

The Portrait of a Lady

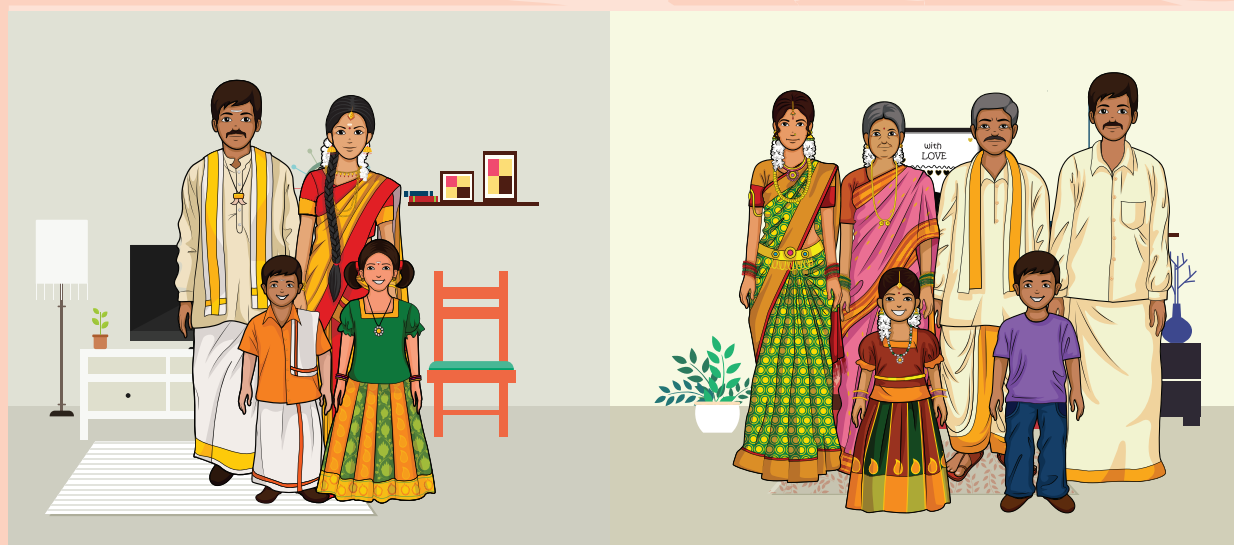
Khushwant Singh



Nuclear Family or Joint Family



Warm Up



Based on the visuals given above, give five words/phrases each, to describe these two family types.

Nuclear family		Joint family	

Here is a story that brings out the bond between the author and his loving grandmother.

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that

was hard to believe. My grandfather's portrait hung above the **mantelpiece** in the drawing room. He wore a big turban and loose fitting clothes. His long, white beard covered the best part of his chest and he looked at least a hundred years old. He did not look the sort of person who would have a wife or children. He looked as if he could only have lots and lots of grandchildren. As for my grandmother



being young and pretty, the thought was almost revolting. She often told us of the games she used to play as a child. That seemed quite **absurd** and undignified on her part and we treated it like the **fables** of the Prophets she used to tell us.

She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere. No, we were certain she had always been as we had known her. Old, so terribly old that she could not have grown older, and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful. She **hobbled** about the house in spotless white with one hand resting on her waist to balance her stoop and the other telling the beads of her rosary. Her silver locks were scattered untidily over her pale, **puckered** face, and her lips constantly moved in inaudible



prayer. Yes, she was beautiful. She was like the winter landscape in the mountains, an **expanse** of pure white serenity breathing peace and contentment.

My grandmother and I were good friends. My parents left me with her when they went to live in the city and we were constantly together. She used to wake me

up in the morning and get me ready for school. She said her morning prayer in a **monotonous** sing-song while she bathed and dressed me in the hope that I would listen and get to know it by heart; I listened because I loved her voice but never bothered to learn it. Then she would fetch my wooden slate which she had already washed and plastered with yellow chalk, a tiny earthen ink-pot and a red pen, tie them all in a bundle and hand it to me. After a breakfast of a thick, stale chapatti with a little butter and sugar spread on it, we went to school. She carried several stale chapattis with her for the village dogs.

My grandmother always went to school with me because the school was attached to the temple. The priest taught us the alphabet and the morning prayer. While the children sat in rows on either side of the verandah singing the alphabet or the prayer in a chorus, my grandmother sat inside reading the scriptures. When we had both finished, we would walk back together. This time the village dogs would meet us at the temple door. They followed us to our home growling and fighting with each other for the chapatti we threw to them.

When my parents were comfortably settled in the city, they sent for us. That was a turning-point in our friendship. Although we shared the same room, my grandmother no longer came to school with me. I used to go to an English school in a motor bus. There were no dogs in the streets and she took to feeding sparrows in the courtyard of our city house.

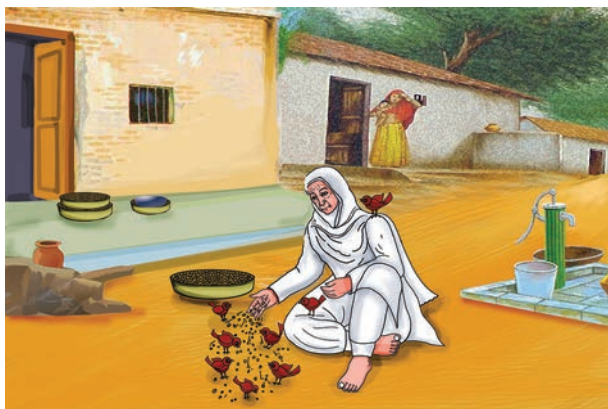
As the years rolled by, we saw less of





each other. For some time she continued to wake me up and get me ready for school. When I came back she would ask me what the teacher had taught me. I would tell her English words and little things of western science and learning, the law of gravity, Archimedes' Principle, the world being round etc. This made her unhappy. She could not help me with my lessons. She did not believe in the things they taught at the English school and was distressed that there was no teaching about God and the scriptures. One day, I announced that we were being given music lessons. She said nothing but her silence meant disapproval. She rarely talked to me after that.

When I went up to University, I was given a room of my own. The common link of friendship was **snapped**. My grandmother accepted her **seclusion** with resignation. She rarely left her spinning-wheel to talk to anyone. From sunrise to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the verandah breaking the bread into little bits, hundreds of little birds collected round her creating a veritable **bedlam** of chirruping. Some



came and **perched** on her legs, others on her shoulders. Some even sat on her head.

She smiled but never shooed them away. It used to be the happiest half-hour of the day for her.

When I decided to go abroad for further studies, I was sure my grandmother would be upset. I would be away for five years, and at her age one could never tell. But my grandmother could. She was not even sentimental. She came to leave me at the railway station but did not talk or show any emotion. Her lips moved in prayer, her mind was lost in prayer. Her fingers were busy telling the beads of her rosary. Silently she kissed my forehead, and when I left I cherished the moist imprint as perhaps the last sign of physical contact between us.

But that was not so. After five years I came back home and was met by her at the station. She did not look a day older. She still had no time for words, and while she clasped me in her arms I could hear her reciting her prayers. Even on the first day of my arrival, her happiest moments were with her sparrows whom she fed longer and with frivolous **rebukes**.

