

Unit - 6



Warm Up

A. Fill the globe with an acrostic poem.



B. How can you make the world a better place?



C. What does the picture symbolise?

D. Find the names of the various UN organizations with the logo given below and fill in the blanks.













6

The Last Lesson

Alphonse Daudet

Prose

This lesson is set in the days of France-Prussian war. France was ruled by Bismarck. Prussia then consisted of what now are the nations of Germany, Poland, and parts of Austria. The Prussians defeated the French and the districts of Alsace and Lorraine fell into the hands of the Prussians. The oppressors not only wanted the territory but dominated over the language and culture of the Germans, thus to take away their identity. Read the lesson to find out what impact this had on life at school.

I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on participles, and I did not know the first word about them. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling.

It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school.

When I passed the town hall there was a crowd in front of the bulletin-board. For the last two years all our bad news had come from there — the lost battles, the draft, the orders of the commanding officer — and I thought to myself, without stopping, “What can be the matter now?”



Then, as I hurried by as fast as I could go, the blacksmith, Wachter, who was there, with his apprentice, reading the bulletin, called after me, “Don’t go so fast, bub; you’ll get to your school in plenty of time!”

I thought he was making fun of me, and reached M. Hamel’s little garden all out of breath.

Usually, when school began, there was a great **bustle**, which could be heard out in the street, the opening and closing of desks, lessons repeated in **unison**, very loud, with our hands over our ears to understand better, and the teacher’s great ruler **rapping** on the table. But now it was all so still! I had counted on the commotion to get to my desk without being seen; but, of course, that day everything had to be as quiet as Sunday morning. Through the window I saw my classmates, already in their places, and M. Hamel walking up and down with his terrible iron ruler under his arm. I had to open the door and go in before everybody. You can imagine how I blushed and how frightened I was.

But nothing happened. M. Hamel saw me and said very kindly, “Go to your place quickly, little Franz. We were beginning without you.”

- a. What kind of news was usually put up on the bulletin board?
- b. What was the usual scene when school began everyday?

I jumped over the bench and sat down at my desk. Not till then, when I had got a little over my fright, did I see that our

teacher had on his beautiful green coat, his frilled shirt, and the little black silk cap, all embroidered, that he never wore except on inspection and prize days. Besides, the whole school seemed so strange and solemn. But the thing that surprised me most was to see, on the back benches that were always empty, the village people sitting quietly like ourselves; old Hauser, with his three-cornered hat, the former mayor, the former postmaster, and several others besides. Everybody looked sad; and Hauser had brought an old primer, **thumbed** at the edges, and he held it open on his knees with his great spectacles lying across the pages.

While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me, said, “My children, this is the last lesson I shall give you. The order has come from Berlin to teach only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive.”

What a thunderclap these words were to me!



Oh, the wretches; that was what they had put up at the town-hall!

My last French lesson! Why, I hardly knew how to write! I should never learn anymore! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the *Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how **cranky** he was.

c. Other than the students, who were present in the class?

d. Why did M. Hamel say it was the last French lesson?

Poor man! It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.

While I was thinking of all this, I heard my name called. It was my turn to recite. What would I not have given to be able to say that dreadful rule for the participle all through, very loud and clear, and without one mistake? But I got mixed up on the first words and stood there, holding on to my desk, my heart beating, and not daring to look up.

I heard M. Hamel say to me, "I won't scold you, little Franz; you must feel bad enough. See how it is! Every day we have said to ourselves, 'Bah! I've plenty of time. I'll learn it tomorrow.' And now you see where we've come out. Ah, that's the great trouble with Alsace; she puts off learning till tomorrow. Now those fellows out there will have the right to say to you, 'How is it; you pretend to be Frenchmen, and yet you can neither speak nor write your own language?' But you are not the worst, poor little Franz. We've all a great deal to reproach ourselves with."

"Your parents were not anxious enough to have you learn. They preferred to put you to work on a farm or at the mills, so as to have a little more money. And I? I've been to blame also. Have I not often sent you to water my flowers instead of learning your lessons? And when I wanted to go fishing, did I not just give you a holiday?"

e. What was Franz asked to tell? Was he able to answer?

f. Why did M. Hamel blame himself?

Then, from one thing to another, M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world — the clearest, the most logical; that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Then he opened a grammar and read us our lesson. I was amazed to see how well I understood it. All he said seemed

so easy, so easy! I think, too, that I had never listened so carefully, and that he had never explained everything with so much patience. It seemed almost as if the poor man wanted to give us all he knew before going away, and to put it all into our heads at one stroke.

After the grammar, we had a lesson in writing. That day M. Hamel had new copies for us, written in a beautiful round hand — France, Alsace, France, Alsace. They looked like little flags floating everywhere in the school-room, hung from the rod at the top of our desks. You ought to have seen how everyone set to work, and how quiet it was! The only sound was the scratching of the pens over the paper. Once some beetles flew in; but nobody paid any attention to them, not even the littlest ones, who worked right on tracing their fish-hooks, as if that was French, too. On the roof the pigeons cooed very low, and I thought to myself, “Will they make them sing in German, even the pigeons?”

Whenever I looked up from my writing I saw M. Hamel sitting motionless in his chair and gazing first at one thing, then at another, as if he wanted to fix in his mind just how everything looked in that little school-room. Fancy! For forty years he had been there in the same place, with his garden outside the window and his class in front of him, just like that. Only the desks and benches had been worn smooth; the walnut-trees in the garden were taller, and the hopvine that he had planted himself twined about the windows to the roof. How it must have broken his heart to leave it all, poor man; to hear his

sister moving about in the room above, packing their trunks! For they must leave the country next day.

g. What did M. Hamel say about the French language?

h. How many years had M. Hamel been in the village?

