

Unit 5

Prose

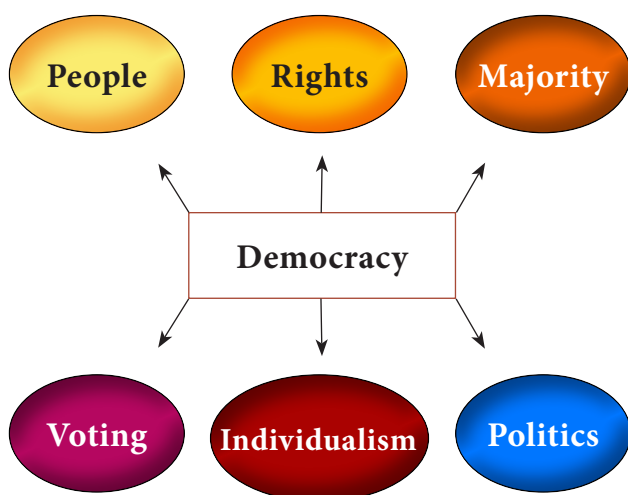
The Convocation Address

Dr. Arignar Annadurai



Warm Up

A. Work in pairs. Look at the mind map below and add a few other features of democracy you can think of. Share your answers with the class.



textbooks – uniform – smart classroom – laboratory – competent teachers – library – mid-day meals – blackboard – stationery – playground – sports equipment – washrooms

Individual	Common
e.g. textbooks	playground

C. Who provides these common facilities?

Tick the appropriate source.

- ❖ Parents
- ❖ Educational institutions
- ❖ The Department of Education
- ❖ Social Service Organizations
- ❖ Other agencies

➤ e.g. sharing and caring

➤

➤

➤

➤

B. Given below is a list of items or features you find in a good school. Study the list and classify the items as individual and common.

The common facilities you enjoy such as the playground, classroom etc. help you achieve your academic, vocational or any other goal in life. They are the facilities created for students' welfare by society.



D. Discuss this aspect with your partner and share your views on how students can give back to society.

E. Introduction

What goes around comes around!

Every activity in a society, be it development of infrastructure, education, health care etc. demands resources of all kinds. Resources can be mobilized only through human efforts. This effort comes from many different sections of society. Thus, the fruits of development we enjoy today have come about only through the hardwork of many unsung heroes.

It is our duty to contribute to development by giving back what we have taken. When a qualified student embarks on his/her career, an element of service should always be a part of motivation. The society has cradled and nurtured every graduate to bloom and spread his/her wings. Graduation is the apt time to give back to society the gains we have obtained.

Read an excerpt from the famous address made by the great leader Arignar Anna, at the Annamalai University, Tamil Nadu, on November 18, 1967, on the occasion of the Convocation ceremony.

Thankful as I am for the unique honour **conferred** on me by this institution. I stand before this august assembly today to deliver the Convocation address, for though it is a pleasure to be present on the happy occasion of greeting the graduates of the year and wishing them all a bright and prosperous future, it is not an easy task to place appropriate guidelines before them.



Former Chief Minister C.N. Anna Durai with students of Yale University.

The fact that I am conscious of my own limitations gives me a sense of relief, for I shall not attempt to offer original ideas or theories with a special stamp, but only **reiterate** some of the cardinal principles **enunciated** by those who offered their advice in past years, perhaps with annotations here and there, bringing to bear the lay-man's point of view to the findings of experts in various fields connected with education.

For better understanding:

What does the speaker try to convey in the beginning of his speech?

This is the age of the common man – whatever the regrets some might have – and it is his point of view that matters most and I do claim to represent him in all his **ruggedness**.

Systems and schools of thought, whether it is in philosophy or politics, ethics or economics, are certainly meant for him. Universities, as the **repositories** of knowledge and the nursing ground for the **emissaries** of thought, wisdom and service, have got a prominent role



to play and the prominence is growing every day, as more and more individuals get themselves equipped for the task of bettering society in all its age when we have **eschewed** monarchy and **autocracy** and have inaugurated the era of democracy.

During the monarchical or **feudal** days, Universities had to train scholars and poets to adorn the chambers of royalty or the gilded mansions of lords and nobles and their wisdom was meant for the mansion, not for the market place. Those were days when numbers did not count, nor were eminent scholars asked to face the problems **confronting** the masses. They were content to work in **secluded spheres**, far from the din and noise of the common man and weave the costly fabric of philosophy of poetry which in turn was to be converted into dazzling garments for the select and the privileged.

The role of the University today is not **cloistered** and confined as in the past. Its function has been enlarged—not in its fundamentals but in its domain. It has to take into account the commonness, but trim and train, guide and lead him, before being asked to do his duty as the citizen of a democracy – a task which kindles sweet hopes but which demands patience and **perseverance**, faith and confidence, faith in himself and in others and confidence in his **inherent** ability to shoulder the responsibilities. The common man has become the origin of a potential ruler and the duty today, the responsibility today of the universities is to fashion out of him an individual fitted and equipped for the task of making democracy fruitful and effective.

For better understanding:

How can a University trim and train, guide and lead a person to function better in society?

While addressing the University of Brussels, Dr. S. Radhakrishnan, our former President, made the following statement: “For its proper functioning democracy requires more qualities than other forms of government. It is in the universities that we can develop the true spirit of democracy, appreciation of others’ points of view and adjustment of differences through discussions. It can be kept healthy and strong by the exercise of individual responsibility and judgement. In universities we have to recall the struggles of the past and realize the **perils** and possibilities, the challenges and opportunities, of the present.”

For better understanding:

According to Dr. S. Radhakrishnan Universities ensure the democratic way of life for the future generations. How?

Graduates of the year, I wish you all a prosperous future – for, after all, the immediate concern of every individual, graduate or no graduate, is to acquire the means for a decent living. That is the first motivation for all human activity and no one can ignore it, but that ought not to be the sole objective. Something higher and nobler than mere individual material advancement is expected of you – for remember that this University education is a privilege that you enjoy, for which you are deeply **indebted** to the community of which you are a member.



Most of the money needed for maintaining institutions of higher education come from the revenues collected from the community through the State, and a good proportion of that revenue comes from the **tillers** and the **toilers**, men who did not enjoy this privilege, men who willingly submit themselves to discomfort, so that they can enable the next generation to lead a better life. Graduates, may I ask you, how are you going to repay – what is to be your contribution to the social chest on which you have drawn so largely. Unless you **replenish** it richly, coming generations will find only an empty coffer.

For better understanding:

List the contributions of the educated youth to the society.

Your superior education increases your responsibility to society and therefore, apart from or along with your own individual advancement, society has got a right to expect an adequate return from you – not so much in terms of money as in terms of service – in toning up society, in bringing light into the dark alleys, sunshine into dingy places, solace into the afflicted, hope unto the **despondent** and a new life unto every one.

Unless service is the outcome, the **sermons** become sweet nothings. As Jefferson stated, “We must dream of an aristocracy of achievements arising out of a democracy of opportunities.”