In the evening a change came over her. She did not pray. She collected the women of the neighbourhood, got an old drum and started to sing. For several hours she thumped the sagging skins of the **dilapidated** drum and sang of the home-coming of warriors. We had to persuade her to stop to avoid overstraining. That was the first time since I had known her that she did not pray.

The next morning she was taken ill. It was a mild fever and the doctor told



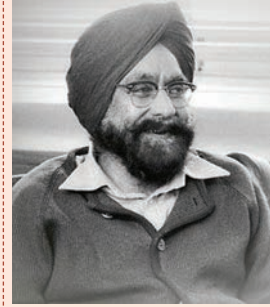
us that it would go. But my grandmother thought differently. She told us that her end was near. She said that, since only a few hours before the close of the last chapter of her life she had omitted to pray, she was not going to waste any more time talking to us.

We protested. But she ignored our protests. She lay peacefully in bed praying and telling her beads. Even before we could suspect, her lips stopped moving and the rosary fell from her lifeless fingers. A peaceful **pallor** spread on her face and we knew that she was dead.

We lifted her off the bed and, as is customary, laid her on the ground and covered her with a red **shroud**. After a few hours of mourning we left her alone to make arrangements for her funeral. In the evening we went to her room with a crude stretcher to take her to be cremated. The sun was setting and had lit her room and verandah with a blaze of golden light. We stopped half-way in the courtyard. All over the verandah and in her room right up to where she lay dead and stiff wrapped in the red shroud, thousands of sparrows sat scattered on the floor. There was no chirruping. We felt sorry for the birds and my mother fetched some bread for them. She broke it into little crumbs, the way my grandmother used to, and threw it to them. The sparrows took no notice of the bread. When we carried my grandmother's corpse off, they flew away quietly. Next morning the sweeper swept the bread crumbs into the dustbin.

About the Author

Khushwant Singh is an Indian novelist and lawyer. He studied at St. Stephen's College, Delhi and King's college,



London. He joined the Indian Foreign Service in 1947.

As a writer, he is best known for his keen secularism, sarcasm and love for poetry. He

served as the editor of several literary and news magazines as well as two newspapers. Khushwant Singh was awarded with Padma Bhushan in 1974, Padma Vibhushan by the Government of India and Sahitya Akademi Fellowship by Sahitya Academy of India. *The Mark of Vishnu, A History of Sikhs, The Train to Pakistan, Success Mantra, We Indians* and *Death at my Doorstep* are some of his brilliant works.



Glossary

mantelpiece – shelf projecting from the wall above a fireplace

absurd – inconsistent/ illogical

fables – tales/stories

hobbled – walked unsteadily

puckered – wrinkled

expanse – wide area

monotonous – unchanging /boring



snapped – broke / cut

seclusion – isolation

bedlam – noisy confusion

perched – sat / rested

rebukes – scoldings

dilapidated – damaged

pallor – an unhealthy pale appearance

shroud – cloth used to wrap a dead person

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

- a. Describe the grandfather as seen in the portrait.
- b. Why was the author left with his grandmother in the village?
- c. Where did the author study in his childhood?
- d. Why did the grandmother accompany the author to school?
- e. What made the dogs follow the grandmother after school hours?
- f. Why didn't the grandmother feel sentimental when the author went abroad for higher education?
- g. What was the happiest time of the day for grandmother?

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

- a. Describe the author's grandmother.
- b. What was the daily routine of the grandmother at home?
- c. How is school education in the village different from that in the city?
- d. The grandmother appreciated the value of education. Give instances in support of your answer.
- e. The grandmother was strong-minded. Justify.
- f. How did the grandmother spend the last few hours of her life?

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

- a) The grandmother played a vital role in the author's formative years. Give your own example of how elders have a positive influence on the younger generation. Include examples from the story also.
- b) As young Khushwant Singh, write a letter to your parents describing your daily routine expressing your thoughts and feelings about staying in the village.
- c) Animals are capable of empathy. Substantiate this statement with examples from the story as well as your own experiences.



Vocabulary

a) Read the following words and choose the correct antonyms from the options given:

Words	Options			
moist	a. marshy	b. arid	c. slimy	d. sultry
frivolous	a. serious	b. sad	c. furious	d. happy
omitted	a. isolated	b. rejected	c. contracted	d. included
protest	a. promote	b. apprehend	c. accept	d. project
serenity	a. simplicity	b. anxiety	c. absurdity	d. stupidity
scattered	a. sprinkled	b. multiplied	c. gathered	d. covered
monotonous	a. interesting	b. tiresome	c. fragrant	d. satisfying

b) Fill in the blanks choosing the appropriate compound words from those given in the box:

Reeta hurried along the road, dressed in her _____ new dress towards the bus stop. Before _____, she had to reach the house of her _____. But the first _____ of her travel was slow due to traffic jam. Her _____ would be regarded with joy. She was _____ herself to reach the place. When she finally stepped into the _____, she was received with a big hug by her kind aunt. She was in time to join the _____ at the village, for a _____.

singsong	overstraining	spotless
gentlefolk	grandmother	courtyard
sunset	half-hour	homecoming



The American writer Henry James has written a novel, which is also titled 'The Portrait of a Lady'.

c) Match the words in Column A with their pairs in Column B to form compound words and write them in Column C.

A	B	C
mantel	lashes	
eye	wheel	
water	gate	
bee	knob	
toll	piece	
door	proof	
spinning	hive	

d) Frame meaningful sentences of your own using the following expressions from the story. Use a dictionary if required.

- the thought was almost revolting
- an expanse of pure white serenity
- a turning point
- accepted her seclusion with resignation
- frivolous rebukes



e) Prefixes and Suffixes

“Her silver locks were scattered untidily over her pale, puckered face, and her lips constantly moved in **inaudible** prayer.”

In the above sentence, the word ‘inaudible’ is formed by adding the prefix **in-** to the root/base word ‘audible’.

A **prefix** is a letter or a group of letters which is added to the beginning of a root word in order to modify it. Usually, the new word formed is the opposite of the given word.

In the above sentence, we also come across the word ‘constantly’. Here the suffix **-ly** is added to the root word ‘constant’.

A **suffix** is a letter or a group of letters added to the end of a root word. By adding suffixes, the grammatical function of the word changes.

Words that are derived or formed from the base word by adding prefixes and suffixes are called **derivatives**.

Form two derivatives from each of the following words.

e.g. honest- dishonest, honesty

manage	differ	beauty
peace	arrange	collect
approve	narrate	class

f) Homophones and Confusables

Fill in the blanks with suitable homophones:

i) brake / break

a) We have a short _____ between the sessions.

b) The car skidded to a halt when I applied the _____.

ii) waste/waist

a) Shivani wears a belt around her _____.

b) We should never misuse or _____ natural resources.

iii) principle/principal

a) Oxygen is the _____ element present in the earth’s crust.

b) Both these machines work on the same _____.

iv) bread/bred

a) Turtles should be _____ in a healthy environment.

b) I like to have toasted _____ for breakfast.

v) lesson/lessen

a) This medicine will _____ your pain.

b) Finally, the manager learnt a _____ the hard way.

vi) pale/pail

a) The child looks very sick and _____.

b) I need a _____ of water to wash these cups.

vii) through/threw

a) Ravi picked the banana peel and _____ it in the dustbin.

b) The soldiers had to pass _____ a dark tunnel.



viii) corps/corpse

- a) The _____ was covered with a shroud.
- b) A five-day annual training camp for the senior cadets of the National Cadet _____ has been organised.