But he had the courage to hear every lesson to the very last. After the writing, we had a lesson in history, and then the babies chanted their ba, be bi, bo, bu. Down there at the back of the room old Hauser had put on his spectacles and, holding his primer in both hands, spelled the letters with them. You could see that he, too, was crying; his voice trembled with emotion, and it was so funny to hear him that we all wanted to laugh and cry. Ah, how well I remember it, that last lesson!

All at once the church-clock struck twelve. Then the **Angelus**. At the same moment the trumpets of the Prussians, returning from drill, sounded under our windows. M. Hamel stood up, very pale, in his chair. I never saw him look so tall.

“My friends,” said he, “I—I—” But something choked him. He could not go on.

Then he turned to the blackboard, took a piece of chalk, and, bearing on with all his might, he wrote as large as he could - “**Vive La France!**”

Then he stopped and leaned his head against the wall, and, without a word, he made a gesture to us with his hand — “School is dismissed — you may go.”

About the author

Alphonse Daudet (1840-1897) was a French novelist and short-story writer. The Last Lesson is set in the days of the Franco-Prussian War (1870-1871) in which France was defeated by Prussia led by Bismarck. Prussia then consisted of what now are the nations of Germany, Poland and parts of Austria. In this story the French districts of Alsace and Lorraine have passed into Prussian hands.



Glossary

chirping (v) - making a short, sharp high pitched sound (usually by small birds or insects)

bustle (v) - move in an energetic manner

unison (n) - simultaneous utterance of words

rapping (v) - striking with a series of rapid audible blows

thumbed (v) - a book which has been read often and bearing the marks of frequent handling

Saar (n) - a river in northeastern France and western Germany

cranky (adj.) - strange

Angelus (n) - a Roman Catholic devotion commemorating the Incarnation of Jesus and including the Hail Mary, said at morning, noon, and sunset.

“**Vive la France!**” - is an expression used in French to show patriotism. It's difficult to translate the term literally into English, but it generally means “Long live France!”

A. Answer the following questions in two or three sentences:



1. Why did Franz dread to go to school that day?
2. What were the various things that tempted Franz to spend his day outdoors?
3. Why was the narrator not able to get to his desk without being seen?
4. What was Frank sorry for?
5. Why were the old villagers sitting in the last desk?
6. What were the thoughts of the narrator's parents?
7. Why does M. Hamel say that we must guard our language?
8. M. Hamel was gazing at many things. What were they?
9. When and how did M. Hamel bid farewell to the class?

B. Answer the following questions in about 100-150 words:

1. We appreciate the value of something only when we are about to lose it. Explain this with reference to the French language and M.Hamel.
2. Give an account of the last day of M.Hamel in school.



Vocabulary

C. In column A are some of the idiomatic phrases from the essay. Match them with equivalent single words in column B:

A	B
go far	reveal
blow up	submit
show up	explode
call on	succeed
break off	finish
knuckle under	visit

D. Frame sentences of your own using the above idiomatic phrases.

E. Given below are some idiomatic phrases. Find the meaning using the dictionary:

put on	walk away
come in	time out
try again	go on



Listening

F. Listen to the article titled “Remembering Nel Jayaraman”

In pairs, present an interview. One student will be the interviewer and the other would be Nel Jayaraman himself. Two sets of conversations have been given as examples for your help.

*Listening text is on Page -216

Student A : (interviewer) - Vanakkam sir. For what cause do you organise festivals ?

Student B : (NJ) - I organise these festivals with a difference. I present seeds to all the participating farmers.

Student A : (interviewer) - Oh ! That’s really good, Sir. What do you expect in return ?

Student B : (NJ) - In return I expect them to have double the harvest next year.

Student A : (interviewer) - Where did you organise the NEL festival ?

Student B : (NJ) - _____
_____.

Student A : (interviewer) - Can you mention how many people congregated for the meeting ?

Student B : (NJ) - _____
_____.

Student A : (interviewer) - What did you distribute to the farmers?

Student B : (NJ) - _____
_____.

Student A : (interviewer) - How did you commute to each of these villages?

Student B : (NJ) - _____
_____.

Student A : (interviewer) - Ayya, Do you plan your schedules ?

Student B : (NJ) - _____
_____.

Student A : (interviewer) - How could you remain so cool and calm sir ?

Student B : (NJ) - I have an alternative _____.

Student A : (interviewer) - Where was your heart and soul ?

Student B : (NJ) - _____.

Student A : (interviewer) - People say when your popularity grew, you spent less time in the field.

Student B : (NJ) - _____.

Student A : (interviewer) - What is your message to the world ?

Student B : (NJ) - _____.

