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UNIT 4

WOODLAND WHISPERS

1. Shakuntalam : At a glance

Kalidasa's play *Shakuntalam* beautifully portrays the way our ancestors lived in close harmony with nature. It reminds us that breaking this bond with nature leads to destruction, while peaceful coexistence ensures balance and well-being. In *Shakuntalam*, Kalidasa shows that humans can live in harmony with nature through love, care, and respect. The hermitage is a peaceful place where plants and animals are treated like family members. The play teaches that when humans protect nature, nature, in turn, supports and nurtures human life.

The play opens with King Dushyanta pursuing a deer in the forest in his chariot. As he admires the grace and beauty of the animal, he prepares to shoot it. At that moment, a voice cautions him against killing the deer. Two hermits soon appear and explain that the deer belongs to their hermitage and is under their protection. They gently remind the king that weapons are meant to defend the innocent, not to harm the helpless. Respecting their wisdom, the king lowers his bow and returns the arrow to his quiver. Pleased with his conduct, the hermits bless him and invite him to visit Sage Kanva's hermitage, where his foster daughter Shakuntala looks after the place in his absence.

When Dushyanta arrives at the hermitage, he is deeply impressed by the calm and sacred atmosphere. He observes parrots dropping grains of rice, oil-stained pounding stones lying around, and gentle deer roaming freely without fear. Realising the serenity of the place, the king waits silently so as not to disturb its peace.

Soon, he notices Shakuntala along with her friends, Anasuya and Priyamvada, watering the plants. They care for the trees lovingly, treating them like members of their own family. They compare Shakuntala to a delicate jasmine creeper and delight in the natural beauty around them. The king is instantly captivated by Shakuntala's grace, purity, and simplicity.

As Shakuntala bends down to water a creeper, a bee begins to hover around her, frightening her. Her friends teasingly suggest that she call upon King Dushyanta, the guardian of the hermitage, to protect her from the bee. The hermitage is shown as a place where human life, plants, and animals exist in perfect harmony, and nature is treated with love and reverence. Through this, the play suggests that human happiness and moral living are closely linked to respect for the natural world.

2. Trills and Thrills : Birdwatching in India : At a glance

This lesson is an extract from Salim Ali's book "Fall of a Sparrow". Salim Ali is popularly known as the 'Birdman of India' and he was the first Indian to conduct a systematic bird survey across India. The lesson is about his few memorable experiences that he had during bird watching.

Ornithology or the scientific study of birds was both a hobby and a profession for Salim Ali. It was full of adventure, rewards, punishment and disappointment. It was also the most peaceful of hobbies he ever knew. He recounts his personal experiences which were exciting and dangerous at the same time. He also understood that there were many things about birds which were not mentioned in books. He also concludes by saying that bird watching for more than fifty years gave him lot of pleasure and happiness.

Meeting Baron Omar Rolf

Salim Ali recalls that field study of birds may be a peaceful task, it had its own dangers. In South India wild elephants can suddenly come at very close quarters and it can be terrifying. Among the elephants, a rogue or a female with a calf are more dangerous. During his visit to the Parambikulam, he came across a large group of Kadar adivasis and in their midst was a European male in khaki shorts. He was Baron Omar Rolf, an Austrian anthropologist. He said ornithology was his second love and expressed great desire to join him the next morning for bird watching.

Next morning, with a forest guard leading the way, they went along a narrow animal trail with thick tall grasslands looking for the Broad tailed Grass Warbler. Upon turning a bend in the path, the forest guard suddenly ducked, pointing to a tusker walking with large steps down the same path from the opposite direction. Seeing the elephant, Salim Ali ran motioning to Omar who was far behind him, to run as fast as he could. Omar turned with the quickness of a cat and sprinted. He soon outdistanced Salim and it appeared he would never stop running. On catching him up did he asked 'What was it? The elephant had gone another way and was not seen again. All three had a hearty laugh.

The Yellow naped Yuhina

Salim Ali recalls another incident where he had to risk his life. He was along the Himalayan trail from Almora to the Lipu Lekh pass to lake Manasarovar and Mount Kailas. It was a narrow path, with a thousand feet of vertical slope on one side and the roaring Kali river on the other side. When the porters were setting the tent, Salim Ali went ahead looking for the tiny bird, the Yellow Naped Yuhina. The bird hopped on top of a bush and hopped further up. To get a better view, Salim Ali

moved a little back. He had put his glasses on his eyes and he was unmindful of the abyss behind him. When a pebble stuck under his foot slipped and fell he heard the sound and turned back to realise the danger. Two inches more and he would have followed that pebble. He expresses the pleasure derived by watching the birds through half a century and more.

3. The Wild Swans at Coole : At a glance

William Butler Yeats was an Irish poet, dramatist, and one of the central figures of 20th-century literature. Yeats's writing style is distinguished by musical language, symbolic imagery, and a fusion of the mystical with the real. His poem "*The Wild Swans at Coole*" is a gentle, reflective piece in which the poet observes a group of swans on an autumn evening. The calm, beautiful setting makes him think deeply about change, ageing, and the passage of time. The main theme of the poem is the contrast between the poet's ageing and the unchanging, youthful energy of the swans. While Yeats feels the effects of time on his own life—tiredness, loneliness, and the awareness that things have changed—the swans remain graceful, full of life, and constant in their companionship. The poem expresses a quiet sadness as well as admiration for the swans' beauty and freedom. It reminds us that nature can remain eternal even as human life changes.

The poem opens with a picturesque description of the trees in their autumn beauty, the dry woodlands and the lake water mirroring the sky. The swans, those 'brilliant creatures' 'mysterious and beautiful,' paddling in the cold companionable streams or climbing the air are very much a part of nature. The depiction of the scenic beauty of the park and the graceful elegance of the swans inspire readers to value nature. The swans seem to represent lasting youth and beauty. They do not appear to be affected by the passage of time. They are not seen to yield to the onset of old- age. Instead, they 'paddle' in the 'streams', 'unwearied', 'lover by lover'. As the poet notes, 'Their hearts have not grown old.' The swans, unlike us, are majestic. They drift on the still water, climb the air, painting the sky with the bell beat of their wings and fly away before the poet realises they are gone.

The poem is rich in images of youth and old- age. The trees in their autumn beauty, the dry woodland paths and the twilight represent old- age. In contrast, the still sky could represent the seemingly-eternal youthful glory of the swans. They do not seem to grow old. They move about unwearied, lover by lover, paddling along the streams. The poet believes that this is because 'their hearts have not grown old.' 'The bell-beat of the wings', 'trod with lighter tread', 'they paddle in the field', 'companionable streams or climb the air' etc are some of the examples of alliteration. 'And scatter wheeling in great broken rings' is an example of assonance. Also the use of rhetorical question 'To find they have flown away' adds to the beauty of the poem.

The unchanging swans stand in symbolic contrast to Yeat's sense of decline, while the political turbulence following the Easter Rising subtly echoes the poem's atmosphere of uncertainty. Together, these elements reveal the poem as a meditation not only on nature's beauty but on the fragility of life, love, and the passage of time.

1. Textual Comprehension

1.1. Read the excerpt from *Shakuntalam* and answer the questions that follow.

KING: Charioteer, the deer has led us a long chase.

And even now

His neck in beauty bends

As backward looks he sends

At my pursuing car

That threatens death from far.

Fear shrinks to half the body small;

See how he fears the arrow's fall!

The path he takes is strewed

With blades of grass half chewed

He leaps so often and so high,

He does not seem to run, but fly.

Pursue as I may, I can hardly keep him in sight.