Listening Activity

Read the following statements and the given options. Now, listen to your teacher read aloud a passage or play it on a recorder. You may listen to it again if required, to help you choose the right options.

- i) According to Napoleon 'Good mothers make good _____.'
- a) housewives b) jobs
c) nations d) ideas
- ii) Mothers exhibit _____ love.
- a) unauthorized b) unapproved
c) unacceptable d) unconditional
- iii) _____ mothers care much for their children.
- a) Adapted b) Adopted
c) Adoptive d) Adaptable
- iv) _____ is the most important thing in the world.
- a) Wealth b) Power
c) Love d) Influence
- v) Love should be extended to _____ too.
- a) friends b) relatives
c) countrymen d) creatures



Speaking Activity

- a. Work in pairs and arrive at five points that bring out the benefits and challenges of living in either a nuclear family or a joint family. Share your views with your class.
- b. Build a conversation of eight to ten sets of exchanges, with your grandmother, discussing the incidents that happened in your school that day.
- c. Every member contributes to forming a happy family. Share your views for a minute or two with your class.



Reading

Reading is to the mind, what exercise is to the body. Have you ever counted the number of words you read in an hour? The average reading speed of an educated adult is approximately 15000 to 18000 words per hour. If you read four hours a day, you are likely to go through 60,000 words daily. As you go through this process, you would be able to acquire several skills such as

- ◆ intensive and extensive reading
- ◆ grasping meaning from the contexts
- ◆ expressing what you have understood, in appropriate words.

You would be able to learn various types of techniques like

- ◆ Skimming
- ◆ Scanning
- ◆ Decoding
- ◆ Encoding





According to Edward Fry, there are three reading speeds: Study reading speed, Average reading speed and Skimming speed. Study reading speed is generally used to read material which demands total comprehension and retention of its meaning, for example, while preparing for an examination. Average reading speed is used for everyday reading of newspapers, magazines and novels etc. Skimming is the fastest reading speed and is generally used for getting an overall idea of the material read. Scanning is another useful tool for speeding up reading. While scanning, you look for specific information without reading everything.

A few practical hints to help you do activities under reading comprehension passages:

1. Read the passage carefully and try to grasp its main theme.
2. Pay attention to the meanings of words (connotation), phrases and sentences.
3. Grasp the manner in which the writer has developed his ideas and thoughts.
4. Read all the questions in the sequence and conceptualize the answers.
5. Read the passage again focussing on the content and answer the questions appropriately. Find accurate solutions for vocabulary exercises too.
6. Go through your answers to check spelling, punctuation and grammar.

I. Now, read the following passage on “Laughter Therapy” and answer the questions that follow.



1. Laughing is an excellent way to reduce stress in our lives; it can help you to cope with and survive a stressful life. Laughter provides full-scale support for your muscles and unleashes a rush of stress busting endorphins. Since our body cannot distinguish between real and fake laughter, anything that makes you giggle will have a positive impact.

2. Laughter Therapy aims to get people laughing, in groups and individual sessions and can help reduce stress, make people and employees happier and more committed, as well as improve their interpersonal skills. This laughter comes from the body and not the mind.

3. Laughter Yoga (Hasya yoga) is a practice involving prolonged voluntary laughter. It aims to get people laughing in groups. It is practised in the early mornings in open-parks. It has been made popular as an exercise routine developed by Indian physician Madan Kataria, who writes about the practice in his 2002 book ‘Laugh for no reason’. Laughter Yoga is based on the belief that voluntary laughter provides the same physiological as well as psychological benefits as spontaneous laughter.

4. Laughter yoga session may start with gentle warm-up techniques which include stretching, chanting, clapping, eye contact and body movements to help break down inhibitions and encourage a sense of playfulness. Moreover, laughter is the best medicine. Breathing exercises are used to prepare the lungs for laughter followed by a series of laughter exercises that combine a method of acting and visualization techniques. Twenty minutes of laughter is sufficient to augment physiological development.

5. A handful of small scale scientific studies have indicated that laughter yoga has some medically beneficial effects, including cardiovascular health and mood. This therapy has proved to be good for depressed patients. This laughter therapy also plays a crucial role in social bonding.

Answer the following.

- How does laughter help one to cope with stress?
- Which word in the text (para 2) means the same as 'dedicated'?
- Why do you think voluntary laughter provides the same physiological as well as psychological benefits as spontaneous laughter?
- 'Laughter is the best medicine'. Explain.
- Given below is a set of activities. Which of these are followed in the 'Laughter Yoga' technique?
 - ◆ sitting on the ground with legs crossed
 - ◆ body movements
 - ◆ clapping

- ◆ closed eyes
- ◆ breathing exercises
- ◆ chanting
- ◆ stretching of arms and legs
- ◆ bending backwards
- ◆ running/jogging
- ◆ eye contact

f. 'Laughter therapy also plays a crucial role in social bonding'. How?



Articles and Determiners

Determiners are words placed in front of a noun to clarify what the noun refers to.

Look at this sentence.

'This laughter therapy also plays a crucial role in social bonding.'

Here the word 'this' refers to a particular noun – 'laughter therapy'.

Types of Determiners

Articles	Demonstrative	Possessive adjectives
a an the	this that these those	my, your his, her its, our their
Quantifiers	Numbers	Ordinals
some, few, little more, much any, every	one, two three, four twenty, hundred	first, second third, last next



a. Read the paragraph below and fill in the blanks using 'a, an,' or 'the'.

It is said that 1 _____ computer is 2 _____ electronic extension of the human brain. Therefore, in principle, 3 _____ computer can do all those activities which 4 _____ human brain can do. Today computers are found to be 5 _____ most useful devices as knowledge providers. Another important field of application of computers is 6 _____ development of robots. 7 _____ internet has brought 8 _____ drastic change in communication systems.

b. In the following paragraph, insert 'a, an,' or 'the' wherever necessary and rewrite the sentences.

In our family, we have planned to take children to zoo next Sunday. Van has been arranged and we are sure to have comfortable journey. Zoo is interesting place for children who enjoy watching animals and want to know more about them. Even youngsters love to visit zoo.

c. Fill in the blanks with appropriate determiners. (Articles have been included)

Once the emperor gave a bag of seeds to his council of ministers and said that he would give them six months' time to grow the seeds. Whoever does a good job will be made the _____ emperor of that empire. _____ the ministers took their task seriously. After six months _____ ministers had small plants in their pots. A _____ had very large plants. _____ had medium sized plants. The emperor entered the hall. He was _____ amused to

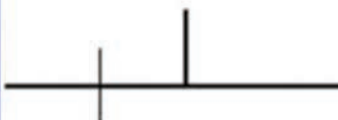




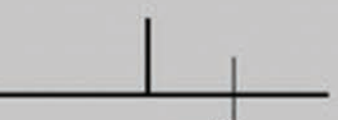

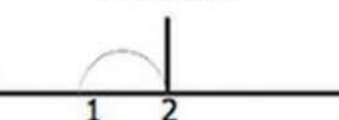

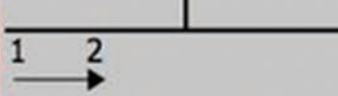
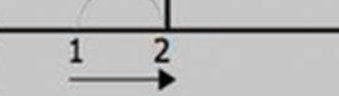
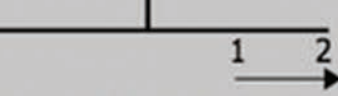
see _____ plants. He called the _____ minister and asked him what he did with the seed. _____ minister explained the process he adopted to make _____ plant grow. The emperor called _____ the other ministers to explain what they did. Only _____ minister had come with an empty pot. They laughed loudly at the foolishness of this minister. But the Emperor applauded him and made him the _____ Emperor. Do you know why? He had given them boiled seeds which will not grow. Only _____ minister was honest.

d. Fill in the blanks with appropriate determiners.

