

UNIT 6

PROSE

On the Rule of the Road

- A.G. Gardiner

Warm up

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- a) From the pictures given below, identify the actions that may cause inconvenience and discomfort to others. Discuss.



Talking aloud on the mobile while there are people around you, may cause inconvenience to them. Listening to music and shouting and singing along with the voice may cause inconvenience to others. Using the phone while driving the car may result in accident.

- b) Classify these pictures to show what they depict – Personal freedom / Public liberty.

Personal freedom	Public liberty
Colouring the hair red	Climbing up the mountain
Talking aloud on the mobile	Cycling through the forest
Listening to music and shouting	
Using the phone while driving the car	

Summary

Alfred George Gardiner is one of the most delightful essayists of the modern times. In this essay "The Rule Of the Road" he points out what constitutes true liberty.

A stout old lady was walking down in the middle of a street in Petrograd causing great confusion in the traffic. When this was pointed out, the old lady replied that she has the liberty to walk where she likes to roam. But the old lady doesn't know that if liberty entitles the foot passenger to walk down the middle of

the road it also entitles the cab driver to drive on the pavement. The end of such liberty would be a universal chaos. The author points out that this kind of individual liberty would become a social anarchy.

The rule of the road means that in order "to preserve the liberties of all, the liberties of everybody must be curtailed". When the policeman put out his hand at Piccadilly circus street, we must not think that our liberty has been violated. If we are reasonable persons we will reflect that if he didn't interfere the result would be that we would never cross the Piccadilly Circus Street at all. We have to submit to a curtailment of private liberty in order that we may enjoy a social order, which makes our liberty a reality.

The author points out that liberty is not a personal affair, but it is a social contract. It is an adjustment of interests. He lists out some examples like wearing a gown, walking down the street, having long hair, walking with bare foot, dyeing one's hair or waxing, going to bed early and getting up late. These actions ask no man's permission.

If one practises a trombone from midnight until three in the morning on the Helvelly, no one would ask about it, but if we intend to play it in the street, the neighbours will remind us that our liberty to blow the trombone interferes with their liberty to sleep quiet. The author once got into a railway carriage and started to read a blue book. He did not read that for pleasure. Instead it was for a humble purpose of turning an honest penny out of them. Since he was reading for a task, he required reasonable calmness and that was what he didn't get. A couple of men came in the next station. They were talking for the rest of the journey in a loud and pompous voice. The author closed his book and looked out of the window. Here the author believes that the rights of small and quiet people are as important to preserve as the rights of small nationalities.

The author concludes the essay by saying that we must be a judicious mixture of both anarchist and socialist. We have to preserve both individual liberty and social liberty. It is in the small matter of conduct in the observance of the rule of the road, that we pass judgement upon ourselves and declare that we are civilized or uncivilized. These little habits of commonplace intercourse make up the great sum of life and sweeten or make bitter the journey.

Glossary

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confusion	– mess	interfere	– hinder
peril	– risk	contract	– commitment
pedestrians	– persons who walk on the streets	indifferent	– unconcerned
chaos	– confusion	fancy	– desire
anarchy	– lawlessness/ rebellion	shandy	– lemonade
preserved	– maintained	ridiculous	– comical
curtailed	– reduced	conventional	– normal
tyranny	– autocracy	accommodate	– fit in with
insolence	– rudeness	consideration	– scrutiny

Additional Glossary

liberty	– freedom	fancy	– decorative
entitled	– eligible	qualified	– competent
remind	– make one remember	trombone	– musical instrument
outraged	– annoyed	quiet	– calm
interfere	– obstruct	liable	– responsible

maelstrom – turmoil, confusion
 affair – matter
 waxing – polishing (removing)

observance – adherence
 commonplace – usual



Exercise with Answer

Choose the correct synonyms for the underlined words from the options given.

- A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic.
 a) mass b) mess c) orderly d) cess
- to the great confusion of the traffic and with no small peril to herself.
 a) safety b) measure c) danger d) pearl
- It was pointed out to her that the pavement was the place for pedestrians.
 a) Hawkers b) gayers c) walkers d) talkers
- It was pointed out to her that the pavement was the place for pedestrians.
 a) payment b) sidewalk/platform c) note d) roadside
- It was pointed out to her that the pavement was the place for pedestrians.
 a) indicated b) corrected c) amended d) tamed
- then the end of such liberty would be universal chaos.
 a) normalecy b) confusion c) noisy d) dozy
- then the end of such liberty would be universal chaos.
 a) slavery b) advantage c) disadvantage d) freedom
- Individual liberty would have become social anarchy.
 a) lawfulness b) legality c) lawlessness d) peace
- It means that in order that the liberties of all may be preserved.
 a) maintained b) conserved c) destructible d) preferred
- the liberties of everybody must be curtailed.
 a) increased b) soared c) reduced d) improved

Answers

1. b	2. c	3. c	4. b	5. a	6. b	7. d	8. c	9. a	10. c
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Self-Evaluation

Choose the correct synonyms for the underlined words from the options given.