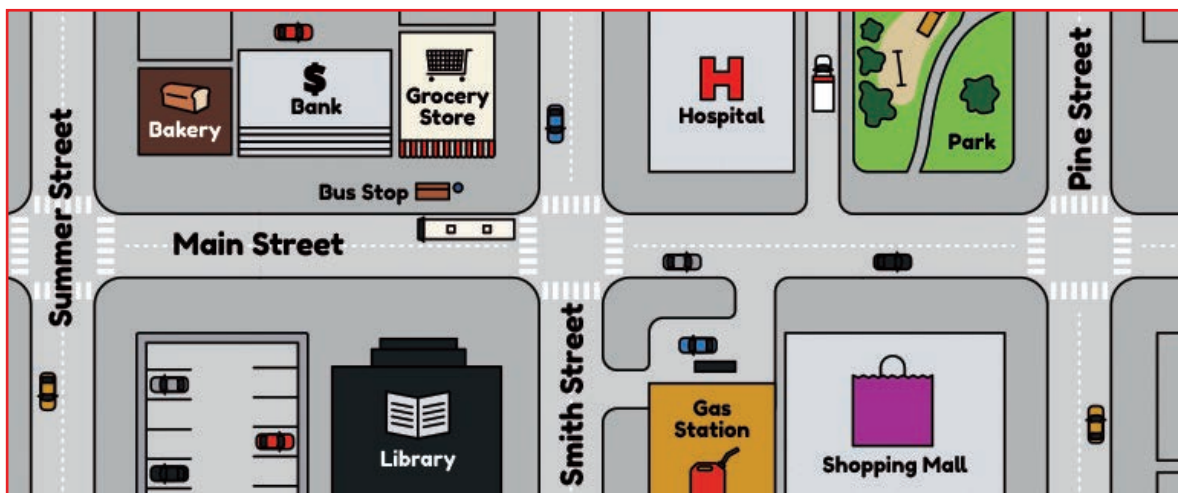
Student A : (interviewer) - Thank you, Sir. Nandri

Student B : (NJ) - Nandri.



Speaking

Giving directions is sometimes not an easy job. Here is an example of how to give directions.

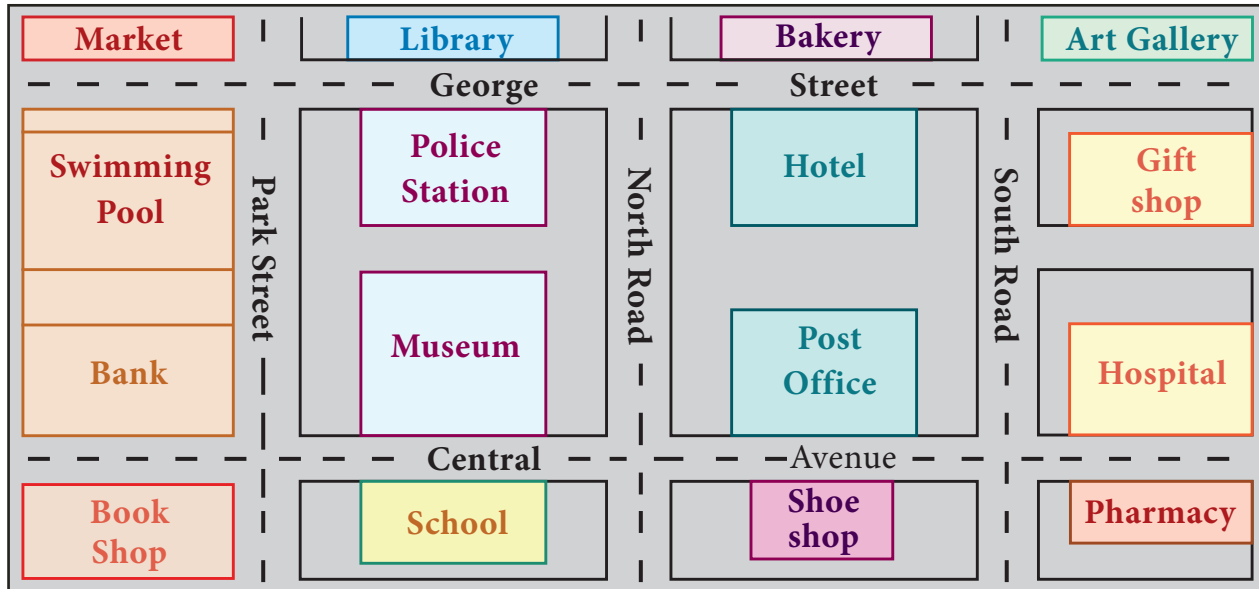


Instructions

You are waiting for your friend Raja at the shopping mall. He will get down from the bus at the bus stop in Main street. Give him directions to reach the mall.

After you get down, walk forward along the main street and cross smith street at the zebra crossing. You can see a hospital to your left. Walk straight and you can see the park to your left. Cross the road at the second zebra crossing to reach the shopping mall opposite the park. I will be waiting at the entrance.

G. A road map is given below. Answer the questions that follow with the help of the road map. Work in pairs and discuss to give directions to get to one place from another.



1. You are at the market. You need directions to go the pharmacy.
2. You are in a book shop. Ask your partner to direct you to the Art Gallery.
3. Give your partner the directions to go from the Bank to the hotel.
4. Direct your partner from the post office to the market.
5. Your partner wants to go the library from school. Give suitable directions.



Reading

H. Read the poem carefully and answer the questions that follow:

Festivals

Festival of harvest
 Celebrations at its best
 Festival of Light
 To our heart's delight
 Festival of Dance
 Leaves us in a trance
 Festival of Music
 Where they sing the joyous lyric
 Festival of flowers
 That brightens up with colours

Festival of decorated cars
 That twinkle like the stars
 Festival of Love
 That spreads treasures on a tree,
 To share the word from above
 That makes us happy and free.
 Festival of sacrifice
 To unfurl the joy of giving,
 Celebrate them well and nice
 To make life worth living.

Fill in the blanks.