- i. They came early but there was _____ (little/ a little) work to do.
- ii. Anand invited _____ (few/ a few) friends for the birthday party.
- iii. The teacher gave _____ (all / every) student a separate topic for the assignment.
- iv. _____ (Most of/Many) the water overflowed from the tank.
- v. _____ (One/Any) of my friends wished me on my birthday.
- vi. Vijay had _____ (no/ any) idea about the problem.
- vii. Adhi had taken _____ (much /many) photos during the programme.
- viii. _____ (Some/Few) girls who attended the class informed the others about the test.

Tenses

Tenses of verbs are used to express time. They indicate the time and state of the action. The following pictographs will help you understand the tense forms better.

SPECIFIC TIME	SIMPLE		
			
	She worked <u>yesterday</u> .	She works <u>every day</u> .	She will work again <u>tomorrow</u> .
	PROGRESSIVE		
			
	She was working at 9 AM <u>this morning</u> .	She is working <u>right now</u> .	She will be working at 6 PM <u>tonight</u> .
UNSPECIFIED TIME	PERFECT		
			
	When she retired, she had worked all her life.	So far, she has worked all her life.	When she retires, she will have worked all her life.
UNSPECIFIED TIME	PERFECT PROGRESSIVE		
			
	When she retired, she had been working for 40 years.	She has been working for 40 years.	When she retires, she will have been working for 40 years.



The Tenses Chart

	Past	Present	Future
Simple	<p>Saran wrote a poem yesterday.</p> <p>Usage: to indicate a past habit or an action already completed</p>	<p>Saran writes a poem everyday.</p> <p>Usage: to express habits or general truth; to indicate a future event on a designated date as part of a plan or arrangement</p>	<p>Saran will write a poem tomorrow.</p> <p>(Helping verb) 'will' + present tense verb Usage: to indicate an action, condition, or circumstance that hasn't taken place yet</p>
Progressive or Continuous	<p>Saran was writing a poem when his friends arrived.</p> <p>was/were + (-ing verb form) Usage: to indicate uncompleted action of the past (with or without time reference); to indicate persistent habits of the past (with 'continuously', 'always', 'forever', etc.)</p>	<p>Saran is writing a poem right now.</p> <p>am/is/are + (-ing verb form) Usage: to indicate action occurring at the time of speaking; to indicate a temporary action that may not be occurring at the time of speaking</p>	<p>Saran will be writing a poem when his friends arrive.</p> <p>will be + (-ing verb form) Usage: to indicate what will be going on at some time in the future; to indicate planned future events</p>
Perfect	<p>Saran had written a poem when his friends arrived.</p> <p>had + past participle Usage: to indicate a completed action of the past that happened before another event took place</p>	<p>Saran has written a poem.</p> <p>have/has + past participle Usage: to indicate a past action which is not defined by a time of occurrence; to indicate an action that started in the past and has continued until now</p>	<p>Saran will have written a poem by the time his friends arrive.</p> <p>will have + past participle Usage: to indicate an action that will be complete before another event takes place</p>
Perfect Continuous	<p>Saran had been writing a poem for two hours when his friends arrived.</p> <p>had been + (-ing verb form) Usage: to indicate an action in the past that began before a certain point in the past and continued until that point of time</p>	<p>Saran has been writing a poem for two hours.</p> <p>have/has been + (-ing verb form) Usage: to indicate an action which started at some point in the past and may or may not be complete</p>	<p>Saran will have been writing a poem for four days.</p> <p>will have been + (-ing verb form) Usage: to indicate an action that will have happened for some time and will not be complete yet at a certain point in the future</p>



a. Fill in the blanks with the correct form of the verbs in brackets and read the completed passage aloud.

The people of India, as a whole, 1 _____ (be) warm-hearted and hospitable. Any calamity in any part of the world immediately 2 _____ (arouse) their charity and generosity and a committee 3 _____ (be) promptly 4 _____ (set) up to collect funds to help the distressed. The most endearing quality in them 5 _____ (be) the respect they show for the work done in any capacity. They 6 _____ (believe) in what we 7 _____ (call) the dignity of labour.

b. Now, use the verbs given in brackets in the following sentences in their correct forms.

1. I ____ (like) to spend time with my friend, whenever I ____ (be) free.
2. He ____ (be) likely to miss the train. He ____ (run) up to the station.
3. At the moment they ____ (wait) at the bus-stop. But I ____ (not know) their plans for the journey.
4. They firmly ____ (believe) in the existence of God.
5. We ____ (hear) a lot of noise because the new buildings ____ (transmit) sound vacant.
6. She always ____ (make) excuses for coming late.
7. The Prime Minister ____ (leave) for America to meet the delegates tomorrow.

c. You are a commentator for a 5000 metre running race. Use simple present and present continuous tenses and complete the commentary from the beginning to the end of the race. Read the completed passage aloud.

The 5000 metre race is about to begin. Lined up at the starting point, from left to right, are John of Great Britain, Peter of Nigeria and Jeeva of India. The runners are warming up for the great event. Now they 1 _____ (take) their positions on the track. They 2 _____ (be) all ready for the start. There 3 _____ (go) the starter's gun! Yes, the race has begun. John 4 _____ (lead) and Jeeva 5 _____ (follow) him closely.

d. Read the extract from Kayal's diary entry regarding her Nepal Trek, and fill in the blanks with the correct tense form of the verbs given in brackets.

DAY 1 We _____ (leave) Anna International Airport in Chennai two days ago catching a direct flight to Kathmandu in Nepal. We _____ (spend) a day sightseeing. Kathmandu is full of people, rickshaws and the smell of sandalwood. I've never _____ (be) on a trip like this before. So I'm really excited.

DAY 2 It _____ (rain) when we reached Pokhara, Nepal's second largest city, and saw the snowy peaks of the Himalayas for the first time. We _____ (reach) Pokhara after a hair-raising six-hour bus journey along very narrow roads with a lot of hairpin bends. The bus _____ (be) so full that one person had to share the driver's seat.



DAY 3 We _____ (begin) our trek at last. We are at about 900 metres and the weather is warm and humid. For lunch we had chips and yak cheese sandwiches. I didn't like them very much. I'm thrilled that we _____ (pitch) tents for our camps in the dense forests.

DAY 4 Yesterday a landslide _____ (block) our path and we had to use ropes to get over it. This morning we walked along the river Kali Gandaki through dense forests of oak trees and we pitched our camp at Tukuche below the Annapurna mountain range. The main danger in addition to landslides, is 'yak attack'. Yaks _____ (be) not dangerous but you have to be careful if you meet a herd of them because they can push you off the sides of the mountain.

DAY 5 We met a lot of children on our trek through the villages. They _____ (play) in the pool of muddy rain water as we left the place. We have already climbed 2,400 metres. Up here, it never _____ (rain) and there are no trees. It _____ (be) windy and dusty and I am always thirsty.