CHARIOTEER: Your Majesty, I have been holding the horses back because the ground was rough. This gave the deer a lead. Now we are on level ground, and you will easily overtake him.

1. Who is being addressed by the King in the passage?
2. What has the deer done to the King and his charioteer?
3. Why had the charioteer been holding the horses back?
4. What actions of the deer show that it is frightened?
5. Why does the King say that the deer does not seem to run but fly?
6. What reason does the charioteer give for the deer getting a lead?
7. What do the words "*His neck in beauty bends*" suggest about the deer?
 - a) The deer is weak and injured
 - b) The deer is graceful and elegant even while running
 - c) The deer is slowing down due to fear
 - d) The deer is tired after a long chase
8. What can you infer about the King's determination from the line "*Pursue as I may, I can hardly keep him in sight*"?

- a) The King is ready to give up the chase.
- b) The King is tired and unwilling to continue.
- c) The King continues the chase despite the deer's speed.
- d) The King is afraid of losing his way.

9. The charioteer's decision to hold the horses back mainly shows that he is:

- a) Afraid of the King's anger
- b) Careless about the chase
- c) Sensible and concerned about safety
- d) Uninterested in catching the deer

10. Which contrast is most clearly highlighted in the passage?

- a) The beauty of nature and the cruelty of hunting
- b) The speed of the deer and the power of the King
- c) The King's confidence and the charioteer's fear
- d) The rough ground and the smooth path ahead

Answers

1. The charioteer
2. The deer has led them on a long chase.
3. Because the ground was rough.
4. It keeps looking backward and fears the fall of the arrow.
5. Because the deer leaps very often and very high.
6. The rough ground forced him to hold the horses back.
7. b) The deer is graceful and elegant even while running
8. c) The King continues the chase despite the deer's speed.
9. c) Sensible and concerned about safety.
10. b) The speed of the deer and the power of the King

1.2. Read the excerpt from Shakuntalam and answer the questions that follow.

HERMIT (lifting his hand): O King, this deer belongs to the hermitage.

Why should his tender form expire,

As blossoms perish in the fire?

How could that gentle life endure,

The deadly arrow sharp and sure?

Restore your arrow to the quiver;

To you were weapons lent

The broken hearted to deliver,

Not strike the innocent.

KING (bowing low): It is done. (He does so.)

HERMIT (joyfully): A deed worthy of you... a shining example of Kings.

KING (bowing low): I am thankful for your blessing.

THE TWO HERMITS: O King, we are on our way to gather firewood. Here, on the bank of Malini, you may see the hermitage of Father Kanva, over which Shakuntala presides as our guardian... pray, enter here and receive a welcome.

1. Who stops the King from shooting the deer?
2. What does the King do after listening to the hermit?
3. Why does the hermit compare the deer to blossoms perishing in fire?
4. What is the real purpose of the King's weapons according to the hermit?
5. How does the King show respect to the hermit?
6. What does the hermit's speech suggest about the values of the hermitage?
7. What do you infer about the King's character from his immediate response to the hermit's request?
8. The line "*Restore your arrow to the quiver*" means that the King should
 - a) aim carefully
 - b) stop hunting the deer
 - c) change his weapon
 - d) leave the forest
9. The phrase "*To you were weapons lent / The broken hearted to deliver*" suggests that weapons are meant to
 - a) display royal power
 - b) kill wild animals
 - c) protect the weak and innocent
 - d) win wars and conquests
10. The hermit calls the King's action "*a deed worthy of you*" mainly because the King
 - a) obeyed orders without thinking
 - b) showed mercy and self-control
 - c) wanted praise from the hermits
 - d) was afraid of a curse

Answers

1. A hermit
2. He puts back his arrow / stops the hunt
3. To show that the deer is delicate and innocent and should not be harmed

4. To protect and help the innocent and suffering
5. By bowing low before him
6. The hermitage values compassion, non-violence, and respect for life
7. The King is humble, obedient to moral authority, and compassionate
8. b) stop hunting the deer
9. c) protect the weak and innocent
10. b) showed mercy and self-control

1.3. Read the excerpt from ‘Trills and Thrills: Birdwatching in India’ and answer the questions that follow.

One of the standard questions to me is about the thrilling adventures in a lifetime of exploring for birds. My answer must seem disappointing. Ornithology as a hobby or profession, though full of adventures, rewards and disappointments, is usually one of the most peaceful of pursuits. It is certainly not lacking in excitement and thrills, though.

With the richness and variety of bird life in India, exciting discoveries can be made by any birdwatcher. It is refreshing to find that birdwatching as a hobby is growing rapidly in popularity.

1. Why does the writer feel that his answer about bird exploration may seem disappointing?
2. How does the writer describe ornithology as a hobby or profession?
3. According to the passage, why can exciting discoveries be made by birdwatchers in India?
4. Ornithology is described in the passage mainly as a pursuit that is:
 - a) dangerous and tiring
 - b) peaceful yet exciting
 - c) boring and slow
 - d) competitive and stressful
5. The growing popularity of birdwatching is considered refreshing because:
 - a) It provides quick fame
 - b) It is limited to professionals
 - c) It shows increasing interest in nature
 - d) It involves advanced technology

Answers

1. Because people usually expect thrilling adventures, but ornithology is mostly peaceful.
2. It is described as peaceful, rewarding, and sometimes disappointing, yet full of excitement and thrills.
3. Because India has a rich and varied bird life.
4. b) peaceful yet exciting
5. c) it shows increasing interest in nature

1.4. Read the excerpt from ‘Trills and Thrills: Birdwatching in India’ and answer the questions that follow.

Just as I got it in the field of my glasses, it hopped a bit further up. So, to get a better view I took a step back, with the glasses still glued to my eyes, entirely unmindful of where I was standing with my back to the abyss. As I did so, I felt a small pebble slip from under my heel and heard a faint continuing clatter as it went rolling down the hill. Still unmindful of anything untoward, I casually looked back over my shoulder. What I saw literally made my hair stand on end. In a flash I realised that I was on the very edge of beyond two inches more and I would have followed that rollicking pebble.

1. Why did the narrator take a step back while watching through his glasses?
2. What warning sign made the narrator realise the danger he was in?
3. What does the narrator mean by the phrase “*my hair stand on end*”?
4. The narrator was unaware of the danger mainly because he:
 - a) was careless by nature
 - b) was distracted while observing something closely
 - c) did not know the area well
 - d) was physically tired
5. The phrase ‘*two inches more*’ highlights:
 - a) the narrator’s exaggeration
 - b) the narrow escape from death
 - c) the slow movement of the pebble
 - d) the height of the hill
6. Find a word from the passage which means *a deep, steep-sided opening or cliff*.

Answers

1. He took a step back to get a better view through his glasses.
2. The slipping pebble and the sound of it rolling down made him realise the danger.
3. It means that he was extremely frightened and shocked.
4. b) was distracted while observing something closely
5. b) the narrow escape from death
6. abyss

2. Poem Analysis

2.1. Read the lines from *The Wild Swans at Coole* and answer the questions that follow.

The trees are in their autumn beauty,
The woodland paths are dry,
Under the October twilight the water
Mirrors a still sky;
Upon the brimming water among the stones

Are nine-and-fifty swans.

The nineteenth autumn has come upon me
Since I first made my count;
I saw, before I had well finished,
All suddenly mount
And scatter wheeling in great broken rings
Upon their clamorous wings.

1. Which line suggests that the poet could see the reflection of the sky?
2. Where did the poet see the swans?
3. He couldn't well finish because of
 - a. his first count
 - b. their clamorous wings
 - c. sudden mounting and scattering
 - d. great broken rings
4. Identify the rhyme scheme in the first stanza.