- (a) _____ is the festival which fills our hearts with delight.
- (b) _____ is referred to as a festival of sacrifice.
- What kind of joy is unfurled during the festival of sacrifice?
 - How can we make our life worth living?
 - What does the poet mean by 'Festival of flowers'?
 - When are we in a state of trance?
 - What do the people do when the festival of Music is celebrated?
 - What makes us happy and free, according to the poet?
 - Find out the rhyme scheme employed in the fourth stanza.
 - Pick out the rhyming words from the first stanza of the poem.
 - Write down the words that alliterate in the poetic lines below.
 - Festival of Flowers
 - That spreads treasures on a tree



Writing

Posters**What is a poster?**

Posters are placards displayed in a public place announcing or advertising something. Posters are notices, advertisements and invitations – all in one.

What is the purpose of a Poster?

It is to create social awareness about current problems and needs, or to advertise or invite and display something.

Layout of a poster

- ❖ It should be attractive, colourful and tempting.
- ❖ The title should be catchy.
- ❖ Slogans or jingles should be used.
- ❖ Sketches or simple drawings may be used.
- ❖ Letters may be of different sizes and shapes.
- ❖ Proper spacing should be given.

Content of a poster

- ❖ The theme or subject
- ❖ Descriptions along with it
- ❖ Essentials like time, date, venue etc. to be given, in case of an event
- ❖ Names of issuing authority/ organisation to be given.

Expression of Poster

- ❖ Slogans/ phrases can be used
- ❖ Sequencing to be correct
- ❖ Creativity to be appreciated

Example 1 : You are Vikram/ Vikasini. Design a poster in not more than 50 words for your school library to highlight the value of books and reading habits. You may use good slogans/ phrases.

Books

-  Inform  Instruct
-  Initiate  Inculcate

**A book a day
improves
your language
everyday!**



Our school library has 1000 books.
When you are tired and sad
your best friend is a book!
Read, read, and re-read it!
Reading books make a literate man!

Example 2 : You are Ajay/ Aruna. You are contesting for the post of the School Pupil Leader of the Student Council of your school. Design a poster in not more than 50 words to impress your friends as to why they should vote for you. You may use good slogans/ phrases.

A for Arise! Awake
A for Aruna! Ajay

- Better security on campus
- Good and improved canteen facilities
- Playground with new equipment

Note my work and then vote
You can trust and believe in me
ARUNA/ AJAY
Std XII
for
School Pupil Leader
of
STUDENTS' COUNCIL

I. Create posters for the following

1. You are Raja/ Ranjani. Draft a poster to create awareness about the harmful effects of using plastics, in not more than 50 words.
2. Say 'No to Drugs' – Design a poster for it in not more than 50 words. You may use slogans/ phrases.
3. "Save our Earth" is the need of the hour. Draft a poster with attractive slogans/ phrases for the same in not more than 50 words. Use attractive drawings.
4. You are Sita/ Sudhan. Design a poster in not more than 50 words to focus on not wasting water. Be creative.
5. Good handwriting is the index of an individual. Design a poster on the importance of good handwriting. Use catchy slogans or phrases. Your poster should not exceed 50 words.

Letter To Editor

This is a formal type of letter.

The format is as follows:

- ❖ Sender's address
- ❖ Date
- ❖ Receiver's address
- ❖ Salutation
Sir / Madam
- ❖ Subject
- ❖ Subscription
Yours faithfully
Signature
Designation

Main body of the letter

- ❖ Introductory paragraph – stating the problem

- ❖ 2nd paragraph – stating the causes of the problem (at least two)
- ❖ 3rd paragraph – stating the effects (at least two)
- ❖ 4th paragraph – suggestions or remedial measures (at least two)
- ❖ Concluding paragraph – the benefits and need for resolving the problem (each paragraph can be of just two or three sentences)

Some useful expressions

- ❖ Through the esteemed columns of your daily/ newspaper, I wish to bring to your kind notice _____
- ❖ In my opinion
- ❖ This is a very shocking/ disturbing use of _____

Example:

You are Raja. You are upset about the bad influence of TV channels on the young children. You decide to write a letter to the editor of a leading newspaper suggesting measures to upgrade the standard. Write this formal letter in about 100-120 words

2, Sundar Court
Egmore
Chennai

27 November 20__

The Editor
The Hindu
ABC Road
Chennai – 600002

Sir

Sub. : Negative influence of TV channels

Through the esteemed columns of your newspaper, I wish to bring about a public awareness on the negative influence of TV channels on young children.

Children spend the evening watching channels that instigate only negative thoughts in their minds.

They are unwilling to go out and play in the fresh air. These depictions spoil their minds and negate their character.

Television is an effective social media and also a powerful tool for communication; it should telecast more and more value based programmes that would impress the children.

I humbly request you to publish this letter so that television channels improve their standard of telecast.

Thank you.

Yours faithfully,
Raja

Example 2:

You are Gomathi, a resident of a colony adjacent to the Thamirabarani River. Daily you see many people throwing waste into it, spoiling the pure water. Write a letter to a newspaper showing your concern about it and also voicing your worry. Give your suggestion to solve this problem.

1, Salai Street
Selvi Nagar
Thirunelveli

23 August 2020

The Editor
The Thanthi
PQR Road
Thirunelveli

Sir

Sub. : Stop polluting the Thamirabarani River

Through your daily, I would like to bring to the notice of the authorities concerned the pollution of the Thamirabarani river.

It is sad to note that people residing in and around the river bed, throw all their waste or dump garbage into the river water. It has also been observed that they throw plastic bags too.

Though dustbins and containers have been provided there, the public do not make use of it.

Through this letter, let me appeal to the public that they need to keep the river clean and not pollute it. I appeal to the authorities to take the necessary action to prevent this from happening in the future.