DAY 6 Yesterday we _____ (go) up to the mountainside of the township of Mukthinath, at 3,600 metres. The thin air with less oxygen there _____ (leave) us breathless. We _____ (feel) that we couldn't go any further. We _____ (drink) a lot of extra fluids to prevent altitude sickness.

DAY 7 We turned around today and started to descend to Jomosom. As we went down, the oxygen filled our blood again and we seemed to _____

(fly) instead of walking.

DAY 8 We went back to Pokhara in a small plane yesterday. It was exciting when we _____ (fly) between the mountain peaks. We arrived in Kathmandu this afternoon and we _____ (spend) our last few hours in shopping. We leave for Chennai tomorrow. We've had a trip of a lifetime.

e. In the following passage, circle the verbs in simple present tense and underline the verbs in simple past. The first one has been done for you.

i) Unless one is upright there is no use in being a charming fellow. Sometimes it is better to be honest than attractive. These are the great truths of modern life which Shyam never realised. He never said an ill-natured word in his life. He was always polite and spoke softly to everybody.

ii) That night he strolled into the Palette Club about eleven o'clock, and found Trevor sitting by himself in the long room. "Well, Alan, did you get the picture finished all right?" he said, as he lit his cigarette. "Finished and framed, my boy!" answered Trevor, "and by-the-bye, you have made a conquest. That old model you saw is quite devoted to you. I had to tell him all about you — who you are, where you live, what your income is, what prospects you have."

iii) "And now tell me how Laura is. The old model was quite interested in her." "You don't mean to say you talked to him about her?" said Hughie. "Certainly I did. He knows all about the relentless colonel, the lovely Laura, and the £10,000." "You



told that old beggar all my private affairs?" cried Hughie, looking very red and angry. "My dear Alan," cried Hughie, "I shall probably find him waiting for me when I go home."

f. Fill in the blanks using past perfect tense forms of the verbs:

i. I _____ never _____ (see) such a beautiful sunrise before I came here.

ii. We were not able to stay overnight as we _____ not _____ (reserve) the tickets in advance.

iii. Nirmala _____ (be) to the concert several times.

iv. Mariappan knew Pudukottai so well because he _____ (live) there for five years.

v. Yusuf understood the problem because he _____ (experience) the situation earlier.

vi. Catherine did not have any cash because she _____ (lose) her purse.

vii. My father _____ (be) to Mumbai once before.

viii. The cat _____ (chase) the bird before it flew out of the yard.

ix. Edith _____ (visit) several doctors before she found out what the problem was with her knee.

x. If we _____ (call) the manager ahead, we would not have needed to wait so long for a table.

g. Read the following news report and underline the past perfect tense form of the verb and circle the simple past tense form of the verb.

INDIA BEAT PAKISTAN TO WIN BLIND CRICKET WORLD CUP

Chasing a huge target of 308 runs, India romped home in the penultimate over of the match to defeat Pakistan and win the Blind Cricket World Cup. India started off their chase in a cracking manner, but had lost two quick wickets. Sunil Ramesh rose to the occasion as he played a great knock to help India beat Pakistan and had scored 93 runs. Earlier India won the toss and had decided to bowl first. Pakistan amassed a huge score of 307 for eight in 40 overs. Their openers had given them a brisk start which the later batsmen capitalized on.

h. Read the following extract and fill in the spaces with the right form of verbs and complete the passage. The first one is done for you.

(i) The poet stops to hear the maiden singing while she 1 _____ (cut) and 2 _____ (bind) the grain. The song of the lady 3 _____ (fascinate) the poet, who 4 _____ (stand) there to listen to the song. The girl _____ (sing) a sad song.

(ii) During the monsoon, a tender slightly warm breeze 1 _____ (blow) on a cloudless afternoon. A sort of fragrance 2 _____ (rise) from the wet grass and trees in the sunlight. It 3 _____ (seem) as if the warm breath of the exhausted earth 4 _____ (fall) against one's skin. A sweet voiced



bird somewhere 5 _____ (chirp) repeatedly.

i. Read the news item that appeared in a daily and fill in the blanks with suitable forms of the verbs given in brackets.

Ever since social networking sites entered our lives, they 1 _____ (serve) as platforms where users could use the virtual space offered by these social media. However, recent incidents 2 _____ (cause) many to question the freedom to express views on various issues and in some cases, it 3 _____ (become) a dangerous platform. Social Contact 4 _____ (transform) people. They 5 _____ (develop) an addiction to it.

j. Read the following passage and correct the errors you come across.

1. Rajan slowly settle down in his retired life. His pension plus what his wife bring from the household work she does helped them to meet their requirements. Life is easy until one Sunday. His granddaughter Madhu come crying. The clay doll in her hand had broken into two. Rajan pacify her and promise to mend it. This small repair work become the founding stone of a very prosperous venture into making clay dolls which earn him great respect.

2. Games and sports helps in recreation. Soccer, cricket, lawn tennis or wrestling is eagerly watched by millions of fans all over a world. It helps one got a temporary relief from the tensions of a day. The dedication displayed by all player in the field indicates the mental and spiritual development of the player.



WRITING

a. Notice

You would have read many notices put up in your school bulletin board. A notice is a written or printed piece of information which is given to a large group of people. It is displayed on noticeboards and at strategic locations.



Tips

- ▲ Enclose in a box.
- ▲ Do not exceed 50 words.
- ▲ Be brief.
- ▲ Include details of the event/ programme.
- ▲ Avoid pronouns.
- ▲ Use passive form.

i. Prepare a notice to be displayed on the notice-board of your school for the students of Class 11, informing them about the educational tour that has been arranged for them the next month.

ii. Write a notice about the inauguration of a laughter club in your school.

Here is a sample:

NOTICE

Government Hr. Sec. School, Minjur Workshop on Precis Writing

1st February 2018

This is to inform all the students of Classes XI and XII that a workshop on Precis Writing, will be held at 9.00 a.m. on 2nd February 2018 (Friday), in the school auditorium. It is mandatory for all the students to attend the workshop. For any type of query, please contact the under-signed.

(Sd/-)

Evangeline
(Head-girl)

b. Message

A message is a verbal, written, or recorded communication sent to or left for a recipient who cannot be contacted directly.

Valli attends a phone call during her father's absence. It is from her father's friend. Later, she leaves a message for him, as she has to leave for her dance class.

2 p.m.
15 Feb.

