngest Google Speaker". She is the recipient of five International awards. Vishalini, the pride of Tamilnadu, is undoubtedly a wonder girl.



Unit -6 (prose)

Bala:

Hello, Mahesh, where did you spend your holidays?

Mahesh:

Well Bala, I had been to a place of ethereal beauty, Kerala.

Bala:

Did you spend all the three days in Kerala?

Mahesh:

Yes Bala. I visited Trivandrum, Quilon and Cochin.

Bala:

What are the important tourist spots you visited there?

Mahesh:

I shall just mention a few – The Art Museum called Chitralayam at Trivandrum, the King's Palace and the Kovalam Beach.

Bala:

What did you see in Quilon?

Mahesh:

The lovely scenery at Varkala - the oldest port of Quilon, and the Periyar Lake Wild Life Sanctuary.

Bala:

Tell me something about Cochin.

Mahesh:

Cochin has earned the title 'Venice of the East'. It is famous for coir and there are many historical monuments there.

Bala:

Oh, I see! I think you should take me to these spots next time you visit Kerala.

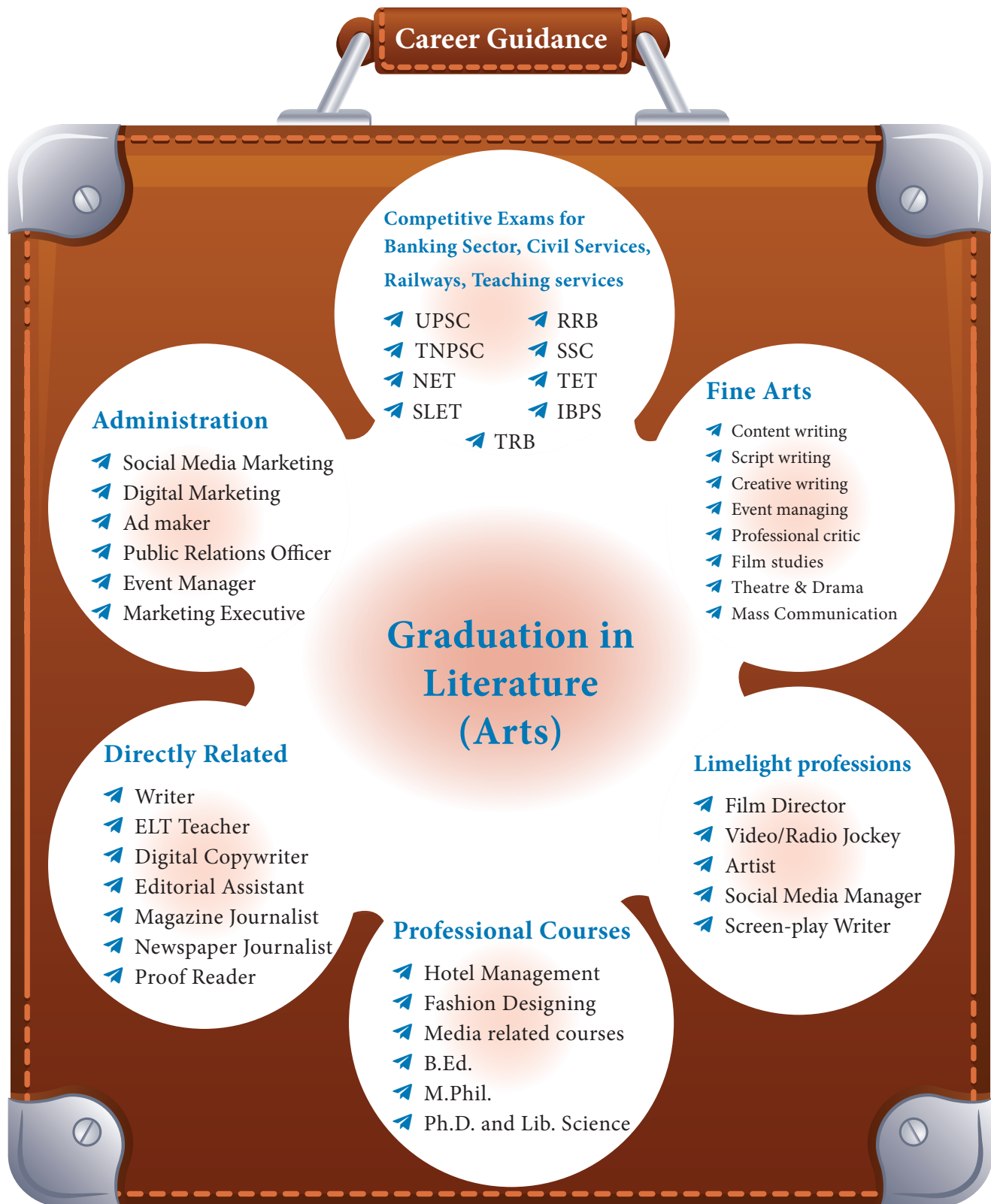
Mahesh:

Of course! We shall explore its beauties and learn more about our motherland.