Answers

1. Under the October twilight the water
Mirrors a still sky
2. Upon the brimming water among the stones
3. c. sudden mounting and scattering
4. abcbdd

2.2. Read the lines from *The Wild Swans at Coole* and answer the questions that follow.

Unwearied still, lover by lover,
They paddle in the cold
Companionable streams or climb the air;
Their hearts have not grown old;
Passion or conquest, wander where they will,
Attend upon them still.
But now they drift on the still water,
Mysterious, beautiful;
Among what rushes will they build,
By what lake's edge or pool
Delight men's eyes when I awake some day
To find they have flown away?

1. What does the poet fear he may discover one day when he wakes up?
2. Where do the birds paddle and move together?

The Forest Hunt

I have never seen such a beautiful deer in all my life. It was so graceful. King Dushyanta was also taken aback by its beauty and desired to have it. We went after it. Even the forest had a strange kind of beauty. The deer was as swift as an arrow when it noticed us. Fear had shrunk its body. King was eager to catch the deer. But as we were on uneven ground and had difficulty to follow, the deer made use of the situation and took lead. I convinced Majesty that he would soon overtake and catch him.

At that moment, we heard the voice of two hermits. They told us that the deer belonged to the hermitage of Sage Kanva and such an innocent and harmless animal should not be killed by the king. They even told the king that weapons were given to him to destroy those who bring harm to others and not the innocent ones. Our Majesty immediately obliged to them and realised his mistake. On seeing the action of the king they said that our king was 'a shining example of kings'.

They even welcomed us to the hermitage of Sage Kanva that was on the banks of river Malini. Though the Sage was not there, his daughter was the presiding guardian and they should visit the hermitage. King told me to drive to the hermitage. The sight of the pious hermitage would purify us. You will not believe dear, it was such a beautiful place. The birds and animals were so obedient and self-sufficient. The deer was not running away on seeing us. The bills of parrots were overflowing with rice grains and even the pounding stones had almond oil on it. I can never forget such a beautiful place.

3.4. Event Invitation

For the Annual Day celebration, play *Shakuntalam* is staged by the English club. The famous director and playwright Blessey has consented to inaugurate the celebration. Prepare an **event invitation** to be sent to everyone connected with the school to attend the programme.

3.5. Instructions

Sage Kanva has left the hermitage. Before leaving for Somatirtha, he lays some instruction to be followed by everyone in the hermitage. Write four likely **instructions**.

3.6. Profile

Prepare a short **profile** of Kalidasa using the hints given below.

Born: 4th century

Occupation: poet, dramatist

Language: Sanskrit, Prakrit

Genre : Sanskrit drama, classical literature

Popularly known as: Indian Shakespeare

Notable works: Kumarasambhavam, Raghuvamsa, Meghaduta,

Death: 5th century

3.7. Review

The play *Shakuntalam* displays the beautiful coexistence of birds, animals and humans with nature.

Write a **review** of Act 1 of the play focussing on its theme, plot and characterisation.

3.8. Description

Shakuntala and her friends are full of excitement at the beauty of the jasmine vine embracing the mango tree. Write a **description** about the picture in your own words.

3.9. Diary Entry

Salim Ali, Baron Omar Rolf and the forest guard had a close encounter with a tusker and Baron made it even more memorable. Imagine he writes his experience of that day in his diary. What would be his likely **diary** entry.

3.10. Write up

After reading the excerpt *Trills and Thrills: Birdwatching in Kerala* you realise the bird wealth of Kerala and the need to protect it. Prepare a **write up** on the topic.

3.11. Biographical Sketch

Prepare a **biographical sketch** of Dr. Salim Ali using the hints given below:

Born: 12 November 1896, Bombay

Full name: Salim Moizuddin Abdul Ali

Known for : Bird books, Handbook of birds of India and Pakistan

Known as: Birdman of India

Credit : the first Indian to conduct systematic bird surveys across India.

Awards : Padma Bhushan (!958), Padma Vibhushan (1976), several species of fauna like Salim Ali's Fruit Bat and Salim Ali's Dwarf Gecko, and a couple of bird sanctuaries and institutions named after him

Death : 20 June,1987(aged 90), Bombay, Maharashtra

Biographical sketch

Title (Name)	
Early Life	:
Major events	:
Major Accomplishments	:
Interesting Facts	:

Biographical Sketch of Dr. Salim Ali

Salim Ali

Dr Salim Moizuddin Abdul Ali was born on 12 November 1896 in Bombay. He is known as 'The Birdman of India'. He is known for bird books and Handbook of birds of India and Pakistan. He has the credit of being the first Indian to conduct systematic bird surveys across India, often travelling alone to remote forests with minimal resources.

Dr Ali received several awards including Padma Bhushan in 1958 and Padma Vibhushan in 1976. Several species of fauna like Salim Ali's Fruit Bat and Salim Ali's Dwarf Gecko and a couple of bird sanctuaries and institutions have been named after him.

He died on 20 June, 1987 at the age of 90 at Bombay in Maharashtra. His death was an irreparable loss to Indian ornithology and wildlife conservation, as his lifelong dedication and pioneering research laid the foundation for the scientific study and protection of birds in India.

3.12. Speech

January 5 is celebrated as the National Bird day. You are the school leader and are asked to deliver a speech in the school assembly on the need to conserve nature and birds. Draft the likely **speech**.

3.13. Letter

Baron Omar Rolf never had an experience with elephants. He writes a letter to his wife about the experience at Parambikulam. Write the likely **letter**.

4. Phrasal Verbs

4.1. Complete the paragraph using appropriate forms of the phrasal verbs given in brackets.

King Dushyanta(a)....on his chariot to the hermitage of Sage Kanva. He saw a deer. It(b) ... the hermitage of Sage Kanva. King was(c)... by the beauty of the deer and he(d).... it.

(put out, set out, went for, came across, belong to, taken aback)

4.2. Replace the underlined words with suitable phrasal verbs.

Salim Ali and his crew reached (a) Parambikulam just as it was getting dark. In the verandah of the forest bungalow, they found (b) a large group of Kadar adivasis and a European who was wearing (c) khaki shorts. He agreed to accompany (d) with Dr. Ali, the next morning.

(put on, turn up, come along, came across, turn down)

Answers

- 4.1.a. set out b. belong to c. taken aback d. went for
4.2. turned up b. came across c. putting on d. come along

5. Conversation Completion

5.1. Complete the conversation between the charioteer in the drama 'Shakuntalam' and Priyamvada.

- Priyamvada : Hey! Who is over there?
Charioteer :(a).....
Priyamvada : Oh really!(b).....?
Charioteer : I am waiting for the king.
Priyamvada :©.....?
Charioteer : Yes, he has gone to the hermitage of Sage Kanva.
Priyamvada : In that case, you had better.....(d).....
Charioteer : No. I will stay here only. The king will return back soon.
Priyamvada : Don't worry about it. The hermitage does not leave its guests unattended. If you do not come with me,

Answers

- a. I am the charioteer of King Dushyanta.
b. What are you doing here?
c. Has he gone to the hermitage of Sage Kanva?
d. You had better come with me.
e. If you do not come with me, Sage Kanva will be angry.

5.2. Complete the conversation between Salim Ali, the famous ornithologist and Baron Omar Rolf, the Austrian anthropologist.

- Salim Ali: I am an ornithologist, Salim Ali. Glad to meet you. Would you mind.....(a).....?
Baron : I am an anthropologist from Austria. Ornithology happens to be my second love.
Salim Ali:(b).....?
Baron : I am doing a study on the kadam adivasis of Kerala.
Salim Ali: You said ornithology was your second love,(c).....?
Baron : Yes. I love to see and study about birds.
Salim Ali:(d).....?
Baron: Yes, I will accompany you tomorrow morning in the trail for the Broad tailed Grass Warbler.