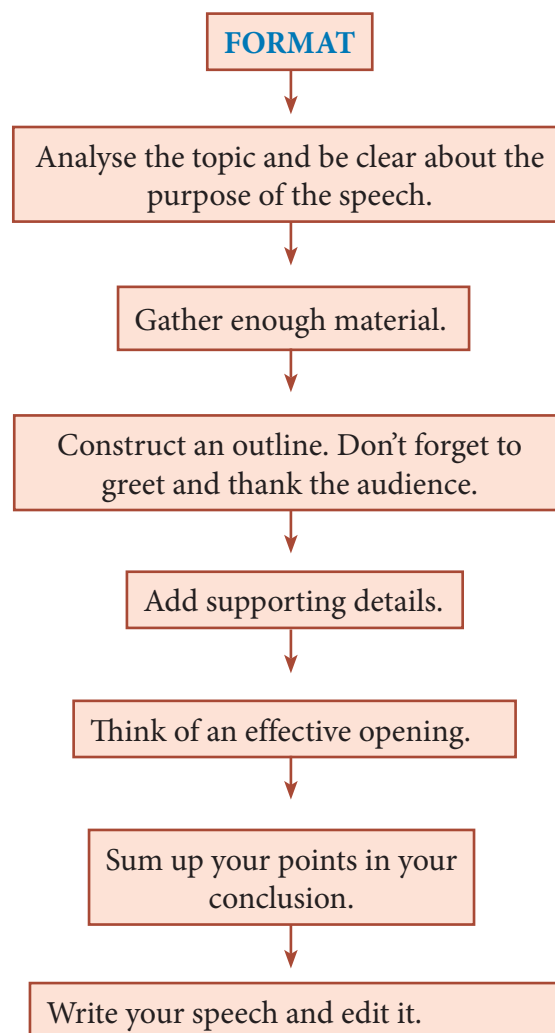
Hi dad,
Your friend Mr. Bala, from Salem,
called this morning, to inform you that
he has come to Chennai and will be
visiting us this evening with his family.
Valli

You are the Sports Captain of your school. Write a message to the Physical Director, requesting him to be present during the football team selection scheduled for tomorrow.

c. Do you exercise regularly? If you do, which of the following activities do you prefer? Discuss and share with your partner a few ideas about your preference.

- a) walking b) working out in a gym
c) swimming d) cycling

Given below is the format for drafting a speech. An example has also been given.





Good morning everyone! Respected Principal, teachers and friends; I am Kumar of Class XI and I stand before you to share a few thoughts on the importance of games and sports in our lives.

Most of us spend our leisure time indoors, watching TV or playing video games. This makes us lazy and also leads to many diseases. We become dull and unimaginative mentally. But all this can be reversed with regular sports activities.

First of all, sports and games make us mentally alert and physically strong. Further, good health is one of the most important benefits of games and sports. They help us relax and give us energy to learn our lessons well. Playing games also helps in developing a sense of cooperation or team-spirit in an individual. For example, games like cricket, football, etc. are won by the collective efforts of all the members of the team. Exercises shape our body, give us energy and strength and improve blood circulation.

Sports should be an integral part of education. Education without sports is incomplete. Thus, we should understand that sports and games are of great value in life. That is why facilities are being developed in rural and semi-urban areas. There are playgrounds everywhere. Let us all remember that a healthy mind can exist only in a healthy body, and that health is wealth.

I wish to thank you all for having given me the opportunity to speak on the importance of sports and games. Let us pledge to keep ourselves healthy and active by participating more and more in outdoor activities.

Task : You are Mani/Megalai of Class XI, President of the English Club of your school. Draft a speech on the topic 'Reading Maketh a Complete Man', to be delivered in the school assembly.



Unit

1

Poem

Once Upon A Time

Gabriel Okara

Warm Up:

a. Guess what friendly words these two gentlemen exchange when shaking hands.



b. The children in the picture are watching an exciting sporting event, where their school team is winning. Suggest suitable utterances reflecting their feelings:



c. Given a chance, any adult would wish to become a child again for many reasons. Fill the boxes with some of what you imagine could be the reasons.

e.g. I need not worry about project deadlines.

I can wear my pajamas the whole day.

I can sleep as long as I like.



Children acquire important life skills and values by observing and imitating grown-ups like parents or teachers. Can it be the other way round? Now, you are going to listen to the poem 'Once Upon a Time', where a parent wants to learn something from the son. Let's find out how.

Once upon a time, son
They used to laugh with their hearts
And laugh with their eyes:
But now they only **laugh with their teeth**
While their **ice-block-cold eyes**
Search behind my shadow.

There was a time indeed
They used to shake hands with their hearts
But that's gone, son
Now they shake hands without hearts
While their left hands search
My empty pockets.

"Feel at home!", "Come again":
They say, and when I come
Again and feel
At home, once, twice
There will be no thrice -
For then I find doors shut on me.

So I have learnt many things, son
I have learned to wear many faces
Like dresses – home face
Office face, street face, host face
Cocktail face, with all their **conforming smiles**
Like a fixed portrait smile.

And I have learned too
To laugh with only my teeth
And shake hands without my heart
I have also learned to say "Goodbye"
When I mean "**Good-riddance**":
To say "Glad to meet you"
Without being glad; and to say "It's been
Nice talking to you", after being bored.



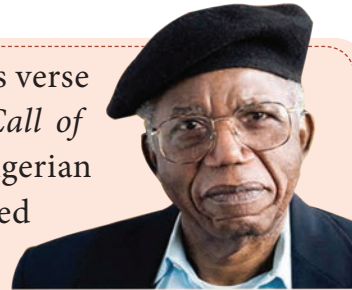


But believe me, son
I want to be what I used to be
When I was like you. I want
To unlearn all these muting things
Most of all, I want to relearn
How to laugh, for my laugh in the mirror
Shows only my teeth like a snake's bare **fangs!**

So show me, son
How to laugh; show me how
I used to laugh and smile
Once upon a time when I was like you.

About the Author

Gabriel Okara (born 1921) is a Nigerian poet and novelist. His verse has been translated into several languages. His poem *The Call of the River Nun* won the best award for Literature at the Nigerian Festival of Arts in 1953. Some of his poems were published in the influential periodical *Black Orpheus*, and by 1960 he established himself as an accomplished writer. He was honoured with the Commonwealth Poetry Award. Okara's typical poem transits from everyday reality to moments of delight and moves back to reality, making a complete circle. Okara infused African thought, folklore, and imagery into both his verse and prose. His first novel, *The Voice*, is an outstanding linguistic experiment. His later works include a collection of poems *The Fisherman's Invocation* (1978) and two books for children, *Little Snake and Little Frog* (1981) and *An Adventure to Juju Island* (1992).



Glossary

- ★ **laugh with their teeth :**
to fake a laugh, laugh without associated emotions
- ★ **ice-block-cold eyes :**
eyes lacking a feeling of warmth or endearing expression
- ★ **search behind my shadow :**
people are hypocritical and they don't mean what they say
- ★ **While their left hands search my empty pockets :**
evaluating the narrator's worth and power or calculating how he could be exploited
- ★ **cocktail face :**
face showing mixed emotions
- ★ **conforming smiles like a fixed portrait smile :**
wearing a standard deceitful artificial smile on all occasions
- ★ **good-riddance :**
expression of relief at being free of an unwanted person
- ★ **fangs :**
teeth of a venomous snake, used to inject poison





1. Based on your understanding of the poem answer the following questions in one or two sentences each:

- What do you associate with the title of the poem?
- What is the relationship between the narrator and the listener?
- What happens to the poet when he visits someone for the third time?
- Pick out the expressions that indicate conflicting ideas.
- How does the poet compare his face with dresses?
- What does the poet mean when he says 'good bye'?
- What pleasantries does the poet use to fake cordiality?
- What does he desire to unlearn and relearn?
- How is the poet's laugh reflected in the mirror?
- What does the poet long for?
- Mention the qualities, the child in the poem symbolises.