Thank you.

Yours faithfully
Gomathi

J. Draft Letters for the following

1. You are Ajeet, living in a remote village in Tirunelveli. You participated in a health camp organised by your school. You were surprised to observe that most of the residents were unaware of health and hygiene. As a concerned citizen, write a letter to the editor stating the need to organise such camps focusing on the importance of health and hygiene.
2. You are Sanjay. Your colony utilises solar energy to light the common areas. You find many friends of your colony forgetting to switch off the lights in the common area. As a responsible citizen, write a letter to a newspaper, echoing the importance to conserve and preserve solar energy.
3. You are Sadasivam. You recently visited your native town in Vellore. You happened to accompany your grandmother to your family temple. You were shocked to notice the poor condition and maintenance of the temple. Write a letter to the Editor of local newspaper highlighting the poor condition of the temple. Also give some suggestions and request the HRC to take steps to improve the situation.
4. You are Sudha. Your neighbour has a pet dog that barks continuously. Write a letter to the Editor of a weekly newspaper of your locality, highlighting the nuisance and noise pollution created thus. Also suggest ways to solve the problem.
5. You are Raja. The street lights of your area do not work properly. As a responsible citizen, write a letter to the newspaper enlightening them about the problem and also suggest ways to brighten the area.



Grammar

Subject – Verb Agreement

The subject and verb of a sentence should be in agreement with each other.

A verb agrees with the subject in number and person. A singular subject takes a singular verb and a plural subject takes a plural verb.

E.g. for singular verb in a sentence

1. She is a good speaker.
2. Ramu is an intelligent student.
3. Subhasini is an excellent dancer.
4. Sunita is a great artist.
5. He is a good person.

E.g. for plural verb in a sentence

1. Children are playing.
2. They have finished their work.
3. Geeta and Sita have won the prize.
4. You and I are friends.
5. Two and two make four.

Rules

1. Two or more singular subjects joined by “and” take a plural verb

E.g. You and I love music.

2. When two subjects are joined by “as well as”, the verb agrees with the first subject

E.g. Her cousins as well as she are hard working.

3. Either, neither, each, every and everyone are followed by a singular verb

E.g. Each of them is lovable.

4. When two singular nouns refer to the same person or thing, the verb must be singular

E.g. My sister and friend has come.

5. When two subjects express one idea, the verb is in the singular

E.g. Three and three make six.

6. When a plural noun expresses some specific quantity or amount considered as a whole, the verb is in singular

E.g. Thirty litres of milk is too much for payasam.

7. When two or more singular subjects are connected by “with”, “together with”, “and not”, “besides”, “no less than”, the verb is in singular

E.g. He and not she is to blame.

8. The verb agrees with the number of the nouns that follow the verb

E.g. There are ten students in the crowd.

9. Some nouns that are plural in form but singular in meaning, take a singular verb

E.g. News never comes too late.

10. A plural noun which is in the name of a country, province, a book, is followed by a singular verb

E.g. Around the World in Eighty Days is an adventure novel.

11. A collective noun takes a singular verb

E.g. The whole class is attentive.

12. A relative pronoun must agree with its gender, number and person

E.g. It is I, who is to write.

A. Fill in the blanks appropriately

1. Mahatma Gandhi ___ the father of our nation.
2. There ___ ten dogs in my street.
3. They _____ to write the exercises neatly.
4. Butter milk _____ good for health.
5. Fruits _____ good for health.

B. Fill in the blanks with the appropriate verb:

1. The quality of dal ___ not good.
2. The horse carriage ___ at the door.
3. My friend and teacher _____ come.
4. ___ your father and mother at home?
5. Honour and glory _____ his reward.
6. The ship with its crew ___ sailing good.
7. Gulliver's Travels ___ an excellent story.
8. Neither food nor water ___ found here.
9. Mathematics ___ a branch of study.
10. Fifteen minutes ___ allowed to read the question paper.

C. Change the singular nouns to plurals by either adding 's', 'ies', 'es', 'ves'

	Singular	Plural
1.	leaf	leaves
2.	lorry	lorries
3.	bat	bats
4.	clock	clocks
5.	table	tables
6.	lamp	lamps
7.	doll	dolls
8.	biscuit	biscuits
9.	knife	knives
10.	loaf	loaves

Non Finites

Verbs are action words. They are divided into two: Finite and Non Finites.

Finite Verbs

- act as a verb.
- act as a main verb of a sentence or a clause.
- indicate number, person and tense.
- are used in the present tense and the past tense.
- have to agree with the subject and change accordingly.

On the other hand, Non Finite verbs

- do not act as a verb.
- act as nouns, adjectives and adverbs.
- do not indicate number, person or tense.
- are usually gerunds, infinitives or participle.

The different kinds of Non Finites are:

- Infinitives
- Gerund
- Participles

Infinitives:

1. Full infinitives - It is 'to+verb'

Example: Pushpa eats lunch with me.
{to+a verb}
'eats' is a third person singular, simple present tense, main verb.

2. Bare infinitives - It is a verb without 'to'

Example: Reena will help me.

Gerund:

Gerund functions as a noun, so it is called a verbal noun. It also functions as an adjective.

A gerund has the same form as a present participle.

Gerunds are used in the following ways.

1. As a subject and a kind of a noun.
 - a) **Reading** is a good habit.
 - b) **Learning** a language is always useful.
2. As an object:
Rita likes **cooking**.
3. As a complement:
Her **liking** is **cooking**.
4. Used in compound nouns:
bathtub {a tub to bathe}

Participles:

Participles come after an object to describe it and express the state the object is in. A present participle indicates an activity that is continuing and is in progress. A present or past participle can function as an adjective phrase to describe a noun placed before it.