Salim Ali: Ok, then see you tomorrow.

Baron: Yes I will be there. The more I think of it,(e)

Answers

- a. Would you mind introducing yourself.
- b. What are you doing here?
- c. didn't you?
- d. Will you accompany me tomorrow morning on the trail for the Broad tailed Grass Warbler?
- e. the more I think of it, the more excited I am.

6. 1. Read the passage given below and *frame three wh questions and one yes/no question based on it.*

While the field study of birds is a peaceful occupation, it is not entirely without hazards. In elephant-ridden jungles in South India for instance, I have frequently found myself in disturbing situations. A wild elephant, suddenly come upon at close quarters – a situation by no means uncommon in parts of Karnataka and Kerala – can be an unnerving experience.... In fact, there is little danger from a wild elephant unless it happens to be a rogue or a female with a small calf.

1. How does the narrator describe the field study of birds?
2. Where has the narrator found himself in disturbing situations?
3. According to the narrator, what can be an unnerving experience?
4. Is the field study of birds entirely without hazards?

6.2. Read the passage given below and *frame four appropriate questions based on it.*

Ornithology may sometimes entail hazards of a different kind. I recall one particularly hair-raising incident along the Himalayan trail from Almora to the Lipu Lekh Pass on my way to Lake Manasarovar and Mount Kailas in 1945. It was at a particularly narrow part of the trail with a thousand feet of vertical scarp on one side and the roaring Kali river some 300 feet vertically down the other. The porters pitched the tent there, though I had walked ahead of them. Just at that moment a tiny bird – how well I remember that Yellow-naped Yuhina! – got up to the top of a bush, some yards away on the flanking hillside.

7. Cloze Type

Complete the following passages choosing the right words from the brackets.

7.1. THE TWO HERMITS: O King, we are(a)....our way(b)....gather firewood. Here, on(c)...bank of Malini, you may see the hermitage of Father Kanva ,.....(d)....which Shakuntala presides as our guardian. Pray enter here....(e)...receive(f)..... welcome.

(to, the, a, on, over, and, in)

7.2. ANASUYA : It seems to me, dear,(a)...father Kanva cares more....(b)...the hermitage trees(c)....he does for you. You are delicate as(d)... jasmine blossom, yet he tells you(e)... fill the trenches(f)....the trees.

(for, than, that, a , to, about, of)

7.3. With the richness.....(a)....variety(b).... bird life(c).... India, exciting discoveries can be made(d).....any birdwatcher. It is refreshing(e)....find(f).... birdwatching as a hobby is growing rapidly in popularity.

(in, by, and, to, that, of)

7.4. He spun round(a)..... the agility(b)..... a cat(c)..... sprinted as fast as his long legs could carry him looking neither(d)..... right nor left. He soon outdistanced me(e)..... a hundred yards and it looked(f)..... if he would never stop running.

(of, as, to, with, for, by, and)

Answers

- | | | | | | |
|-------------|--------|---------|---------|--------|----------|
| 7.1.a. on | b. to | c. the | d. over | e. and | f. a |
| 7.2.a. that | b. for | c. than | d. a | e. to | f. about |
| 7.3.a. and | b. of | c. in | d. by | e. to | f. that |
| 7.4.a. with | b. of | c. and | d. to | e. by | f. as |

8. Vocabulary / Language Elements Exercises

8.1. Complete the passage choosing appropriate words from the brackets.

The tiger.....(a).....(stamp/ stalk) when it saw a deer. But the moment the deer saw the tiger, it(b).....(spring/sprint) to safety. The tiger did not lose hope. It continued to(c).....(stride/ strike) towards its enemy. The deer(d)..... (flee / free) from the scene as fast as it could.

8.2. 'Shakuntalam' is a romantic epic by Mahakavi Kalidasa. It(a)....(explores/ will explore) the themes of love's endurance, memory vs. forgetfulness, duty vs. desire and the sacredness of nature, all centred on the romantic journey of King Dushyanta and Shakuntala. The forest hermitage

symbolizes purity and spiritual connection. Nature acts.....(b)..... (not only/ only) as a loving(c)..... (but also/and) a caring force. By(d).....(follow/ following) the rules of the hermitage, King Dushyanta proved that he was a king of principles.

Answers

- 8.1.a. stalk b. sprint c. stride d. flee
8.2.a. explores b. not only c. but also d. following

8.3. Edit the following passage. Errors are given in bold.

KING: Charioteer, the deer has **lead**(a)us a long chase. And even now his neck **beautiful**(b) bends and **looked**(c) backward at **chariot pursuing my**(d) that threatens death from far. Fear **shrinks**(e) to half the body small; See how he fears the **arrows** (f) fall!

8.4 The huge dam and **reservore**(a) has now completely submerged Parambikulam and all the lovely country around it. We **reach** (b) Parambikulam just as it was **get**(c) dark. In the verandah of the forest bungalow, I found **large a group**(d) of Kadar adivasis, and in their midst, a bare-footed 'topless' **europen** (e) male in crumpled khaki shorts **that** (f) introduced himself as an anthropologist from Austria.

Answers

- 8.3.a. led b. beautifully c. looks d. pursuing my chariot
e. shrinks f. arrow's
8.4.a. reservoir b. reached c. getting d. a large group
e. European f. who

8.4. Fill in the blanks with the suitable descriptive adjectives.

Shakuntala was excited to see the(a).....pair of the mango tree and the jasmine vine. She was also happy on seeing the plants, trees and the(b).... shoots. The jasmine showed her.....(c)youth in her fresh flowers and the mango tree showed his strength in his(d).....fruits.

(tender, bewitching, pretty, ripening)

Answers

- a. bewitching b. tender c. pretty d. ripening

9. Reported Speech

Report the following conversations.

1. King: O Charioteer! Why aren't we able to catch the deer?

Charioteer: Your Majesty, I have been holding the horses back because the ground is rough.

2. King: Is the hermit father there?

Two hermits: No, he has left his daughter to welcome guests, and has just gone to Somatirtha.

3. Charioteer : Here are two hermits who have come to save the deer.

King : Stop the chariot.

4. Charioteer : How do you know that it is the precinct of a pious grove?

King : Here are rice grains dropped from the bills of parrot chicks.

5. Priyamvada : Let's sprinkle these trees whose flowering time is past.

Shakuntala : What a pretty notion!

6. Shakuntala : Save me from this dreadful bee.

Anasuya : Who are we to save you? Call upon King Dushyanta.

7. Salim Ali : There is a tusker coming from the other direction.

Baron : I will run as fast as I can and save myself.

8. Omar : What's your plan for tomorrow?

Salim Ali : I'm planning to have trekking in the morning.

9. Salim Ali : Are you joining me for the trekking tomorrow?

Omar : I shall definitely accompany you as ornithology is my second love.

10. Salim Ali : Why did you start running?

Omar : I noticed your signal and acted accordingly.

11. Reporter : What is your notion about Ornithology?

Salim Ali : Ornithology is one of the most peaceful of pursuits.

12. Salim Ali : It's my pleasure to meet you. What are you doing?

Omar : I am basically an anthropologist from Austria.

Answers

1. The King asked the charioteer why they weren't able to catch the deer.

The charioteer replied that he had been holding the horses back because the ground was rough.

2. The King asked the two hermits if the hermit father was there.

The two hermits replied negatively that he had left his daughter to welcome guests, and had just gone to Somatirtha.