And when I seek your help and cooperation in the supreme task of serving

society, please do not wink and smile and say, it is all so easy to say. I am not unaware of the difficulties in the way, nor am I going to brush aside the influence of the environment on you. Maybe, the world in which you are to begin the journey is one which will dim your hope, disturb your determination. You may come face to face with the unpleasant sight of practices widely differing from the principles inculcated in you. You may find self-seekers enthroned and the patient worker decried. Tyranny of all sorts may stare at you and every step you take will be a struggle. I admit that the environment is such that even people with robust optimism will be discouraged and forced to take to the path of ease and comfort.

But, we should also realize that a continuous stream of men and women **endowed** with the spirit of service have been carrying on the **crusade** successfully and have conferred rich benefits on humanity.

We, the Tamilians, have been holding aloft this ideal for more than two thousand years as expressed in Purananuru (182).

As **inheritors** of that rich legacy, you are best suited to overcome even the environment and serve society to the best of your abilities.

I am confident that you are being sent into the wide world. With this objective – you are bound to win, for you are adequately equipped with the spirit supplied by this great institution. May your life be a bright one, and may its **lustre** brighten the entire land! Accept my congratulations and march onwards, towards the land of smiles.



The Purananuru song conveys the philosophy of Tamilians. It celebrates the selfless spirit and courage of people who served society by sharing everything with their fellowmen, even something as precious and unique as the nectar of immortality. They would never do a wrong deed even if they were offered the world as a reward. It is because of such men that the world continues to exist.



About the Author

Dr. Conjeevaram Natarajan Annadurai (15 September 1909 – 3 February 1969), popularly called Arignar Anna was an Indian politician who served as the Chief Minister of Tamil Nadu (1967 – 1969). He was a great orator and an acclaimed writer in Tamil. Jawaharlal Nehru hailed him as one of the greatest parliamentarians. He has published several novels, short stories and plays which incorporate political and social themes. C.N. Annadurai was awarded the Chubb Fellowship at Yale University, the first non-American to receive this honour. The same year he was awarded an Honorary Doctorate by Annamalai University.



Glossary:

conferred	– granted a title, degree, benefit, or right
reiterate	– say or do again
enunciated	– spoke clearly, proclaimed
ruggedness	– strength, toughness
repositories	– storehouses
emissaries	– ambassadors
eschewed	– have nothing to do with
autocracy	– government by one ruler
feudal	– having to do with the Middle Ages, old
confronting	– aggressively resisting
secluded spheres	– isolated areas
cloistered	– restricted
perseverance	– continued effort, steadfastness
inherent	– inborn
perils	– dangers and risks
indebted	– obliged to repay
tillers	– persons who produce crops/ raise animals, cultivators
toilers	– workers, people who perform hard physical labour
replenish	– refill
despondent	– depressed, frustrated
sermons	– preachings, moral teachings
endowed	– gifted
crusade	– campaign for a good cause
inheritors	– successors
lustre	– glow of reflected light



A. Based on your reading of the speech, answer the following questions briefly in a sentence or two.

1. Who does the speaker claim to represent?
2. Why are universities necessary for a society?
3. What was the role of scholars and poets in olden days?
4. In what ways have universities improved the society?
5. Universities develop broad-mindedness. How does Dr. Radhakrishnan drive home this idea?
6. What should the youngsters aim in life after their graduation?
7. How can a graduate give back to his/her society?

B. Based on your understanding, answer the following questions in three or four sentences each.

1. 'Wisdom was meant for the mansion, not for the marketplace' -What does this statement signify?
2. According to the speaker, how should Universities mould the students of the present day?
3. How does Arignar Anna highlight the duties and responsibilities of graduates to the society?
4. Students are instilled with some of the essential values and skills while at the universities. Enumerate them.
5. What are the hindrances graduates face in their task of serving the society?

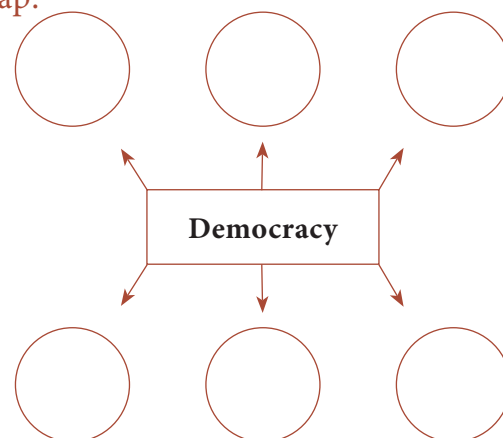
C. Answer the following questions, based on your understanding of Dr. Arignar Annadurai's speech, adding your own ideas, in a paragraph of about 100 – 150 words.

1. How do Universities mould students apart from imparting academic education to them?
2. Common men contribute to the maintenance of institutions of higher education. Explain this statement.
3. How does the speaker highlight the importance of giving back to the society?
4. You were one of the fresh graduates at the convocation function of the University. You had the rare privilege of listening to the enlightening speech of Dr. Arignar Anna. Write a letter to your friend highlighting the core ideas of his speech and the impact of the speech on you.



Vocabulary

A. Based on your understanding of paragraphs 6 and 7, complete the mind map:



B. Words belonging to different semantic fields.

Now, read the following statements taken from Arignar Anna's address:

'The role of the **universities** today is not cloistered and confined as in the past.'

The highlighted word '**universities**' is used in the field of education. Find other words pertaining to the field of education, in the speech of Anna.

C. Look at the following words and classify them according to their fields

clinical, orthopaedic, dividend, operations, fertile, Carnatic, diagnostics, industries, keyboard, hacker, desktop, vocal, cultivation, organic, unplugged, disease, harvest, livestock, mother-board, investment, internet, proxy, recycle bin, orchestra, trade, hip-hop, uprooting, guitar, cure, contracts

Music			
Agriculture			
Computer			
Commerce			
Medicine			



The earliest democracy in the world began in Athens, in 510 BC(BCE). All the adult men who held Greek citizenship were allowed to cast their votes.

D. Words with different functions

Read the following sentence taken from the speech of Dr. Annadurai.

"It has to take into account the commonness but to trim and train, guide and lead him..."

Notice the use of the words **trim**, **train**, **guide** and **lead**. Some words can be used in different contexts, with different word-classes.

Do you want a **trim**? (noun)

Do you **trim** your hair regularly?(verb)

Now, choose the appropriate words to complete the sentences. The first one is done for you.

frame guide book play print plan

- a. We usually **book** tickets for movies in advance.

b. Thirukkural is my favourite **book**.
- a. The _____ of the photo is broken.

b. We _____ questions on all topics.
- a. My teachers _____ me towards the path of success.

b. The tourist _____ explained the historical importance of the site.
- a. We enacted a humorous _____ in our school function.

b. The children _____ in the ground every afternoon.
- a. My _____ worked out well.

b. We should _____ our work well in advance.
- a. The _____ is not clear; we cannot read the sentences.

b. We _____ wedding cards here.

E. Words that define a belief, attitude or theory end with the suffix ‘-ism’. Here is a sentence from the speech of Dr. Annadurai: ‘I admit that the environment is such that even people with robust **optimism** will be discouraged and forced to take to the path of ease and comfort’.