- Example-** 1. The baby singing in the room is my child.
2. The bird flying in the sky is the lark.

The different forms of Participles are:

- Present participle- verb +ing sleep+ing= **sleeping**
- past participles - verb+d/ed/en like+d= **liked**
- perfect participles - having + past participles having + finished = **having finished**
- present - {passive} - being + past participle being + toed = **being toed**
- perfect {passive} having been + past participle + written = **having been written**
- perfect {passive} had been + past participle had + chosen = **had been chosen**

Participles are used as a verb

Example: Sita is sleeping.

It is used as an adjective

Example: She is a retired Principal.

D. Identify the non-finites in the following sentences and underline them**E.g.** Children love eating chocolates

1. Roshan dreams of becoming an architect.
2. We must aim at fulfilling Dr APJ Abdul kalam's dream to make India the most developed country by 2020.
3. Taking the children to the museum is Seema's responsibility.
4. Having finished the work, the manager decided to return home.
5. Travelling with her family, Tara enjoyed every minute of it.

E. Fill in the blanks with the correct participles:

1. _____ the flute, Krishna returned it. {played / having played}
2. We wish she continues _____ healthy. {being / be}
3. The doctor advised him against _____ in the sun. {wander / wandering}
4. I like _____ rasam. {drinking / drink}
5. _____ the scissors I returned it to her. {using / having used}

F. Tick the correct sentences:

A		B	
1.	I had desired to eat a cake.		I had desired to have eaten cake.
2.	My son is fond of music.		My son is fond to music.
3.	Sreena avoids eating fruits.		Sreena avoids to eat fruits.
4.	Bravery is not to pick a quarrel.		Bravery is not picking a quarrel.
5.	It is easier to say than do.		It is easier said than done.

6

No Men Are Foreign*

James Falconer Kirkup

Poem

Read the poem to know why we mustn't hate our brethren because they belong to a different country or speak a different language. The poet reminds us how all people are similar and part of the brotherhood of men. By the end of the poem we get to know how it is unnatural to fight against ourselves.

Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.

They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.
Their hands are ours, and in their lines we read
A **labour** not different from our own.

Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognise and understand.

Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, **betray**, **condemn**.
Remember, we who take arms against each other

It is the human earth that we **defile**.
Our hells of fire and dust **outrage** the innocence
Of air that is everywhere our own,
Remember, no men are foreign, and no countries strange.



About the Poet



James Falconer Kirkup (1918-2009) born James Harold Kirkup, was an English poet, translator and travelogue writer. He wrote over 30 books, including autobiographies, novels and plays. Kirkup wrote his first book of poetry, *The Drowned Sailor at the Downs*, which was published in 1947. His home town of South Shields now holds a growing collection of his works in the Central Library, and artefacts from his time in Japan are housed in the nearby Museum.

His last volume of poetry was published during the summer of 2008 by Red Squirrel Press, and was launched at a special event at Central Library in South Shields.



Glossary

- labour (n)** - hardwork
betray (v) - disloyal / reveal something unintentionally or intentionally
condemn (v) - express complete disapproval
defile (v) - damage the purity or appearance
outrage (v) - offend / scandalize

Based on the understanding of the poem, read the following lines and answer the questions given below.

1. *Beneath all uniforms, a single body breathes
 Like ours: the land our brothers walk upon
 Is earth like this, in which we all shall lie.*

- What is found beneath all uniforms?
- What is same for every one of us?
- Where are we all going to lie finally?

2. *They, too, aware of sun and air and water,
 Are fed by peaceful harvests, by war's long winter starv'd.*

- What is common for all of us?
- How are we fed?
- Mention the season referred here.



3. *Their hands are ours, and in their lines we read
A labour not different from our own.*
- Who does 'their' refer to?
 - What does the poet mean by 'lines we read'?
 - What does not differ?
4. *Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.*
- Who tells us to hate our brothers?
 - What happens when we hate our brothers?
 - What do we do to ourselves?
5. *Our hells of fire and dust outrage the innocence
Of air that is everywhere our own,
Remember, no men are foreign, and no countries strange.*
- What outrages the innocence?
 - Who are not foreign?
 - What is not strange?

Literary devices:

Transferred Epithet

A transferred epithet is a figure of speech where an adjective or epithet describing a noun is transferred from the noun it is meant to describe to another noun in the sentence. In the lines, They, too, aware of sun and air and water,

Are fed by peaceful harvests, by war's long winter starv'd. "starv'd" is an epithet which is placed beside the noun 'winter'. However, it does not describe the 'winter' as being starved, but describes the pronoun 'they'. Historically many wars were fought during the winter, while the harvest season was essentially peaceful. 'They' refers to the soldiers in uniform who had to starve during winter while fighting for their land.

e.g., Winter starv'd – transferred epithet

Metaphor

A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. Recorded from the late 15th century, the word comes via French and Latin from Greek metaphora, from metapherein 'to transfer'.

e.g., Hells of fire - metaphor

Repetition

Poets often repeat single words or phrases, lines, and sometimes, even whole stanzas at intervals to create a musical effect; to emphasize a point; to draw the readers' attention or to lend unity to a piece. In "No Men are Foreign" James Kirkup repeats the word 'Remember' five times in the poem to emphasize the

serious message the poem has to convey. Similarly, the last line of the last stanza (“Remember, no men are foreign, and no countries strange”) though reversed, is the same as the first line of the first stanza (“Remember, no men are strange, no countries foreign”). This repetition emphasizes the core message of the oneness of mankind.