2. Fill in the blanks choosing the words from the box given and complete the summary of the poem:

The poet Okara in this narrative monologue painfully condemns the (a)_____ displayed by adults, both in their words and actions. Here, a father laments to his son about the negative changes that creep into the attitude and behaviour of humans, when they grow

into (b)_____. He says that people used to be (c)_____ when they laugh and the honesty would be reflected in their eyes. But, people of modern times laugh (d)_____. Their handshakes used to be warm and happy conveying a sense of togetherness, but nowadays the handshakes have become a mere (e)_____. He warns his son that people are not trust-worthy and have become so selfish that they are concerned only about their own (f)_____ benefits.

People utter words of welcome and exchange (g)_____, but those words come only from the tip of their tongues and not from the depth of their hearts. Humans have learnt the art of changing their (h)_____ expressions according to situations merely to ensure social acceptance. They wear (i)_____ and exhibit multiple faces. The narrator admits that he has also changed into a hypocrite. However, he tells his son that though he (j)_____ his expressions, he does all these against his will. He says he wants to become a (k)_____ again and laugh genuinely. He wants to (l)_____ the unreal things and (m)_____ how to laugh as he had done once upon a time. When he laughs before the (n)_____, he sees no expression. His teeth are bare like that of the (o)_____ of a snake. So, he asks his son to show him how to laugh the way he used to laugh, when he was a kid like him.

relearn	adults	facial
personal	fangs	child
fakes	superficially	duplicity
genuine	unlearn	falsity
masks	mirror	pleasantries



3. A. Interpret each of the following expressions used in the poem, in one or two lines.

- i. *laugh with their eyes*
- ii. *shake hands without hearts*
- iii. *like a fixed portrait smile*
- iv. *hands search my empty pockets*
- v. *to unlearn all these muting things*

B. Read the lines given below and answer the questions that follow.

i. 'But now they only laugh with their teeth,
While their ice-block-cold eyes...'

- a) Who are 'they'?
- b) Explain: ice-block-cold eyes
- c) Identify the figure of speech used here.

ii. 'Most of all, I want to relearn
How to laugh, for my laugh in the mirror
Shows only my teeth like a snake's bare fangs!'

- a) Why does the poet want to relearn how to laugh?
- b) Whom does the poet want to relearn from?
- c) Mention the figure of speech used here.

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

- i. *Once upon a time, son
They used to laugh with their hearts:*
- ii. *There will be no thrice.*
- iii. *I have learned to wear my faces
Like dresses ...*
- iv. *I want to be what I used to be.*

4. Answer the following questions in about 100 – 150 words each.

- i. Explain the things the poet has learnt when he grew into an adult.
- ii. This poem is nothing but a criticism of modern life. Justify this statement.
- iii. 'Face is the index of the mind.' Does this adage concur with the views of the poet?

5. Listening Activity

First read the questions given below. Next, listen to an excerpt from a poem read out by your teacher or played in a recorder. Note how a child admires and praises the abilities of his/her father. Then tick the right answers from the options given.

- i) When the _____ needs to be repaired, they have to hire a man.
a) heater b) furnace
c) stove d) oven
- ii) Father knows no word like _____.
a) fail b) frail
c) jail d) snail
- iii) It is certain that the father would restore the _____ of the family members.
a) glory b) prosperity
c) confidence d) happiness
- iv) The father will not be able to mend a broken _____.
a) table b) bench
c) chair d) stool
- v) The children expect their _____ to guide them in action.
a) mother b) father
c) teacher d) guardian



6. Parallel Reading:

In the poem *Once Upon a Time*, a parent wishes to shed falsehood and regain true ways as a child. Here is a poem where a woman longs to become a child once again to enjoy the comfort, warmth and love she received as a child from her mother, once upon a time.

Rock Me to Sleep

Backward, turn backward, O Time, in your flight,
Make me a child again just for tonight!
Mother, come back from the echoless shore,
Take me again to your heart as of yore;
Kiss from my forehead the furrows of care,
Smooth the few silver threads out of my hair;
Over my slumbers your loving watch keep;
Rock me to sleep, mother, – rock me to sleep!

Backward, flow backward, O tide of the years!
I am so weary of toil and of tears,
Toil without recompense, tears all in vain,
Take them, and give me my childhood again!
I have grown weary of dust and decay,
Weary of flinging my soul-wealth away;
Weary of sowing for others to reap;
Rock me to sleep, mother – rock me to sleep!

Tired of the hollow, the base, the untrue,
Mother, O mother, my heart calls for you!
Many a summer the grass has grown green,
Blossomed and faded, our faces between:
Yet, with strong yearning and passionate pain,
Long I tonight for your presence again.
Come from the silence so long and so deep;
Rock me to sleep, mother, – rock me to sleep!

Over my heart, in the days that are flown,
No love like mother-love ever has shone;
No other worship abides and endures,
Faithful, unselfish, and patient like yours:
None like a mother can charm away pain
From the sick soul and the world-weary brain.
Slumber's soft calms o'er my heavy lids creep;
Rock me to sleep, mother, – rock me to sleep!





Come, let your brown hair, just lighted with gold,
Fall on your shoulders again as of old;
Let it drop over my forehead tonight,
Shading my faint eyes away from the light;
For with its sunny-edged shadows once more
Haply will throng the sweet visions of yore;
Lovingly, softly, its bright billows sweep;
Rock me to sleep, mother, – rock me to sleep!

Mother, dear mother, the years have been long
Since I last listened your lullaby song:
Sing, then, and unto my soul it shall seem
Womanhood's years have been only a dream.
Clasped to your heart in a loving embrace,
With your light lashes just sweeping my face,
Never hereafter to wake or to weep;
Rock me to sleep, mother, – rock me to sleep!

- *Elizabeth Akers Allen*





Unit 1

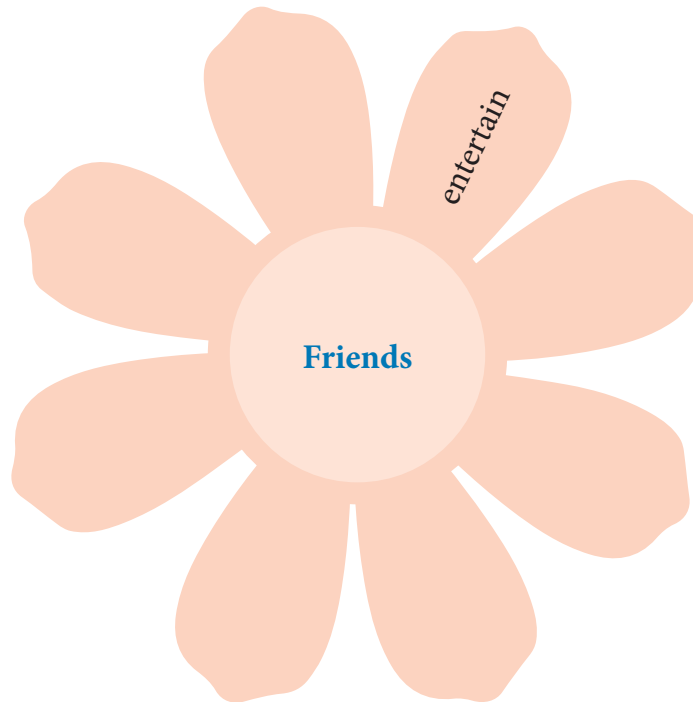
Supplementary

After Twenty Years

O. Henry

Warm Up:

- a. What do you expect your close friends to do for you? Beautify the petals with your thoughts.