The meaning of the word ‘optimism’ is ‘**the hopeful feeling that all is going to turn out well**’. Match the ‘-ism’ words with their appropriate meanings.

S. No.	Meanings	Words
1	e.g. love of country and willingness to sacrifice for it	patriotism
2	a brutal, barbarous, savage act	nationalism
3	the doctrine that your country’s interests are superior	egocentrism
4	participating in sports as a hobby rather than for money	feminism
5	belief that the best possible concepts should be pursued	criticism
6	a serious examination and judgment of something	amateurism
7	habitual failure to be present at work	barbarism
8	a doctrine that advocates equal rights for women	idealism
9	concern for your own interests and welfare	heroism
10	exceptional courage when facing danger	absenteeism



Listening

Listen to the information about Vishalini and complete her profile with suitable words/phrases.

Vishalini, hailing from _____ in Tamilnadu is _____ years old. She is endowed with an outstanding _____ and _____ skills. Her IQ is _____, higher than the previous score of _____. She has been the _____ speaker in International conferences. At the Google India Summit, she was honoured as the youngest _____. She is the recipient of _____ international awards. This child prodigy is considered a _____ girl.



Speaking

Prepare a formal five minute speech on the topic ‘The Importance of Education’ and deliver it at your School Assembly.



Introduction

- a. greet the audience
- b. introduce yourself to the audience
- c. introduce the topic

Body of the speech

- a. elaborate the main points
- b. provide suitable examples

Conclusion

- a. summarise the views
- b. summarise the main points
- c. thank the audience



Reading

Have you heard of Open Letters?

An **open letter** is a letter that is intended to be read by a wide audience, or a letter intended for an individual, but that is nonetheless widely distributed intentionally through newspapers and other media, such as a letter to the editor or a blog.

Sociologists, scholars, anthropologists and historians have written open letters. Letters patent is another form of open letter in which a legal document conferring a patent or right is mailed to the individual by the government and is also announced publicly. Open letters can also be addressed directly to a group rather than to any individual.

Reading such letters will also help to improve your vocabulary. Here are some easy ways to enrich and expand your vocabulary.

- ◆ Read as much as you can. As you read, try to understand the meaning of new words from the context or by referring to a dictionary.

- ◆ When you refer to a dictionary, learn the pronunciation, meaning, synonyms, antonyms and derivatives of the word.
- ◆ Note down the new words you learn for future reference.
- ◆ Make it a habit to learn a new word everyday.
- ◆ Play word games such as word search, crossword, scrabble etc. to expand your vocabulary.
- ◆ Listen to conversations, learn and discover new words and then start using them.

The following is a letter by Nobel Laureate Rabindranath Tagore to Mahatma Gandhi. Follow the diction, fluency and style of the great Indian writer who has contributed excellent writings to Indian Literature. You can improve your vocabulary by familiarising some of the words used in the letter using a dictionary.

Gandhi Letter 23A: From Rabindranath Tagore



Shanti Niketan,

April 12, 1919.

Dear Mahatmaji,

Power in all its forms is irrational — it is like the horse that drags the carriage blindfolded. The moral element in it is only represented in the man who drives the horse. Passive resistance, a force which is not necessarily moral in itself, can be used against truth as well as for it. The danger inherent in all force grows stronger when it is likely to gain success, for then it becomes temptation. I know your teaching is to fight against evil by the help of the good. But such a fight is for heroes and not for men led by impulses of the moment. Evil on one side naturally begets evil on the other, injustice leading to violence and insult to vengefulness. Unfortunately, such a force has already been started, and either through panic or through wrath our authorities have shown us the claws whose sure effect is to drive some of us into the secret path of resentment and others into utter demoralization. In this crisis you, as a great leader of men, have stood among us to proclaim your faith in the ideal which you know to be that of India, the ideal which is both against the cowardliness of hidden revenge and the cowed submissiveness of the terror-stricken...

I have always felt, and said accordingly, that the great gift of freedom can never come to a people through charity. We must win it before we can own it. And India's opportunity for winning it will come to her when she can prove that she is morally superior to the people who rule her by their right of conquest. Armed with

her utter faith in goodness she must stand unabashed before the arrogance that scoffs at the power of spirit. And you have come to your motherland in the time of her need to remind her of her mission, to lead her in the true path of conquest, to purge her present day politics of its feebleness which imagines that it has gained its purpose when it struts in the borrowed feathers of diplomatic dishonesty. This is why I pray most fervently that nothing that tends to weaken our spiritual freedom may intrude into your marching line, that martyrdom for the cause of truth may never degenerate into fanaticism for mere verbal forms, descending into the self-deception that hides itself behind sacred names.

With these few words for an introduction allow me to offer the following as a poet's contribution to your noble work:

Give me the supreme courage of love,
this is my prayer,
the courage to speak,
to do, to suffer at thy will,
to leave all things or be left alone.

Give me the supreme faith of love,
this is my prayer,
the faith of the life in death,
of the victory in defeat,
of the power hidden in the frailness of
beauty,
of the dignity of pain that accepts hurt,
but disdains to return it.

Very sincerely yours,
Rabindranath Tagore



A. Answer the following questions.

1. Who according to Gandhi, can fight against evil and how?
2. What is Gandhiji's ideal?
3. According to Tagore, when will India get the opportunity to win the gift of freedom?
4. How does Tagore acknowledge Gandhi's noble work?
5. Find words from the passage which mean the same as the following.
 - a) a malevolent desire for revenge (para 1)
 - b) tactful (para 2)
 - c) despise (para 3)
6. Find words from the passage which are antonyms of the following.
 - a) artificially (para 1)
 - b) strength (para 2)



We can narrate spoken words in two ways — Direct and Indirect speech. Direct speech repeats the exact words of the speaker. Reported speech conveys something that has been said, without using the speaker's actual words.

When the reporting verb is in the present tense, we don't make changes in the tense.

e.g. Uma says, "I like chocolates."

This can be reported as,

Uma says that she likes chocolates.

Study the following table to learn how the tenses change when the reporting verb is in the past tense.

(The word 'said' can be replaced by one which expresses a more precise shade of meaning: explained, declared, agreed, conveyed, told, argued etc.)



Tense	Direct Speech	Reported Statements
Present Simple	Sindhu said, "I play chess."	Sindhu said that she played chess.
Present Continuous	Jayashree said, "I am working in a school."	Jayashree said that she was working in a school.
Past Simple	Mani said, "I bought a car."	Mani said that he had bought a car.
Past Continuous	Madhu said, "I was walking along the street."	Madhu said that she had been walking along the street.
Present Perfect	Sekar said, "I haven't seen her."	Sekar said that he hadn't seen her.
Past Perfect	Vijay said, "I had taken swimming lessons long ago."	Vijay said that he had taken swimming lessons long before.
Future Simple	Sundar said to me, "I'll see you later."	Sundar told me that he would see me later.