3. The charioteer told the King that there were two hermits who had come to save the deer.

The King ordered the charioteer to stop the chariot.

4. The charioteer asked the King how he knew that it was the precinct of a pious grove.

The King replied that there were rice grains dropped from the bills of parrot chicks.

5. Priyamvada suggested that they would sprinkle those trees whose flowering time was past.

Shakuntala opined that it was a pretty notion.

6. Shakuntala told Anasuya to save her from that dreadful bee.

Anasuya asked Shakuntala who they were to save her and added to call upon King Dushyanta.

7. Salim Ali told Baron that there was a tusker coming from the other direction.

Baron replied that he would run as fast as he could and save himself.

8. Omar asked Salim Ali what his plan was for the next day.

Salim Ali replied that he was planning to have trekking in the morning.

9. Salim Ali asked Omar if he was joining him for the trekking the next day.

Omar replied that he would definitely accompany him as ornithology was his second love.

10. Salim Ali asked Omar why he had started running.

Omar replied that he had noticed his signal and acted accordingly.

11. The reporter asked Salim Ali what his notion about Ornithology was.

Salim Ali replied that Ornithology was one of the most peaceful of pursuits.

12. Salim Ali told Omar that it was pleasure to meet him and asked what he was doing.

Omar replied that he was basically an anthropologist from Austria.

UNIT 5

SONGS OF THE SELF

1. BELOVED BOLES: At a glance

Beloved Boles by Maxim Gorky is a touching story that tells us about a narration from his friend. He was a student at Moscow who lived alongside the room of a Polish woman named Teresa. She was tall, strong, rough- looking, and had a loud, deep voice.

He assumes she is unworthy of respect. Teresa is living a lonely, miserable life. Though she is rude and rough, she is tender, emotional, and loving. She wants the student to write a letter to Boles, her lover. He writes the letter as dictated by her. But soon she demands him to write another letter from Boles to Teresa. Then the student gets angry and tells her not to fool him any more.

At last, the student feels empathy for her when he realizes that she has invented Boles because she has no one in the world to love her or to care for her. He feels sorry and ashamed for misunderstanding her loneliness and recognizes the deep human need for affection.

2. PREFERENCE NATIONALE : At a glance

The story Preference Nationale by Fatou Diome tells how difficult it is to prove our identity when the society doesn't accept us.

The story is about a woman from Africa who is living in France. Even though she is educated and has a degree, she faces unfair treatment because of her colour and nationality.

When she tries to get a job at a bakery, the owner refuses to give her the job as she is black and not French. Though she speak French, she fails to speak the dialect he mentions and thus gets rejected. Later, she applies for another job to teach the child of a French lady, but she also rejects her, saying she wants a European type person.

The African lady feels hurt and angry because she is qualified and capable, but people only see her colour. The story shows how immigrants and blacks are often treated badly and not given equal chance even when they deserve. It also teaches us that everyone should be treated fairly regardless of their colour and nationality.

3. MIRROR : At a glance

The poem *Mirror* by Sylvia Plath deals with the themes of truth, identity, and ageing. The mirror speaks in the first person and claims that it has “no preconceptions” and reflects whatever it sees “just as it is.” Through this honest voice, the poet shows how human beings struggle to accept reality, especially the loss of youth and the passage of time.

The poem is rich in imagery. The mirror describes itself as “silver and exact,” creating a clear visual image of brightness and precision. The comparison of the mirror to “the eye of a little god, four-cornered” suggests an all-seeing, impartial power. Later, the mirror becomes a “lake,” an image that conveys depth and self-searching. The striking image of the old woman rising “like a terrible fish” vividly expresses the woman’s fear and shock at seeing her ageing self.

Several poetic devices are effectively used. Personification is the most prominent device, as the mirror speaks, meditates, and reflects faithfully. Metaphor is used when the mirror is compared to a god and a lake, symbolising truth and self-examination. Simile appears in the line “like a terrible fish,” intensifying the horror of ageing. Symbolism is also important: the mirror symbolises truth, while candles and the moon symbolise illusion and false comfort.

In brief, the poem presents a woman who depends on the mirror to understand her identity. As she repeatedly confronts her reflection, she realises that her youthful self has disappeared and old age is inevitable. The poem powerfully conveys the conflict between harsh truth and comforting illusion, making it a deeply reflective and disturbing poem about human existence.

Reading Comprehension

1.1. Read the following excerpt from ‘Beloved Boles’ and answer the questions that follow.

When I was a student at Moscow, I happened to live alongside a Polish woman, Teresa by name. She was tall and strong, with bushy black eyebrows, dark brown hair and a large coarse face. The gleam of her dark eyes, her thick bass voice, and her muscular vigour, horrified me. I lived on the top floor and her room was opposite mine.

I never left my door open when I knew her to be at home. Sometimes I chanced to meet her on the staircase or in the yard, and she would smile at me. Occasionally, I saw her drunk, with bleary eyes, and tousled hair. On such occasions she would speak to me.

“How d’ye do, Mr Student!” she’d say with a stupid laugh. I should have liked to change my quarters; but my little chamber was a nice one. There was such a wide view from the window, and it was always so quiet in the street below—so I endured.

1. Where was the narrator living during his student days?
2. How is Teresa’s physical appearance described?
3. What features of Teresa frightened the narrator?
4. Why did the narrator never leave his door open when Teresa was at home?
5. How did Teresa behave when she met the narrator on the staircase or in the yard?
6. Why did the narrator decide not to change his quarters despite his discomfort?

Answers

1. He was living in Moscow, in a chamber on the top floor.
2. She was tall and strong, with bushy black eyebrows, dark brown hair, and a large coarse face.
3. Her gleaming dark eyes, thick bass voice, and muscular vigour horrified him.
4. Because he was afraid of her and wanted to avoid her presence.
5. She would smile at him, and sometimes when drunk, greet him with “How d’ye do, Mr Student!” accompanied by a laugh.
6. Because he liked his little chamber—it had a wide view from the window and the street below was always quiet.

1.2. Read the following excerpt from ‘Beloved Boles’ and answer the questions that follow.

And thenceforth, regularly, twice a week, I wrote a letter to Boles, and an answer from Boles to Teresa. She, of course, listened to them, and wept like anything. She roared, I should say, with her bass voice. And in return for my service, she began to mend the holes I had in my socks, shirts, and other articles of clothing. Three months later she was thrown into prison for some reason or the other and by now she must surely be dead.

My acquaintance shook the ash from his cigarette, looked pensively up at the sky, and thus concluded:

Well, well, the more a human creature has tasted of bitter things, the more it hungers after the sweet things of life. And we, wrapped in the rags of our virtues, regard others through the mist of our self-sufficiency. Convinced of our righteousness, we do not understand this.

1. How often did the narrator write letters to Boles and Teresa?
2. What happened to Teresa three months later?
3. What idea about human nature is conveyed in the concluding lines of the passage?
4. What service did Teresa offer the narrator in return?
 - a. Cooking food
 - b. Writing letters
 - c. Mending his clothes
 - d. Cleaning his room
5. The phrase “the mist of our self-sufficiency” refers to
 - a. physical weakness
 - b. emotional confusion
 - c. moral pride that clouds judgment
 - d. lack of education
6. Which of the following best reflects the *central message* of the passage?
 - a. Acts of service should always be rewarded
 - b. Suffering makes people emotionally weak
 - c. Life is controlled by fate and chance
 - d. Human beings often fail to empathise because of moral self-satisfaction

Answers

1. Twice a week
2. She was thrown into prison for some reason or the other.
3. The lines suggest that people who have suffered value happiness more deeply, and that humans often judge others without understanding their pain due to a sense of self-righteousness.
4. c. Mending his clothes
5. c. moral pride that clouds judgment
6. d. Human beings often fail to empathise because of moral self-satisfaction

1.3. Read the following excerpt from 'Preference Nationale' and answer the questions that follow.

The law changed very quietly, thanks to Mr Borders: if you're married to a French citizen, it will now take two years for you to claim the benefits of citizenship. By this delay, Mr Borders is relying on the nature of his countrymen to break up the relationship. Then, as the ex-wife of a Frenchman, the foreign woman becomes no more than an ex-object. And as with any object, she has no rights, not even the right to earn an honest living. They won't give me citizenship, but my Senegalese cat has his papers. Perhaps it's because he's ginger.