Based on your understanding of the poem complete the following by choosing the appropriate words/phrases given in brackets:

This poem is about the ___(1)___ of all men. The subject of the poem is the ___(2)___ race, despite the difference in colour, caste, creed, religion, country etc. All human beings are same. We walk on the ___(3)___ and we will be buried under it. Each and everyone of us are related to the other. We all are born same and die in the same way. We may wear different uniforms like ‘___(4)___’, during wars the opposing side will also have the same

___(5)___ like ours. We as human do the same labour with ___(6)___ and look at the world with the ___(7)___ Waging war against others as they belong to a different country is like attacking our own selves. It is the ___(8)___ we impair. We all share the same ___(9)___ We are similar to each other. So the poet concludes that we shouldn’t have wars as it is ___(10)___ to fight against us.

(unity of human, dreams and aspirations, same land, our hands, unnatural, breathing body, same eyes, brotherhood, language, human earth)

Based on your understanding of the poem answer the following questions in a paragraph of about 100-150 words.

1. What is the central theme of the poem ‘No Men Are Foreign’?
2. The poem ‘No Men Are Foreign’ has a greater relevance in today’s world. Elucidate.

6

The Little Hero of Holland

Supplementary

This is a true story of a little boy with a brave heart and passionate love for his village. Read on the story to find what the little hero of Holland did to save his fellowmen.



Holland is a country where much of the land lies below sea level. Only great walls called **dikes** keep the North Sea from rushing in and flooding the land. For centuries the people of Holland have worked to keep the walls strong so that their country will be safe and dry. Even the little children know the dikes must be watched every moment, and that a hole no longer than your finger can be a very dangerous thing.

Many years ago there lived in Holland a boy named Peter. Peter's father was one of the men who tended the gates in the dikes, called **sluice**. He opened and closed the sluices so that ships could pass out of Holland's canals into the great sea.

One afternoon in the early fall, when Peter was eight years old, his mother called him from his play. "Come, Peter," she said. "I want you to go across the dike and take these cakes to your friend, the blind man. If you go quickly, and do not stop to play, you will be home again before dark."

The little boy was glad to go on such an errand, and started off with a light heart. He stayed with the poor blind man a little while to tell him about his walk along the dike and about the sun and the flowers and the ships far out at sea. Then

he remembered his mother's wish that he should return before dark and, bidding his friend goodbye, he set out for home.



As he walked beside the canal, he noticed how the rains had swollen the waters, and how they beat against the side of the dike, and he thought of his father's gates.

"I am glad they are so strong," he said to himself. "If they gave way what would become of us? These pretty fields would be covered with water. Father always calls them the 'angry waters.' I suppose he thinks they are angry at him for keeping them out so long."

As he walked along he sometimes stopped to pick the pretty blue flowers that grew beside the road, or to listen to the rabbits' soft tread as they rustled through the grass. But oftener he smiled

as he thought of his visit to the poor blind man who had so few pleasures and was always so glad to see him.

Suddenly he noticed that the sun was setting, and that it was growing dark. "Mother will be watching for me," he thought, and he began to run toward home.

Just then he heard a noise. It was the sound of **trickling** water! He stopped and looked down. There was a small hole in the dike, through which a tiny stream was flowing,

Any child in Holland is frightened at the thought of a leak in the dike.

Peter understood the danger at once. If the water ran through a little hole it would soon make a larger one, and the whole country would be flooded. In a moment he saw what he must do. Throwing away his flowers, he climbed down the side of the dike and thrust his finger into the tiny hole.

The flowing of the water was stopped!

"Oho!" he said to himself. "The angry waters must stay back now. I can keep them back with my finger. Holland shall not be drowned while I am here."

This was all very well at first, but soon it grew dark and cold. The little fellow shouted and screamed. "Come here; come here," he called. But no one heard him; no one came to help him.

It grew still colder, and his arm ached, and began to grow stiff and **numb**.

He shouted again. "Will no one come? Mother! Mother!"

But his mother had looked anxiously along the dike road many times since sunset for her little boy, and now she had closed and locked the cottage door, thinking that Peter was spending the night with his blind friend, and that she would scold him in the morning for staying away from home without permission. Peter tried to whistle, but his teeth **chattered** with the cold. He thought of his brother and sister in their warm beds, and of his dear father and mother. "I must not let them be drowned," he thought. "I must stay here until someone comes, if I have to stay all night."

The moon and stars looked down on the child **crouching** on a stone on the side of the dike. His head was bent, and his eyes were closed, but he was not asleep, for every now and then he rubbed the hand that was holding back the angry sea.

"I'll stand it somehow," he thought. So he stayed there all night keeping the sea out.



Early the next morning a man going to work thought he heard a **groan** as he walked along the top of the dike. Looking over the edge, he saw a child clinging to the side of the great wall.

“What’s the matter?” he called. “Are you hurt?”

“I’m keeping the water back!” Peter yelled. “Tell them to come quickly!”

The alarm was spread. People came running with **shovels** and the hole was soon mended.

They carried Peter home to his parents, and before long the whole town knew how he had saved their lives that night. To this day, they have never forgotten the brave little hero of Holland.

About the author



Mary Mapes Dodge (1831–1905) was an American children's author and editor, best known for her novel **Hans Brinker**. She was the recognized leader in juvenile literature for almost a third of the nineteenth century. Dodge conducted **St. Nicholas** for more than thirty years, and it became one of the most successful magazines for children. She was able to persuade many of the great writers of the world to contribute to her children's magazine – *Mark Twain, Louisa May Alcott, Robert Louis Stevenson, Tennyson* etc.