Direct Question	Reported Question
Shankar said to me, "Do you know me?"	Shankar asked me if I knew him.
Zuber said to Saira, "Are you living here?"	Zuber asked Saira if she was living there.
Senthil said, "Where is the post office?"	Senthil enquired where the post office was.
Shanthi said to Baskar, "What are you doing now?"	Shanthi asked Baskar what he was doing then.

Direct Request	Reported Request
The old woman said to the boy, "Please help me."	The old woman requested the boy to help her.
The librarian said to the students, "Speak softly."	The librarian instructed the students to speak softly.
Raj said to Sukumar, "Please drop me at the station tonight."	Raj requested Sukumar to drop him at the station that night.

Here's a table of some more conversions.

Direct Form	Reported Form
now	then / at that time
today	that day
yesterday	the day before / the previous day
last night	the night before / the previous night
last week	the week before / the previous week
tomorrow	the next day / the following day

Note: The reporter's point of view governs the changes from the direct into indirect mode. These changes are in respect of – personal pronouns, tense of the verb and adverbs of time and place.



Real life situations offer innumerable opportunities to report what others have said. Read the following dialogue between two friends.

Adhira: Hi Yazhini ! How are you?

Yazhini:

I am fine. Congrats. I heard that you have scored very good marks in the SSLC examination. What is the group that you have chosen?

Adhira:

Thank you. I have chosen the Arts group.

Yazhini:

Good. Tell me about your future plan.

Adhira:

I have already made up my mind to pursue law.

Yazhini:

Is there any specific reason?

Adhira:

Yes. I would like to start my own law firm and defend the innocent.

Yazhini:

Do you know that it calls for a lot of tolerance and hardwork?

Adhira:

Yes. I know that it is not going to be easy but I like challenges.

Yazhini:

Go ahead! Study well! You will succeed.

Adhira: Thank you so much.

Reported version of the above dialogue:

Adhira greeted Yazhini and enquired how she was. Yazhini replied that she was fine and congratulated her on having scored

very good marks in the SSLC examination. She also went on to ask her what group she had chosen. Adhira thanked Yazhini and told her that she had chosen the arts group. Yazhini endorsed her choice and asked her about her future plan. Adhira told her that she had already made up her mind to pursue law. When Yazhini asked if there was any specific reason, Adhira replied in the affirmative and stated that she would like to start her own law firm and defend the innocent. Yazhini further asked if she knew that it called for a lot of tolerance and hardwork. Adhira acknowledged that she knew that it was not going to be easy but she liked challenges. Yazhini encouraged her to go ahead and study well and wished that she would succeed. Adhira thanked her for the wishes.

A. Report the following dialogue.

Prabhu:

What are you doing here, Kiran? I haven't seen you for a few months.

Kiran:

I have just come back from my native town Virudhunagar.

Prabhu: Did you enjoy your vacation?

Kiran:

Yes. I love the place. It is a clean and busy town.

Prabhu:

Where did you go and what did you see?

Kiran:

I went to Courtallam falls in Tenkasi.

Prabhu: Share some pictures of your trip.

Kiran: Sure. See you later.



B. Virat Kohli, the Man of the Match and the Man of the Series in the one-day International series between India and South Africa, February 2018, had this to say during the post match presentation. India won the match by 8 wickets and won the series by 5 – 1, a historic win against South Africa in their home soil.

Rewrite his words in Reported Speech.

“It was a day I felt really good. Last game, I was not in the right kind of mindset. This is a beautiful place to bat under lights. That’s the idea behind bowling first. I like setting up for the short ball. It was a blessing in disguise, and they kept bowling short. I think the pitch got better to bat on under lights. It has been a roller coaster till now. People who are close to me deserve a lot of credit. Obviously, you want to lead from the front, and that’s a wonderful feeling. I have got eight or nine years left in my career and I want to make the most of every day. It’s a blessing that I am healthy and getting to captain my country. They have shown great character – especially the two young spinners. The way the series went augurs well for us. We’re looking forward to the T20s. The tour is not over yet. After losing the Test series, I was talking to you. I am here talking to you after winning the ODI series.”

C. Read the given passages and rewrite them using the direct speech.

1. The cyclist warned the driver not to move his car till the police arrived. The driver pleaded that it was not his fault; he was ready to pay a hundred rupees to repair the damaged cycle. The cyclist refused the money and insisted that the police be called.

2. The striking workers demanded an increase in salary and asked for the withdrawal of all cases. They threatened to continue the strike if the demands were not met. The manager insisted on them calling off the strike and invited them for a discussion. He agreed to listen to their demands.



Writing

a) E-mail

Samuel Johnson sat on a rickety chair, surrounded by a ‘chaos of borrowed books’ out of which he compiled his famous Dictionary.



James Murray worked in a little shed in his garden, surrounded by mountains of paper slips that would one day become the Oxford English Dictionary.

With the pervasive impact of computers and internet in all walks of life, the written word has undergone a quantum of change from the printed page into cyber-space.

Correspondence once limited to letters is now often online, as e-mail. Newsletters, brochures, circulars, resumes etc. once paperbound, are now online.

E-mail is a less formal method of communicating but has replaced the conventional letter, as a means of communication. In using e-mail, you still represent your organization, affiliation, unit and area. E-mails can be forwarded to a number of people without your knowledge, so one should consider it as an unsealed letter. The e-mail has to be brief, saving time for the writer as well as the receiver.

Why is the e-mail so popular?

(1) It makes communication almost instant.

(2) It is less laborious to write.

When writing an e-mail, please note,

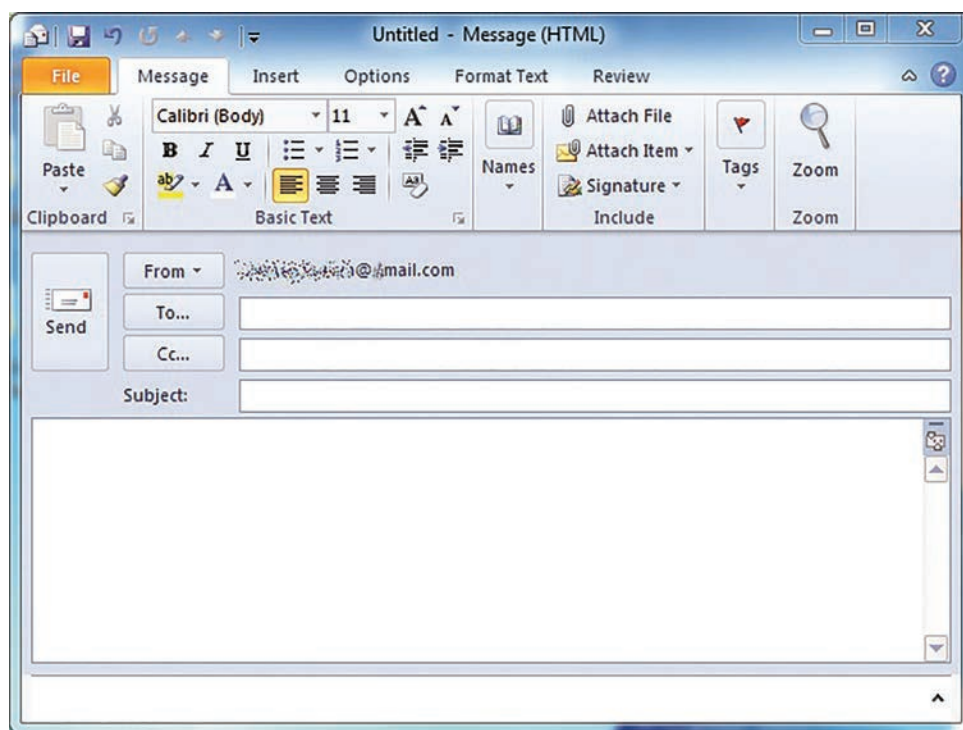
(i) Short forms, symbols, recognizable abbreviations can be used.