- b. i. Find out when the International Day of Friendship is celebrated.
- ii. How is that day celebrated?
- c. We have heard of the proverb '*Familiarity breeds contempt*'. Do you think that the passage of time strengthens friendship? Share your reasons with your class.

Here is a story entitled 'After Twenty Years' which is about two best friends who had to part ways. They return to keep an appointment they had made twenty years ago. Read to find out what happens when they meet again.

The policeman on the beat moved up the **avenue** impressively. The

impressiveness was **habitual** and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well **nigh** depopulated the streets.

Trying doors as he went, **twirling** his club with many **intricate** and artful



A policeman on his beat

movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form



and slight **swagger**, made a fine picture of a guardian of the peace. The **vicinity** was one that kept early hours. Now and then you might see the lights of a cigar store or of an all night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, **reassuringly**. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarf pin was a large diamond, oddly set.

"Twenty years ago tonight," said the man, "I dined here at Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for

the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big **proposition**, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of **plodder**, though,



The waiting man pulled out a handsome watch

good fellow as he was. I've had to compete with some of the sharpest **wits** going to get my pile. A man gets in a **groove** in New York. It takes the West to put a **razor-edge** on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good-night, sir," said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried **dismally** and silently along with coat collars turned high and pocketed hands. And in the door of the hardware

store the man who had come a thousand miles to fill an appointment, uncertain almost to **absurdity**, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well! Twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his **egotism** enlarged by success, was beginning to **outline** the history of his

career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face. The man from the West stopped suddenly and released his arm.



Time cannot change a man's nose from Roman to pug.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one", said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and **wires** us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

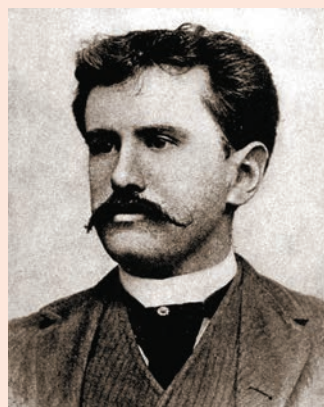
The man from the West unfolded the little piece of paper handed to him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

"Bob, I was at the appointed place on time. When you struck the match to light

your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plainclothes man to do the job."

- JIMMY

About the Author



O. Henry
(1862 – 1910)
is a popular
American short-
story writer
whose original
name is William
Sydney Porter.
His works
romanticized the

life of ordinary people in New York City. His stories are well-known throughout the world. They expressed the effect of coincidence on character and often had unexpected twists in the end. His stories are also noted for their witticism and clever wordplay. O. Henry's prolific writing period began in 1902 in New York City, where he wrote 381 short stories. He wrote one story a week for The New York World Sunday Magazine for over a year.

O. Henry's short story '**After Twenty Years**' was first published in the Sunday edition of the *New York World* in 1905. The story was included in the 1906 anthology *The Four Million*, and it has since been re-published in many short story collections.

A few of his other popular short stories are **The Gift of the Magi**, **The Cop and the Anthem**, **The Ransom of Red Chief**, **A Retrieved Reformation** and **The Third Ingredient**.



Glossary

avenue	–	a wide street
habitual	–	regular
nigh	–	almost
twirling	–	twisting and spinning around
intricate	–	complicated
stalwart	–	physically strong
swagger	–	a confident walk
vicinity	–	the surrounding area (neighbourhood)
reassuringly	–	making someone feel less doubtful
proposition	–	theory or system
plodder	–	one who toils slowly but steadily
wits	–	intelligent people
groove	–	a dull routine that does not change
razor-edge	–	a critical situation
dismally	–	without happiness and cheer
absurdity	–	quality of being silly and foolish
egotism	–	a feeling of self-importance
outline	–	describe
wires	–	sends a telegraphic message

1. Answer the following questions in a sentence or two each, based on your understanding of the story.

- Describe the appearance of the policeman on the beat.
- What did he keep doing while on his rounds?
- Why were the streets devoid of people?
- What story did the man standing near the hardware store tell the passing cop?
- What used to be there in the place of that shop twenty years ago?
- Describe the man awaiting the arrival of his friend.
- Why did the friends part ways?
- When and how did Bob realise that the tall man was not his friend?
- Who was the tall man?
- What did he give Bob?

2. State whether the following statements are true or false.

- The cop suddenly slowed his walk, when he heard the barking of dogs.
- The friends grew up together in the city of New York.
- Both Jimmy and Bob were of the same age.
- The friends parted one night after watching a movie together.
- The friends could not keep in touch because they lost each other's phone numbers.



- f) Bob wanted to stay for half an hour more than the appointed time.
- g) Jimmy grew a little taller after he was twenty.
- h) Bob realised that the tall man was not Jimmy Wells from the shape of his nose.

3. What does each of the following mean in the story? Choose the right option.

a) on the beat:

- i) moving around hitting every one with a stick
- ii) on duty walking around the assigned area
- iii) marching with his heart beating fast

b) a guardian of peace:

- i) a watchman
- ii) a holy man
- iii) a policeman

c) arm in arm:

- i) with arms linked together
- ii) with weapons in hands
- iii) with handcuffs on wrists

d) plainclothes man:

- i) a man who wears simple clothes for grand occasions
- ii) a policeman in civilian clothes while on duty
- iii) a cine artist in ordinary costumes

4. Answer the following questions in three or four sentences each.

- a) What did Bob share with the cop about their friendship?

- b) What are the strengths and weaknesses of Jimmy Wells from Bob's point of view?

- c) Was Bob hopeful of his friend's arrival? How do you know?

- d) How did the cop come to understand that Bob had been successful in the West?

- e) Bob's life in the West was not a bed of roses. Give reasons.

- f) Why didn't Jimmy Wells, being a cop himself, arrest Bob?

- g) Who do you think has been more successful of the two? Give reasons.

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

- a) Compare and contrast the character of Jimmy Wells and Bob with suitable references from the story to support your view.

- b) 'Means should justify the end.' Explain this adage with reference to O. Henry's story.

- c) 'Tell me who your friends are and I shall tell you who you are.' How will you explain this statement in the light of Jimmy's and Bob's friendship?

- d) To your shock, you find out that your close friend is indulging in some wrong activity. Will you avoid him/her or try to correct him/her? Give reasons for your answer.

- e) What would you do in this situation, if you were Jimmy Wells? Substantiate your reason.



SNAKES & LADDERS

This activity will enable the students to strengthen their knowledge in tenses through Snakes and Ladders game.



Present Simple vs. Present Progressive ESL Grammar Game - Snakes and Ladders Game



STEPS

1. Type the URL link given below in the browser or scan the QR code.
2. Read the Instructions and Click START to begin.
3. A question will be displayed. Answer that question correctly to have the chance to roll the dice.
4. Roll the dice and continue playing the game by answering all the questions till you reach the hundredth box.
5. You can play snakes and ladders with other tenses also.
6. Try playing with alternate links which are given below.

Present Simple vs. Present Progressive ESL Grammar Game - Snakes and Ladders Game



Past Simple Tense Game, Regular/Irregular Verbs- Snakes and Ladders Game



WEBSITE LINK

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

<http://www.englishmedialab.com/GrammarGames/present%20tenses/present%20tenses%20snakes%20and%20ladders.html>

ALTERNATE LINKS

http://eslgamesworld.com/members/games/grammar/New_Snakes_%20Ladders/Past_simple_tense.html