Unit -6 (Supplementary)

Listen to the views of a leading economist R. Azhagarasan about EMI in an interview.

"We live in a world where everyone likes to lead a comfortable and luxurious life, though our salaries are not enough to meet our needs. In such situations, the EMI seems to be the only option. It helps people pay for the expensive things, they have purchased, in parts as instalments. It gives monetary power to buy expensive things, beyond the capacity of a common man. Without EMIs, many people will never be able to buy such luxury articles. The scheme proves beneficial for people in purchasing a house and other essential appliances and accessories. It also has some negative and unavoidable results. If people are not able to pay their EMIs on time, they have to keep on paying the loan amount for years together with interest. They may face serious problems such as penalty for default, repossession of the purchased items and might even be subjected to legal punishment. Sometimes, people tend to buy things that are not at all necessary. This may lead them into never-ending debts. Hence, people should learn to spend within their means."





Further Reading

List of books to improve English

1. Oxford Learner's Pocket Verbs and Tenses - John Hird – Oxford University Press – 2013
2. English Grammar A Resource Book for Students – Roger Berry - Routledge – 2012
3. Word Power Made Easy – Norman Lewis – Global Publishers – 2016
4. 1001 Most Common Proverbs for Everyday Use – Vasantha K. Krishnaraj – United Network
5. Swami and Friends – R.K. Narayan – Indian Thought Publication – 2016

Simple English Books to improve English

1. Charlotte's Web – E.B. White
2. The House on Mango Street – Sandra Cisneros
3. Peter Pan – James Mathew Barrie
4. The Old Man and the Sea – Ernest Hemmingway
5. The Wind in the Willows – Kenneth Grahame
6. Lord of the Flies – William Golding
7. Tuesdays with Morrie – Mitch Albom
8. The Giver – Lois Lowry
9. Fantastic Mr Fox – Roald Dahl
10. The Curious Incident of the Dog in the Night-Time – Mark Haddon
11. The Cat in the Hat - Dr. Seuss

12. The Hobbit- J.R.R. Tolkien
13. Revoltin Rhymes- Roald Dahl
14. Mr.Men and Little Miss Series – Rogers Hargreaves
15. Wuthering Heights-Emily Bronte
16. Quirky Jerky Extra Perky
17. The Big Book of Words You Know – David Olsen
18. Film, T.V & Music Olha Madylus CUP
19. Grammar Troublespots – Ann Raimes CUP
20. Chicken Soup for the Soul - Jack Canfield Mark Victor Hansen
21. Habits of Highly Effective People – Stephen Covey free press
22. The Fruit in our Stars – John Green
23. Facebook Phantom - Suzanne Sangi
24. The Hunger games – Suzanne Collins
25. Enid Blyton series –The Valley of Adventures
26. The Mystery Series – Enid Blyton
27. Secret Seven Collection – Enid Blyton
28. Animal Farm – George Orwell
29. Tale of Two cities (Abridged) – Charles Dickens
30. Little Women - Louis May Alcott





Learning Outcomes



Listening

Students will be able to

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



Speaking

- ✦ Involve themselves in activities like role-play, debates, discussions, framing dialogues.
- ✦ Describe incidents, express views on social issues and personal experiences
- ✦ Develop creative ideas through speech and expression.



Writing

- ✦ Write notices, prepare advertisements, expand proverbs and headlines.
- ✦ Learn to paraphrase poems, make notes, take notes and summarise passages comprehending the theme and topic.
- ✦ Write formal and informal letters.
- ✦ Acquire the ability to interpret non-verbal representations like pie-charts, histograms, bar-diagrams etc.



Vocabulary

- ✦ Understand the meaning of words and learn to pronounce them correctly.
- ✦ Identify synonyms and antonyms of various words.
- ✦ Split words into syllables and use compound words in suitable context.
- ✦ Blend and clip parts of words
- ✦ Use homophones and same word in different parts of speech and solve cross word puzzles.
- ✦ Use foreign words, terminologies related to professions, human nature and idioms in sentences of their own.
- ✦ Use words with appropriate prefixes and suffixes.



Grammar

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