(ii) Receiver's / sender's address, date, need not be used as they are already programmed in the computer.

(iii) The communication should resemble a message / formal / informal letter, depending on the purpose and the receiver.

A sample e-mail

To: dhoni@abcmail.com
Cc: anandv@notmail.com, sumathy@zahoo.com
Subject: Invitation – Annual Sports Day
Dear Sir, We are happy and honoured that you have agreed to be the Chief Guest on our 34 th Annual Sports Day on 5 th January, 2018. Our students are very thrilled about this and eagerly look forward to seeing you on that great day. We expect your esteemed presence by 5 p.m. at the stadium. Please find attached a copy of our invite. Regards, Principal, ABC GHSS.



a) Write an e-mail to your uncle thanking him for the gift that he had sent from abroad.

b) Write an e-mail to a charitable trust requesting for a scholarship.



b) Formal Letters

You have already learnt the various kinds of letters and the essential features of a good letter.

Let us now recall the layout, and the various parts of a formal letter.

The parts of a formal letter

1. the heading
2. the inside address
3. the salutation
4. the body
5. the closing
6. the signature
7. the address on the envelope

The contents of a formal letter

- ◆ Use a courteous, positive and professional tone. Maintain a respectful, constructive tone.
- ◆ Use formal language. Avoid contractions or abbreviations.
- ◆ State your purpose clearly and briefly. State the purpose of your writing in the first or second sentence of the letter.
- ◆ Include all necessary information. Provide all the information your reader needs to understand and respond appropriately to your letter.

Mohamed Yusuf is the Student Secretary of the Literary Club of your school. Read the following letter that he writes to a bookseller requesting him to supply some books for the school library.

The Student Secretary,
Government Higher Secondary School,
Nagarcoil,
PIN 629 002.

January 10, 2018

The Manager,
Puthaga Ulagam,
Palayamkottai,
Thirunelveli.

Dear Sir,

I would like to place the following order for our school library. Kindly send the books by the 28th of this month. Please ensure that the books are in good condition and are neatly packed.

List of Books

1. Oxford Advanced Learner's Dictionary, Sixth Edition, OUP, 2018 - 5 copies
2. History of English Literature by William J Long - 2 copies
3. Intermediate English Grammar by Raymond Murphy - 2 copies
4. A History of the English Language by A.C. Baugh - 2 copies
5. Complete Works Of Rabindranath Tagore, Shanti Publishers - 3 copies

Kindly send particulars of your bank account for immediate online payment.

Thank you,

Yours faithfully,
Md. Yusuf
Secretary,
Literary Club

Countersigned
The Headmaster

Address on the envelope

The Manager,
Puthaga Ulagam,
Palayamkottai,
Thirunelveli.



Tasks

1. Write a letter to the editor of a newspaper about the need to wear seat belts while driving.
2. Write a letter to the Commissioner of the Corporation complaining about the sanitary conditions of the streets in your locality.
3. Write a letter to a sports company ordering sports items for the Physical Education Department of your school.
4. Write a letter to the Chief Reservation Supervisor of Railways requesting him to grant concession for your educational tour.
5. Write a letter to the curator of the museum seeking permission for a school visit.

A **letter of application**, also known as a cover letter, is a job application document sent with your resume to provide additional information about your skills and experience.

The letter of application is intended to provide detailed information on why you are a qualified candidate for the job you are applying for. Effective application letters explain the reasons for your interest in the specific organization and highlight your most relevant skills or experiences.

The Format

Name
Address
City, State, PIN Code
Phone Number
Email Address
Date

Employer

Name
Title
Company
Address
City, State, PIN Code

Salutation

Dear Mr./Ms. Last Name,

Body of the Application

The body of your application letter enables the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow up. See below for a paragraph-by-paragraph division of the body of the letter.

First Paragraph

The first paragraph of your letter should include information on the purpose of writing. Mention the job you are applying for and where you found the job listing. You might conclude by briefly saying why you think you are an ideal candidate for the job.

Second Paragraph

The next section of your application letter should describe what you have to offer the employer.

It can be a single paragraph, or you can break it up into a couple of paragraphs. If the section gets lengthy, you may use bullet points to break up the text. Remember, you are interpreting your resume, not repeating it.



Specify how your qualifications match the job you are applying for. In this portion of the letter, make your case strong for your candidacy. Use specific examples, wherever possible.

Final Paragraph

Conclude your application letter by thanking the employer in advance for considering you for the position. Include information on how you will follow up.

Complimentary Close

Sincerely,

Sd/-

Signature

(NAME)

Task

a) Respond to the following advertisements.

Classified Advertisement

WANTED 100 part-time Graphic Artists
Experienced in **Photoshop and InDesign**-
Salary negotiable. Apply to: **MM Graphics**,
Triplicane, Chennai - 5 or Mail your
Resume to mmg@xmail.com

Block Advertisement

Female IELTS Teachers Required

Postgraduates in English with a minimum
of 3 years experience

Must be bold and confident

Good salary, transport and food allowance
provided

Apply to:

ARV Institute of Languages

149B, Bose Road, Coimbatore

Ph: 98400 xxxxx

Email: arvbe@ymail.com





Unit 5

Poem

Everest is not the Only Peak

- Kulothungan

Warm up

Identify the following personalities and their fields of achievement.



Name:

Field:



Name:

Field:

Mention a remarkable achievement of any of these personalities.

.....
.....

What quality do you admire the most in each of these achievers?

.....
.....

What are the qualities that you may share with them?

.....
.....

Name a few more popular personalities who have made our nation proud.

- a) b)
c) d)





Now, read the poem '**Everest is not the Only Peak**' in blank verse and get to know the greatness of human virtues from the poet's perspective.



We are proud and feel so tall,
Our **virtues** though be few and small
Our nature it is that whatever we try
We do with **devotion** deep and true.

Defeat we **repel**, courage our fort;
Cringing from others we haven't done,
To seek a gain we **adore** none:
We are proud and feel so tall.

We deem it our duty and mission in life,
To bless and praise the deserving ones;
Never shall we fail in what we commit,
Shall **nourish** the ones that nourish the world.

We are proud of the position we
Hold; humble as we are,
Our pride springs from the way we live.
Ours is a path of dignity and honour,
A life that knows no kneeling and bending.
We are proud and feel so tall.