Laws only gather pace when ordinary people start applying them. Termites can cause the collapse of African mahogany trees, and the size of an anthill depends on the number of worker ants. It is thus the small employers who make the policy of preference nationale effective.

1. What is ironic about the speaker's Senegalese cat?
2. According to the passage, what happens to a foreign woman after divorce from a Frenchman?
3. How does the delay in granting citizenship affect foreign spouses?
4. The comparison of laws to termites and ants suggests that
 - a. laws are weak and ineffective
 - b. small actions by ordinary people strengthen unjust laws
 - c. laws work only in villages
 - d. governments alone are responsible for injustice
5. Why did Mr Borders introduce a two-year delay in granting citizenship to spouses of French citizens?
 - a. To provide job opportunities
 - b. To test the loyalty of immigrants
 - c. To discourage and break up such marriages
 - d. To provide time for language learning

6. Which statement best captures the writer's *tone* in the passage?
- a. Bitter and critical of discriminatory laws
 - b. Humorous and light-hearted
 - c. Neutral and informative
 - d. Hopeful and optimistic

Answers

1. The cat has legal papers while the speaker is denied citizenship.
2. She loses her rights and is treated as an object with no legal status.
3. The delay increases the chance of marital breakdown and leaves foreign spouses without legal protection or rights.
4. b. small actions by ordinary people strengthen unjust laws
5. c. To discourage and break up such marriages
6. a. Bitter and critical of discriminatory laws

1.4. Read the following excerpt from 'Preference Nationale' and answer the questions that follow.

I could see the refusal in his muddy coloured eyes. As if to both justify that refusal and humiliate me, he said,

"Why don't you go and work in your own country?"

Internally, I let loose: You ought to be asking me why I even want your stinking job. Goodbye, sir. You have impoverished our African soil by making us grow sugarcane and peanuts for your people. You've plundered our resources to enrich your country at our expense. And, to top it all off, you've used my people as cannon fodder in your war. A war in which you made them kill in the name of a freedom you refuse them in their own African soil. Still without work, three days later, I started looking through the free paper again. A new ad caught my eye: Tutor required for French lessons. Degree essential. Call after 7 p.m

1. The phrase "muddy coloured eyes" mainly suggests the employer's
 - a. physical tiredness
 - b. poor health
 - c. lack of intelligence
 - d. moral dullness and prejudice
2. The speaker's reference to war and "cannon fodder" highlights
 - a. Africa's military strength
 - b. the courage of African soldiers
 - c. the exploitation of Africans by colonial powers
 - d. the glory of war
3. What humiliating question does the employer ask the speaker?
4. What kind of job advertisement finally catches the speaker's attention?
5. How does the employer's single question reflect a wider social attitude?
 - a. It shows concern for national employment policies
 - b. It reflects indifference towards foreign workers

- c. It reveals racial prejudice and exclusion of immigrants
- d. It highlights the importance of local labour

Answers

1. d. moral dullness and prejudice
2. c. the exploitation of Africans by colonial powers
3. “Why don’t you go and work in your own country?”
4. An advertisement for a tutor to teach French
5. c. It reveals racial prejudice and exclusion of immigrants

2. Analysing Poem

2.1 Read the following lines from ‘Mirror’ and answer the questions given below.

I am silver and exact. I have no preconceptions.
 Whatever I see I swallow immediately
 Just as it is, unmisted by love or dislike.
 I am not cruel, only truthful,
 The eye of a little god, four-cornered.
 Most of the time I meditate on the opposite wall.
 It is pink, with speckles. I have looked at it so long
 I think it is part of my heart. But it flickers.
 Faces and darkness separate us over and over.

1. What does the mirror mean by saying “I have no preconceptions”?
 - a. It imagines things creatively
 - b. It judges what it sees
 - c. It reflects things exactly as they are
 - d. It shows only beautiful images
2. The phrase “the eye of a little god” suggests that the mirror is
 - a. powerful and all-knowing
 - b. kind and forgiving
 - c. emotional and sensitive
 - d. cruel and heartless
3. Why does the mirror say the wall feels like “part of my heart”?
4. What does the mirror usually look at most of the time?
5. How do “faces and darkness” interrupt the mirror’s meditation?

Answers

1. c. It reflects things exactly as they are
2. a. powerful and all-knowing
3. Because the mirror has looked at it for a very long time and has grown accustomed to it.
4. The opposite wall

5. They interrupt when people come before the mirror or when darkness falls, breaking its constant reflection of the wall.

2.2. Read the following lines from ‘Mirror’ and answer the questions given below.

Now I am a lake. A woman bends over me,
Searching my reaches for what she really is.
Then she turns to those liars, the candles or the moon.
I see her back, and reflect it faithfully.
She rewards me with tears and an agitation of hands.
I am important to her. She comes and goes.
Each morning it is her face that replaces the darkness.
In me she has drowned a young girl, and in me an old woman
Rises toward her day after day, like a terrible fish.

1. Why does the woman turn to the mirror described as a “lake”?
 - a. To admire her beauty
 - b. To search for her true self
 - c. To escape from reality
 - d. To compare herself with others
2. The candles and the moon are called “liars” because they
 - a. give too much light
 - b. hide the woman’s face
 - c. soften and distort reality
 - d. change their position
3. How does the mirror react to the woman’s presence?
4. What happens “each morning” in the lake?

Answers

1. b. To search for her true self
2. c. soften and distort reality
3. It reflects her image faithfully without judgment.
4. The woman’s face replaces the darkness reflected in the lake.

3. Possible Discourses

3.1. Personal Letter

a. Imagine you are Teresa. Write a letter to your imaginary lover, Boles, expressing your deep loneliness, the silence of your room, and your desperate longing for love and companionship.

Cellar Room No. 4,
14th Street Tenement,
October 12th

My Dearest, Beloved Boles,

I am sitting here in the thick silence of my room, and the air feels heavy with your absence. The candle is flickering out, much like my spirits. Boles, the people here are so cold; they look at me with eyes that see nothing. My room is a tomb without your voice to fill it. I find myself talking to the shadows, imagining they are you.

I am so desperately lonely that my heart feels like it will break into pieces. I long for the warmth of your hand and the simple companionship of a soul that cares. Please, I beg you, write back. Tell me you love me. Tell me you are coming for me. Your letters are the only bread my soul has to eat.

With eternal longing,

Your Teresa

b. Preference Nationale: *Imagine you are the narrator who was rejected for a job. Write a letter to your mother back in your home country, explaining how "National Preference" policies have shattered your dreams despite your qualifications.*

3.2. Official Letter

Imagine you are the student (narrator). Write a letter to the local municipal authority complaining about the poor living conditions and lack of lighting in the tenement house where you and Teresa live.