Glossary

dike (n) - an embankment for controlling or holding back the waters of the sea or a river.

sluices (n) - a sliding gate or other device for controlling the flow of water, especially one in a lock gate.

trickling (v) - flowing in a small stream (a liquid)

numb (adj.) - deprived of the power of sensation.

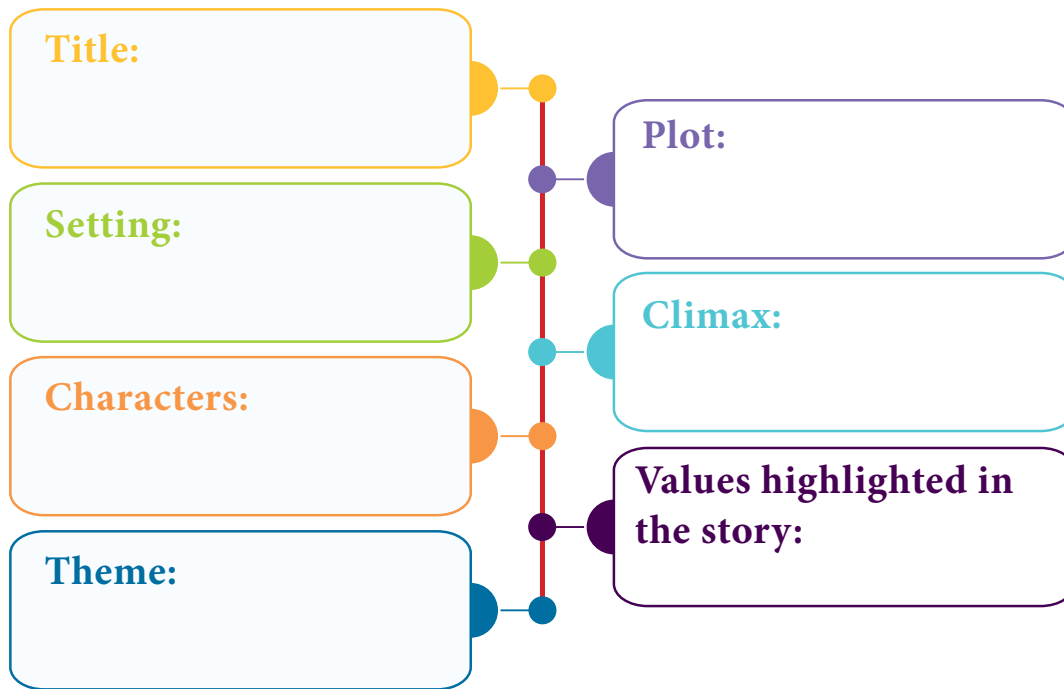
chattered (v) - feeling cold and frightened that one can't stop the upper teeth from against one's lower teeth.

crouching (v) - adopting a position where the knees are bent and the upper body is brought forward and down.

groan (v) - make a deep inarticulate sound conveying pain

shovels (n) - a tool resembling a spade with a broad blade and typically upturned side, used for moving earth, coal, snow etc.

A. Based on the understanding of the story, complete the Graphic Organiser suitably.



B. Based on your understanding of the story answer the following questions in one or two sentences:



1. What are the little children of Holland, aware of?
2. What was the work assigned to Peter's father?
3. Why did Peter's mother call him?
4. How did Peter spend his time with his blind friend?
5. Why did the father always say 'angry waters'?
6. What did Peter see when he stopped near the dikes?
7. What were the thoughts of the mother when Peter didn't return home?
8. How did Peter spend his night at the dikes?

9. Who found Peter in the dikes and what did he do?
10. How did the villagers mend the hole?

C. Based on your understanding of the story answer the following question in about 100-150 words.

1. Narrate in your own words the circumstances that led Peter to be a brave little hero.

D. Identify the character/speaker:

1. "I want you to go across the dike and take these cakes to your friend, the blind man."
2. "I am glad they are so strong".
3. "Holland shall not be drowned while I am here."
4. "What's the matter?" he called. "Are you hurt?"
5. "Tell them to come quickly!"



ICT CORNER

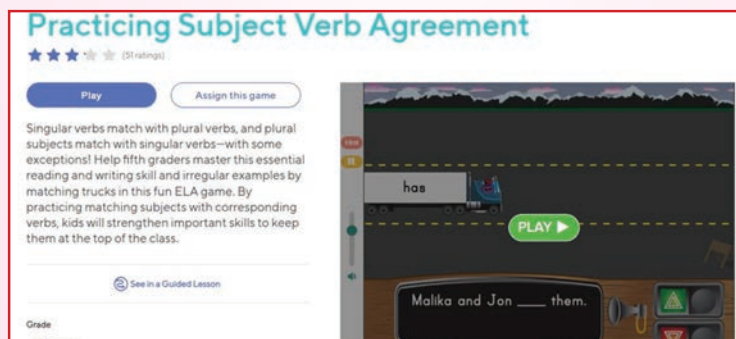
Grammar – Subject Verb Agreement

- ❖ To learn the subject verb agreement
- ❖ To use appropriate verbs



Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Enable flash to play the game
3. Click the correct letters to join with the verb by pushing green and red buttons at right side corner.



Step 1



Download Link

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

<https://www.education.com/game/sv-agreement-game/#game-section>

** Images are indicative only.