Everest is not the only peak,
Every hillock has a **summit** to boast!
The height you reach is not that we care;
He, who does not **stoop**, is a king we adore.
We bow before **competence** and **merit**;
The ones that are true and stand on their own
Are really the ladder for the rise of Man.
Honour is a property, common to all:
In dignity and pride no one need to be poor.
We are proud and feel so tall.



About the Author

Prof. V.C. Kulandaiswamy (1929 –2016) known as Kulothungan is an eminent technologist, a man of letters and an educationist known for his pioneering contributions in Hydrology, Literature and Education.



He has authored six volumes of poems and seven of prose essays which earned him the Thiruvalluvar Award from the Government of Tamil Nadu in 1999. He won the Sahitya Akademi Award in 1988 for his book *Vaazhum Valluvam*. His works deal with themes that reflect the gamut of human progress and the all-pervasive human effort.



Glossary

virtues	– good qualities
devotion	– loyal commitment towards a particular activity
repel	– hate or detest
cringing	– behaving in an excessively humble or servile way
adore	– worship someone
nourish	– to help the growth and development of someone
summit	– the highest point of a hill or a mountain peak
stoop	– yield or submit, to descend from dignity
competence	– the ability to do something efficiently

merit – the quality of being particularly good or worthy

A. Based on your understanding of the poem, answer the following questions in a sentence or two each.

- Which line is repeated in the poem? What is the effect created by this repetition?
- Who are the ‘deserving ones’?
- Which quality does the speaker wish to nourish? What is his mission?
- Which path should we follow in life?
- What does ‘Everest’ in the title stand for?
- What does ‘hillock’ refer to in the line ‘Every hillock has a summit to boast!’?
- Why does the speaker say ‘Everest is not the only peak’?
- What does the ladder symbolize?

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

- Our nature it is that whatever we try
We do with devotion deep and true.*
 - Who does ‘we’ refer to?
 - How should we carry out our duties?
- Defeat we repel, courage our fort;*
 - How do we react to defeat?
 - Which is considered as our stronghold?
- We are proud of the position we
hold; humble as we are*
 - What is the speaker proud of?
 - How is the speaker both humble and proud?
 - Pick out the alliteration in these lines.



4. *He, who does not stoop, is a king we adore.
We bow before competence and merit;*

- a. Who is adored as a king?
- b. What is the figure of speech used in the first line?

5. *Honour is a property, common to all:
In dignity and pride no one need to be poor.*

- a. Who are considered rich?
- b. What is their asset?

C. Answer the following questions in a paragraph of 100–150 words each.

1. In what way is every hillock similar to Everest?
2. The poem does not focus on the destination but the journey towards it. Discuss.

D. Creative Activity

- + Write eight words you associate with success.
- + Use the words to write eight lines that mean success to you or how success makes you feel.
- + Arrange your lines into a poem.
- + Share your poem with the class and post a copy on the notice board.

Success

E. Speaking Activity

Discuss the following topics in groups of five and choose a representative to sum up the views and share them with the class.

- a) To succeed in life, one must have a single-minded devotion to duty.
- b) 'Success is not final, failure is not fatal.' It is the courage and perseverance that counts.
- c) Successful people neither brood over the past nor worry about the future.

F. Parallel Reading

Read and enjoy the following poem. Try to grasp the message it conveys.

Be the Best

If you can't be a pine on the top of the hill,
Be a scrub in the valley – but be
The best little scrub by the side of the rill;
Be a bush, if you can't be a tree.
If you can't be a bush, be a bit of the grass,
And some highway happier make;
If you can't be a muskie, then just be a bass –
But the liveliest bass in the lake!
We can't all be captains, we've got to be crew,
There's something for all of us here.
There's big work to do and there's lesser to do
And the task we must do is the near.
If you can't be a highway, then just be a trail,
If you can't be the sun, be a star;
It isn't by size that you win or you fail –
Be the best of whatever you are!

Douglas Malloch

**Warm Up**

- What are all the factors that influence our moods?
- How do you behave under the spells of different moods?
- Do you think it is important not to be swayed by every passing mood?
- Suggest some ways by which we can maintain a calm temperament under all circumstances.

Now, read the story 'The Singing Lesson' in which the attitude of an aggrieved music teacher undergoes a drastic change in keeping with her moods.

With despair – cold, sharp despair – buried deep in her heart like a wicked knife, Miss Meadows, in cap and gown and carrying a little **baton**, trod the cold corridors that led to the music hall. Girls of all ages, rosy from the air, and bubbling over with that gleeful excitement that comes from running to school on a fine autumn morning, hurried, skipped, fluttered by; from the hollow classrooms came a quick drumming of voices; a bell rang; a voice like a bird cried, "Muriel." And then there came from the staircase a tremendous knock-knock-knocking.

Someone had dropped her dumbbells.

The Science Mistress stopped Miss Meadows.

"Good morning," she cried, in her sweet, affected **drawl**. "Isn't it cold? It might be winter."

Miss Meadows, hugging the knife, stared in hatred at the Science Mistress. Everything about her was sweet, pale, like honey. You would not have been surprised to see a bee caught in the **tangles** of that yellow hair.

"It is rather sharp," said Miss Meadows, grimly.

The other smiled her sugary smile.

"You look frozen," said she. Her blue





eyes opened wide; there came a mocking light in them. (Had she noticed anything?)

"Oh, not quite as bad as that," said Miss Meadows, and she gave the Science Mistress, in exchange for her smile, a quick **grimace** and passed on.

Forms Four, Five, and Six were assembled in the music hall. The noise was deafening. On the platform, by the piano, stood Mary Beazley, Miss Meadows' favourite, who played **accompaniments**. She was turning the music stool. When she saw Miss Meadows she gave a loud, warning "Sh-sh! Girls!" and Miss Meadows, her hands thrust in her sleeves, the baton under her arm, strode down the centre aisle, mounted the steps, turned sharply, seized the brass music stand, planted it in front of her, and gave two sharp taps with her baton for silence.

"Silence, please! Immediately!" and, looking at nobody, her glance swept over that sea of coloured flannel blouses, with bobbing pink faces and hands, quivering butterfly hair-bows, and music-books outspread. She knew perfectly well what they were thinking. "Meady is in a wax." Well, let them think it! Her eyelids quivered; she tossed her head, defying them. What could the thoughts of those creatures matter to someone who stood there bleeding to death, pierced to the heart, by such a letter —

— "I feel more and more strongly that our marriage would be a mistake. Not that I do not love you. I love you as much as it is possible for me to love any woman, but, truth to tell, I have come to the

conclusion that I am not a marrying man, and the idea of settling down fills me with nothing but—" and the word "disgust" was scratched out lightly and "regret" written over the top.

Basil! Miss Meadows stalked over to the piano. And Mary Beazley, who was waiting for this moment, bent forward; her curls fell over her cheeks while she breathed, "Good morning, Miss Meadows," and she motioned towards rather than handed to her mistress a beautiful yellow chrysanthemum. This little ritual of the flower had been gone through for ages and ages, quite a term and a half. It was as much part of the lesson as opening the piano. But this morning, instead of taking it up, instead of tucking it into her belt while she leant over Mary and said, "Thank you, Mary. How very nice! Turn to page thirty-two," what was Mary's horror when Miss Meadows totally ignored the chrysanthemum, made no reply to her greeting, but said in a voice of ice, "Page fourteen, please, and mark the accents well."