The Student/Resident,

14th Street Tenement,

Nizhny Novgorod

October 15, 1890

The Commissioner,

Local Municipal Authority

Subject: Urgent complaint regarding hazardous living conditions at 14th Street Tenement

Respected Sir,

I am writing this formal complaint on behalf of the residents of the tenement house at 14th Street. The living conditions here have become unbearable and dangerous. Firstly, the lack of lighting in the corridors and stairwells has led to several accidents after sunset.

Secondly, the dampness in the basement and cellar units is severe, leading to respiratory illnesses among the tenants, particularly an elderly woman, Miss. Teresa. We pay our taxes and rent regularly, yet the basic infrastructure is neglected. I urge you to conduct an inspection and order immediate repairs and the installation of proper lighting.

Yours faithfully,

[Signature]

The Student

3.3 Diary Entry

a. Imagine you are the student. Write a diary entry on the day you discovered that Boles does not exist, reflecting on your change of heart from annoyance to deep sympathy for Teresa.

Tuesday, October 20th ,1992

Today, my heart underwent a strange and painful revolution. For weeks, I have treated Teresa with a mix of condescension and annoyance. I thought she was a bothersome, eccentric woman playing a silly game with these letters to "Boles." But today, I saw through the veil.

When I pressed her for details, I realized the truth: Boles does not exist. He is a phantom, a creature of her own making. In that moment, my irritation turned into a heavy, suffocating sympathy. I saw the depth of the abyss she lives in. She has created a ghost to keep her from sinking into the madness of total isolation. I am no longer the "superior student"; I am just a man who witnessed a soul trying to survive. I will write her letters now—not out of duty, but out of a desperate need to help her stay alive.

b. Preference Nationale: Imagine you are the protagonist. Write a diary entry describing the humiliation you felt during the interview when you were told you were not enough for the position.

3.4. Email

a. Imagine you are the student living in the tenement. Write an email to your friend asking for advice on how to help a lonely neighbour (Teresa) without offending her dignity.

Hi Mark,

I hope you're doing well. I'm writing because I'm in a bit of a moral dilemma. My neighbour, an elderly lady named Teresa, is suffering from the most intense loneliness I've ever seen. She's actually invented a fictional lover just to have someone to "talk" to through letters.

I want to help her—maybe bring her some food or just sit with her so she doesn't feel so alone—but I'm worried. She has a certain pride, a dignity that I don't want to crush by making her feel like a "charity case." How do I offer help without making her feel exposed or ashamed of her situation? Should I keep playing along with her fantasy, or try to bring her into the real world?

Let me know what you think.

[Your Name]

b. Preference Nationale: Imagine you are the HR Manager who rejected the protagonist. Write a formal email to your superior justifying the rejection of the candidate based on the company's strict "National Preference" policy.

3.5. Notice

a. Beloved Boles: *Imagine you are Teresa. Draft a notice to be put up at the local community board looking for a "Professional Letter Writer" who can write dictations with patience.*

b. Preference Nationale: *Imagine you are the President of the 'Immigrant Welfare Association'. Draft a notice inviting all members to a protest gathering against the unfair 'Preference Nationale' laws.*

NOTICE

MASS PROTEST GATHERING

ALL MEMBERS AND SUPPORTERS,

The "National Preference" policies are systematically denying our community the right to fair employment. Despite our legal status and high qualifications, we are being pushed to the margins.

We invite you to a **Peaceful Protest Gathering** to demand an end to discriminatory hiring practices.

Date: January 12, 2026

Time: 10:00 AM

Venue: The Square in front of the Ministry of Labour

Your presence is your strength. Let us stand united against exclusion.

Sd/-

President, IWA

10-01-2026

3.6. Conversation / Dialogue

a. Beloved Boles: *Imagine a conversation between the Student and Teresa after he finishes writing the letter. Write the dialogue where Teresa awkwardly tries to pay him, and he refuses, leading to a moment of shared understanding.*

b. Preference Nationale: *Imagine a conversation between the Protagonist and the Interviewer. Write the dialogue where the protagonist challenges the logic of rejecting a qualified candidate based on origin, and the interviewer defends the policy.*

3.7. Character Sketch

a. Beloved Boles: *Imagine you are a literary critic. Write a character sketch of Teresa, focusing on her physical appearance, her social isolation, and her powerful imagination.*

b. Preference Nationale: *Imagine you are a journalist. Write a character sketch of the Narrator, highlighting their resilience, intelligence, and frustration with the system.*

3.8. Event Invitation

a. Beloved Boles: *Imagine you are the Secretary of the University Literature Club. Draft an invitation card for a dramatic reading session of the story "Beloved Boles," highlighting a discussion on urban loneliness.*

b. Preference Nationale: *Imagine you are a student leader. Design an invitation for a university seminar titled "Skills vs Origin: Debating National Preference," with the narrator as the keynote speaker.*

3.9. Review

Beloved Boles: *Imagine you are a columnist for a daily newspaper. Write a review of the story "Beloved Boles," discussing how it exposes the hidden tragedies of marginalized people in cities.*

3.10. Jingle / Tagline

a. Beloved Boles: *Imagine you are advertising a mental health helpline for lonely people. Write a catchy jingle and a tagline inspired by Teresa's need for connection.*

b. Preference Nationale: *Imagine you are running a campaign for "Equal Opportunity Employment." Create a 4-line jingle and a tagline promoting hiring based on talent, not origin.*

3.12. Interview Questions (5 Questions)

a. Beloved Boles: *Imagine you are a reporter interviewing Teresa. Prepare 5 questions to ask her about why she created Boles and how the letters help her survive.*

b. Preference Nationale: *Imagine you are a news anchor interviewing the Minister regarding the "National Preference" law. Prepare 5 hard-hitting questions about the ethics and economic impact of excluding skilled immigrants.*

4. Editing

Edit the passage. Errors are given in bold.

1. When I was a student **with** (a) Moscow, I **happen** (b) to live alongside a Polish **women**, (c) Teresa by name. She was tall and strong, with bushy black **eyebrows**, (d) dark brown hair and a large **face coarse**. (e) The gleam of her dark eyes, her thick bass voice, and her muscular vigour, **horified** (f) me.

2. A week or two **pass**. (a) It was evening. I **am** (b) sitting at my window. I was **bord**; (c) the **whether** (d) was dirty. I didn't **wanted** (e) to go out. Then the door opened. Heaven be praised! Someone **comed** (f) in.

3. I **writed** (a) down the address and told **an** (b) French friend about it **in** (c) the phone that evening. "Are you nuts?" she **protest**. (d) "You could do **more better** (e) than that. I've the same qualifications as you and I'm **finish** (f) my teacher training.

4. The next morning I went to the **bekary**. (a) Apart from the chocolate cakes, everything **were** (b) white. The boss welcomed me with a German moustache, **a** (c) Alsace accent and a hat **on** (d) the colours of the French flag. From the way he stared at me, I knew I hadn't **make** (e) it **thorough** (f) the qualifying round.

Answers

- | | | | |
|----------------|--------------|----------|--------------|
| 1.a. at | b. happened | c. woman | d. eyebrows |
| e. coarse face | f. horrified | | |
| 2. a. passed | b. was | c. bored | d. weather |
| e. want | f. came | | |
| 3.a. wrote | b. a | c. on | d. protested |
| e. better | f. finishing | | |
| 4.a. bakery | b. was | c. an | d. in |
| e. made | f. through | | |

5. Phrasal Verbs

Complete the paragraph using appropriate forms of the phrasal verbs given in bracket.

1. And thenceforth, regularly, twice a week, I(a)..... writing letters—one to Boles and another to Teresa. Teresa, of course, listened to them and(b)..... in tears, weeping loudly in her deep voice. In return for my service, she began to(c)..... my torn socks, shirts, and other clothes. In this way, she tried to(d)..... my help and kindness. Three months later, she was(e)..... prison for some reason or the other, and by now she must surely be dead.