Staggering moment! Mary blushed until the tears stood in her eyes, but Miss Meadows was gone back to the music stand; her voice rang through the music hall.

"Page fourteen. We will begin with page fourteen. 'A Lament.' Now, girls, you ought to know it by this time. We shall take it all together; not in parts, all together. And without expression. Sing it, though, quite simply, beating time with the left hand."



She raised the baton; she tapped the music stand twice. Down came Mary on the opening chord; down came all those left hands, beating the air, and in chimed those young, mournful voices:- "Fast! Ah, too Fast Fade the Ro-o-ses of Pleasure; Soon Autumn yields unto Wi-i-nter Drear. Fleetly! Ah, Fleetly Mu-u-sic's Gay Measure Passes away from the Listening Ear."

Good Heavens, what could be more tragic than that lament! Every note was a sigh, a sob, a groan of awful mournfulness. Miss Meadows lifted her arms in the wide gown and began conducting with both hands. "—I feel more and more strongly that our marriage would be a mistake —" she beat. And the voices cried: "Fleetly! Ah, Fleetly." What could have possessed him to write such a letter! What could have led up to it! It came out of nothing. His last letter had been all about a fumed-oak bookcase he had bought for "our" books, and a "natty little hall-stand" he had seen, "a very neat affair with a carved owl on a bracket, holding three hat-brushes in its claws." How she had smiled at that! So like a man to think one needed three hat-brushes! "From the Listening Ear," sang the voices.

"Once again," said Miss Meadows. "But this time in parts. Still without expression." "Fast! Ah, too Fast." With the gloom of the **contraltos** added, one could scarcely help shuddering. "Fade the Roses of Pleasure." Last time he had come to see her, Basil had worn a rose in his buttonhole. How handsome he had looked in that bright blue suit, with that dark red rose! And he knew it, too. He couldn't help knowing it. First

he stroked his hair, then his moustache; his teeth gleamed when he smiled.

"The headmaster's wife keeps on asking me to dinner. It's a perfect nuisance. I never get an evening to myself in that place."

"But can't you refuse?"

"Oh, well, it doesn't do for a man in my position to be unpopular."

"Music's Gay Measure," wailed the voices. The willow trees, outside the high, narrow windows, waved in the wind. They had lost half their leaves. The tiny ones that clung wriggled like fishes caught on a line. "— I am not a marrying man —" The voices were silent; the piano waited.

"Quite good," said Miss Meadows, but still in such a strange, stony tone that the younger girls began to feel positively frightened. "But now that we know it, we shall take it with expression. As much expression as you can put into it. Think of the words, girls. Use your imaginations. "Fast! Ah, too Fast," cried Miss Meadows. "That ought to break out – a loud, strong **forte** – a lament. And then in the second line, 'Winter Drear,' make that 'Drear' sound as if a cold wind were blowing through it. 'Dre-ear!' said she so awfully that Mary Beazley, on the music stool, wriggled her spine. "The third line should be one **crescendo**. 'Fleetly! Ah, Fleetly Music's Gay Measure.' Breaking on the first word of the last line, 'Passes.' And then on the word, 'Away,' you must begin to die – to fade – until 'The Listening Ear' is nothing more than a faint whisper – You



can slow down as much as you like almost on the last line. Now, please."

Again the two light taps; she lifted her arms again. "Fast! Ah, too Fast." — and the idea of settling down fills me with nothing but disgust—" Disgust was what he had written. That was as good as to say their engagement was definitely broken off. Broken off! Their engagement! People had been surprised enough that she had got engaged. The Science Mistress would not believe it at first. But nobody had been as surprised as she. She was thirty. Basil was twenty-five. It had been a miracle, simply a miracle, to hear him say, as they walked home from church that very dark night, "You know, somehow or other, I've got fond of you." And he had taken hold of the end of her ostrich feather boa. "Passes away from the Listening Ear."

"Repeat! Repeat!" said Miss Meadows. "More expression, girls! Once more!"

"Fast! Ah, too Fast." The older girls were crimson; some of the younger ones began to cry. Big spots of rain blew against the windows, and one could hear the willows whispering, "— not that I do not love you—"

"But, my darling, if you love me," thought Miss Meadows, "I don't mind how much it is. Love me as little as you like." But she knew he didn't love her. Not to have cared enough to scratch out that word "disgust," so that she couldn't read it! "Soon Autumn yields unto Winter Drear." She would have to leave the school, too. She could never face the Science Mistress or the girls after it got known. She would

have to disappear somewhere. "Passes away." The voices began to die, to fade, to whisper – to vanish—

Suddenly the door opened. A little girl in blue walked fussily up the **aisle**, hanging her head, biting her lips, and twisting the silver bangle on her red little wrist. She came up the steps and stood before Miss Meadows.

"Well, Monica, what is it?"

"Oh, if you please, Miss Meadows," said the little girl, gasping, "Miss Wyatt wants to see you in the mistress's room."

"Very well," said Miss Meadows. And she called to the girls, "I shall put you on your honour to talk quietly while I am away." But they were too subdued to do anything else. Most of them were blowing their noses.

The corridors were silent and cold; they echoed to Miss Meadows' steps. The headmistress sat at her desk. For a moment she did not look up. She was as usual disentangling her eyeglasses, which had got caught in her lace tie. "Sit down, Miss Meadows," she said very kindly. And then she picked up a pink envelope from the blotting-pad. "I sent for you just now because this telegram has come for you."

"A telegram for me, Miss Wyatt?"

Basil! He had committed suicide, decided Miss Meadows. Her hand flew out, but Miss Wyatt held the telegram back a moment. "I hope it's not bad news," she said, so more than kindly. And Miss Meadows tore it open.



"Pay no attention to letter, must have been mad, bought hat-stand today Basil," she read. She couldn't take her eyes off the telegram.

"I do hope it's nothing very serious," said Miss Wyatt, leaning forward.

"Oh, no, thank you, Miss Wyatt," blushed Miss Meadows. "It's nothing bad at all. It's" – and she gave an apologetic little laugh – "it's from my **fiance** saying that – saying that –" There was a pause. "I see," said Miss Wyatt. And another pause. Then, "You've fifteen minutes more of your class, Miss Meadows, haven't you?"

"Yes, Miss Wyatt." She got up. She half ran towards the door.

"Oh, just one minute, Miss Meadows," said Miss Wyatt. "I must say I don't approve of my teachers having telegrams sent to them in school hours, unless in case of very bad news, such as death," explained Miss Wyatt, "or a very serious accident, or something to that effect. Good news, Miss Meadows, will always keep, you know."

On the wings of hope, of love, of joy, Miss Meadows sped back to the music hall, up the aisle, up the steps, over to the piano.

"Page thirty-two, Mary," she said, "page thirty-two," and, picking up the yellow chrysanthemum, she held it to her lips to hide her smile. Then she turned to the girls, rapped with her baton: "Page thirty-two, girls. Page thirty-two."

"We come here To-day with Flowers o'er laden, With Baskets of Fruit and

Ribbons to boot, To-oo Congratulate ...

"Stop! Stop!" cried Miss Meadows. "This is awful. This is dreadful." And she beamed at her girls. "What's the matter with you all? Think, girls, think of what you're singing. Use your imaginations. 'With Flowers o'er laden. Baskets of Fruit and Ribbons to boot.' And 'Congratulate'." Miss Meadows broke off. "Don't look so **doleful**, girls. It ought to sound warm, joyful, eager. 'Congratulate'. Once more. Quickly. All together. Now then!"

And this time Miss Meadows' voice sounded over all the other voices – full, deep, glowing with expression.

About the Author

Kathleen Mansfield Murry (1888 – 1923) was a New Zealand short story writer who wrote under the pen-name Katherine Mansfield. She left New



Zealand at the age of 19 and settled in the United Kingdom where she gained the friendship of great writers such as D.H. Lawrence and Virginia Woolf. *Bliss* and *The Garden Party* were

collections of short stories written by her. She wrote many poems and her collected letters were a great success.



Glossary

baton	– a thin stick used by a conductor of a music orchestra
drawl	– slow, lazy way of talking
tangles	– a confused mass, twisted
grimace	– expression of disgust on a person's face
accompaniments	– music played to support an instrument, voice or group
contralto	– the lowest female voice
forte	– a musical tone played loudly
crescendo	– a gradual increase in the loudness of a sound
aisle	– a passage between rows of seats
fiancé	– a man to whom one is engaged to be married
doleful	– sorrowful

A. Based on your understanding of the story, answer the following questions in about 30 – 50 words each.

1. What was the knife that Miss Meadows carried with her?
2. What kind of relationship existed between Miss Meadows and the Science Mistress?

3. Why was Miss Meadows upset and dejected?
4. How would Miss Meadows usually treat Mary? How did her behaviour towards the girl change that day?
5. Why had Miss Meadows chosen 'A Lament' as the lesson that particular day?
6. What brought agony to the girls during the music lessons?
7. Bring out the substance of Basil's letter to Miss Meadows.
8. Why did Miss Wyatt summon Miss Meadows to her room?
9. How did Miss Meadows express her joy, when she returned to the music class?
10. Briefly explain the cause of Miss Meadows' joy at the end.



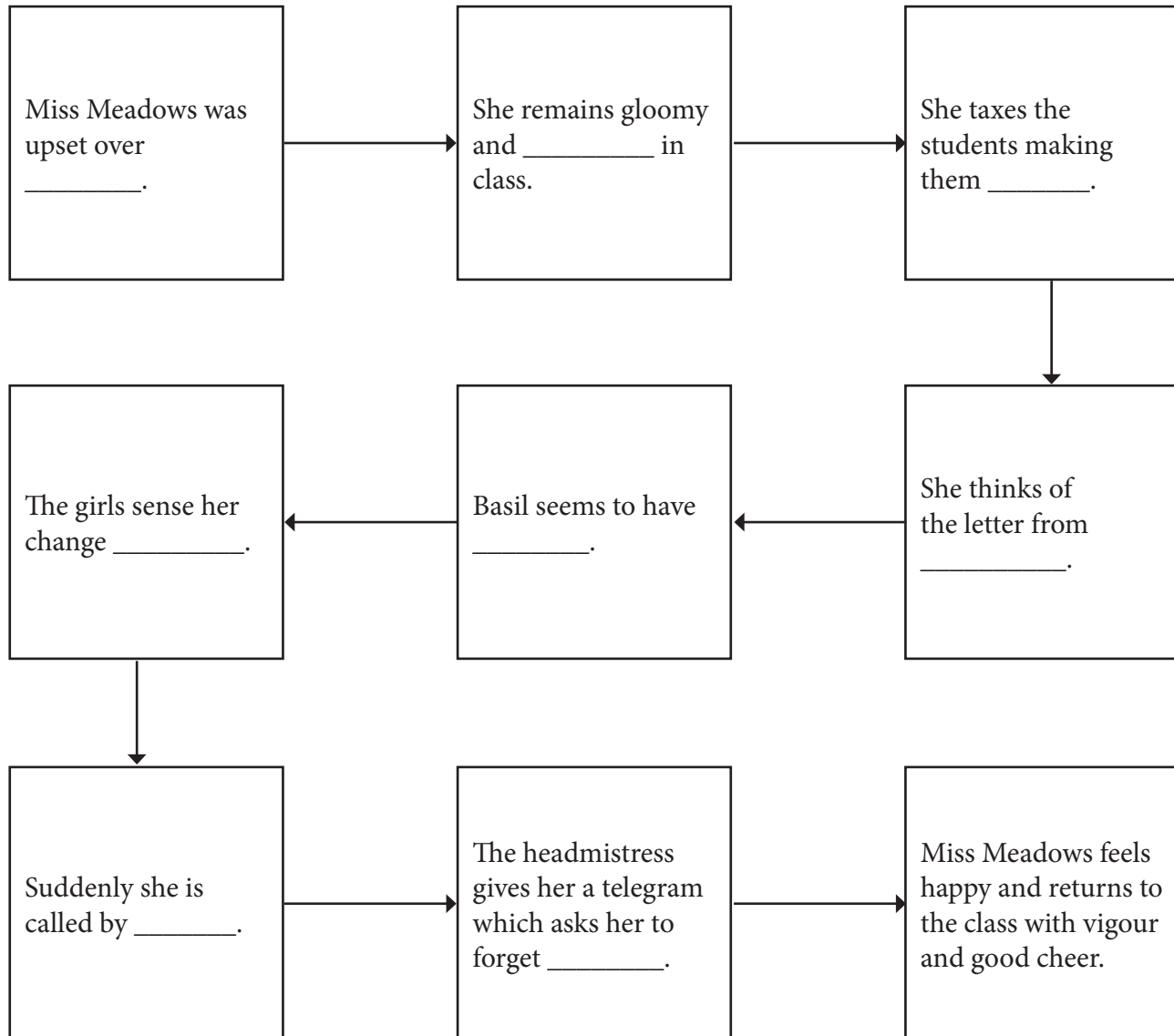
Vocabulary

Note the following words from the story. They all refer to different ways of walking. Find out their meanings and use each of them in meaningful sentences of your own. Refer a thesaurus and add a few more to the list.

- a) trod
- b) fluttered
- c) hurried
- d) skipped
- e) strode
- f) sped



B. Complete the mind map given below and write a brief summary of the story in your own words.



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

1. Describe Miss Meadows' mood before and after receiving the telegram. How did it affect her class?
2. 'The only difference between a good day and a bad day is your attitude.' Relate this to a real life experience you have had. Share your thoughts in class.
3. You are busy getting ready for school. You receive a Whats App message from your best friend, saying that he/she is very upset over the fight you had yesterday and doesn't want to talk to you anymore. This distresses you as she sounds very firm. However, today is a big day at school with two tests lined up. What will be your state of mind? How will you handle this situation?