(break into, look after, thrown into, come across, make up for, break into)

2. One day, Teresa(a)..... at the speaker's room and(b)..... him to write a letter to Boles. Later, when she said there was no such person, he couldn't(c)..... what she had been trying to(d)..... . However, Teresa didn't(e)..... her attempt of establishing an identity through writing a letter to an imaginary character.

(put across, turn up, make out, come across, give up, call for)

3. When the narrator was(a)..... the free newspaper, she(b)..... an advertisement in which application was(c)..... the post of a salesgirl. She(d)..... to apply. Later, she(e)..... to meet the boss for an interview.

(call for, turn up, set off, come across, go through, make up one's mind)

4. Though the narrator's application for the post of salesgirl was(a)....., she didn't(b)..... her efforts. She continued to(c)..... a job. She(d)..... a

lady working as a cashier at a supermarket. After a brief conversation with her, she could easily(e)..... that being a French citizen is mandatory for the post of tutor there.

(search for, turn down, turn up, make out, call on, give up)

Answers

1. a. carried on b. broke down c. look after d. make up for
e. thrown into
2. a. turned up b. called for c. make out d. put across
e. give up
3. a. going through b. came across c. called for
d. made up her mind e. set off
4. a. turned down b. give up c. look for d. called on
e. make out

6. Cloze Type

Complete the following passage choosing the right words from the bracket.

1. I never left my door open(a)..... I knew her to be(b)..... home. Sometimes I chanced(c)..... meet her on the staircase(d)..... in the yard, and she would smile at me. Occasionally, I saw her drunk,(e)..... bleary eyes,(f)..... tousled hair.

(or, at, and, when, with, from, to)

2. I remained(a)..... a very unpleasant feeling(b)..... my mind. I listened. Her door was flung open violently(c)..... then slammed shut. I thought it over, and resolved(d)..... go to her. I'd invite her to come back in here and write everything she wanted.

(for, in, to, and, with)

3. Goodbye, sir. You have impoverished our African soil(a)..... making us grow sugarcane and peanuts(b)..... your people. You've plundered our resources(c)..... enrich your country(d)..... our expense. And, to top it all off, you've used my people(e)..... cannon fodder(f)..... your war.

(for, at, by, on, as, in, to)

4. That evening I called a friend(a)..... college,(b)..... real white girl. She was looking(c)..... some part-time work(d)..... she did her degree. I gave her the cashier's number. The next evening her happy voice rang out of my answering machine, "Thanks for the tip.

Answers

1. a. when b. at c. to d. or e. with
f. and

- 2.a. with b. in c. and d. to
 3.a. by b. for c. to d. at e. as
 f. in
 4. from b. a c. for d. while

7. Completing the Conversation

7.1. Complete the conversation between young student and his friend.

- Friend : Hello,(a).....
 Student : I am worried about Teresa.
 Friend : She is the one who is staying in the opposite room,(b).....?
 Student : Yes, she's.
 Friend :(c).....?
 Student : Yes, she comes to my room frequently.
 Friend : If you keep your room locked,(d).....?
 Student : No, she won't. But I need to help her write a letter whenever she comes in.

7.2. Complete the conversation between the narrator and his Teresa.

- Narrator :(a).....?
 Teresa : I want to beg a favour of you. Will you grant it?
 Narrator :(b).....?
 Teresa : No, I don't expect any financial assistance. I want your service for writing a letter to one of my friends.
 Narrator : You know how to read and write,(c).....?
 Teresa : I don't know how to write, though I know reading.
 Narrator : If I turn down your request,(d).....?
 Teresa : In that case, I'll approach someone else. I'm ready to pay even.
 Narrator : You had better(e)..... . I'll help you.
 Teresa : Thank you so much, I'll dictate it.

7.3. Complete the conversation between the boss and his friend.

- Friend : You had advertised for the post of a salesgirl,(a).....?
 Boss : Yes, I had.
 Friend :(b).....?
 Boss : Yes, a lady turned up today.
 Friend :(c).....?
 Boss : She is fluent in French, but doesn't speak Alsatian.
 Friend : Then you had better(d).....

Boss : If I had selected her,(e).....

Friend : Yes, managing with local customers is quite important in business development.

Boss : Let me see if anyone else turns up tomorrow.

7.4. Complete the conversation between the narrator and her friend.

Narrator : You told me that you had been looking for some part time work,(a).....?

Friend : Yes, I did.

Narrator :(b).....?

Friend : No, I haven't got any.

Narrator : Well, there is the requirement for a tutor for French lessons. If you are interested,(c).....

Friend : Of course, please share the contact number.(d).....?

Narrator : They are looking for graduates. I think you'll be eligible for the post.

Friend : If I call them now,(e).....

Narrator : Better call after 7 pm. That will be fine.

Friend : Thank you so much for the information.

Answers

7.1. a. Why do you look so worried?

b. isn't she?

c. Does she come to your room frequently?

d. will she enter?

7.2.a. What do you want?

b. Do you expect any financial assistance?

c. don't you?

d. what will you do?

e. not pay anything.

7.3. a. hadn't you?

b. Did anyone turn up today?

c. How is she?

d. not select her.

e. she wouldn't have managed our local customers well.

7.4.a. didn't you?

b. Have you got any?

c. you may contact them.

d. Who are they looking for?

e. will that be fine?

8. Reported Speech

Report the following conversations.

1. Teresa : Can you do me a favour?

Student : What do you want?

2. Student : Whom do you want to write a letter?

Teresa : I want to write a letter to Boles, my beloved.

3. Student : Who is this Boles?

Teresa : He is Boles, my young man.

4. Student : Why do you write a letter if there is no Boles?

Teresa : I want you to write it for myself.

5. Student : Don't come fooling around me any longer. Do you understand?

Teresa : I feel sorry about my action.

6. Friend : Why are you applying for this post?

Narrator : I have to eat. I won't starve if I sell bread.

7. Boss : Do you speak Alsatian?

Narrator : I speak French but I can't speak this dialect.

8. Boss : Why don't you go back and work in your own country?

Narrator : You've plundered our resources to enrich your country at our expenses.

9. Narrator : Why don't you select me for the post of tutor?

Lady : I don't want anyone messing up my child's education.

10. Narrator : Did you get any part time job?

Friend : No. If you happen to know any, please inform me.

Answers

1. Teresa asked the student if he could do her a favour.

The student asked her what she wanted.

2. The student asked Teresa whom she wanted to write a letter.

Teresa replied that she wanted to write a letter to Boles, her friend.

3. The student asked Teresa who that Boles was.

Teresa replied that he was Boles, her young man.

4. The student asked Teresa why she wrote a letter if there was no Boles.

Teresa replied that she wanted him to write it for herself.

5. The student warned Teresa not to come fooling around him any longer. He asked her if she understood. Teresa replied that she felt sorry about her action.

6. The friend asked the narrator why she was planning to apply for that post.

The narrator replied that she had to eat. She added that she wouldn't starve if she sold bread.

7. The boss asked the narrator if she spoke Alsatian.

The narrator replied that she spoke French but she couldn't speak that dialect.

8. The boss asked the narrator why she didn't go back and work in her own country.

The narrator replied that he had plundered their resources to enrich his country at their expenses.

9. The narrator asked the lady why she didn't select her for the post of tutor.

The lady replied that she didn't want anyone messing up her child's education.

10. The narrator asked her friend if she had got any part time job.

The friend replied negatively and requested her to inform her if she happened to know any.