- steps into the middle of the road and puts out his hand, he is the symbol not of tyranny,
 a) democracy b) kingdom c) republic d) autocracy Ans :
- You may, being in a hurry, and seeing your car pulled up by his insolence of office.
 a) softness b) kindness c) rudeness/toughness d) politeness Ans :

3. "How dare this fellow **interfere** with your free use of the public highway?"
a) Recover b) hinder c) obstacles d) free Ans :
4. **Liberty is not a personal affair only, but a social contract.**
a) submission b) commitment c) derailment d) commission Ans :
5. **Liberty is not a personal affair only, but a social contract.**
a) common b) public c) individual d) private Ans :
6. **You have liberty to laugh at me, but I have liberty to be indifferent to you.**
a) different b) concerned c) unconcerned d) disinterested Ans :
7. **And if I have a fancy for dyeing my hair, or waxing my moustache.**
a) fantasy b) modern c) desire d) despise Ans :
8. **a) you may prefer Ella Wheeler Wilcox to Wordsworth, or champagne to shandy.**
a) lemonade b) orange c) apple d) coconut Ans :
9. **..... you may prefer Ella Wheeler Wilcox to Wordsworth, or champagne to shandy.**
a) choose b) prepare c) manufacture d) prepared Ans :
10. **We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous**
a) clever b) foolish c) insane d) demon Ans :
11. **It is just as well to remind ourselves of what the rule of the road.**
a) reflect b) remember c) encourage d) ruined Ans :
12. **..... can do what we choose be wise or ridiculous, harsh or easy, conventional or odd.**
a) abnormal b) normal c) traditional d) cultural Ans :
13. **..... can do what we choose be wise or ridiculous, harsh or easy, conventional or odd.**
a) strange b) similar c) stately d) orderly Ans :
14. **There are a lot of people in the world, and I have to accommodate my liberty.**
a) unsuit b) unfit c) fit in d) irrelevant Ans :
15. **A reasonable consideration for the rights or feelings of others is the foundation.**
a) regard b) ignore c) scrutiny d) disregard Ans :
16. **A reasonable consideration for the rights or feelings of others is the foundation.**
a) basis b) zenith c) topmost d) pinnacle Ans :

Antonyms

liberty	×	slavery	reasonable	×	unreasonable
confusion	×	clarity	reality	×	unreality
peril	×	safety	indifferent	×	interested
preserved	×	destroyed	harsh	×	kind
curtail	×	lengthen	ridiculous	×	appreciable
anarchy	×	order	conventional	×	unconventional
tyranny	×	democracy			

**Exercise with Answer**

Choose the correct antonyms for the underlined words from the options given.

- A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic.**
a) mass b) mess c) clarity d) cess
- to the great confusion of the traffic and with no small peril to herself.**
a) safety b) measure c) danger d) pearl
- It was pointed out to her that the pavement was the place for pedestrians.**
a) noticed b) ignored c) notified d) recommended
- A stout old lady was walking with her basket.**
a) fat b) frail c) full figured d) thick
- You may, being in a hurry, and seeing your car pulled up by.**
a) quick b) relaxed c) swift d) gradual
- then the end of such liberty would be universal chaos.**
a) normalcy b) confusion c) orderly d) dozy
- then the end of such liberty would be universal chaos.**
a) slavery b) advantage c) disadvantage d) freedom
- Individual liberty would have become social anarchy.**
a) lawfulness b) legally c) rebellion d) peace
- It means that in order that the liberties of all may be preserved.**
a) maintained b) conserved c) destructible d) preferred
- the liberties of everybody must be curtailed.**
a) increased b) soared c) reduced d) improved

Answers

1. c	2. a	3. b	4. b	5. b	6. a	7. a	8. a	9. c	10. a
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**Self-Evaluation**

Choose the correct antonyms for the underlined words from the options given.

- steps into the middle of the road and puts out his hand, he is the symbol not of tyranny,**
a) democracy b) kingdom c) republic d) autocracy **Ans :**
- You may, being in a hurry, and seeing your car pulled up by his insolence of office.**
a) softness b) kindness c) rudeness d) politeness **Ans :**
- "How dare this fellow interfere with your free use of the public highway?"**
a) recover b) hinder c) obstacles d) free **Ans :**
- Liberty is not a personal affair only, but a social contract.**
a) submission b) commitment c) disagreement d) commission **Ans :**

5. Liberty is not a **personal** affair only, but a social contract.
a) common b) public c) individual d) private Ans :
6. You have liberty to laugh at me, but I have liberty to be **indifferent** to you.
a) different b) concerned c) unconcerned d) disinterested Ans :
7. And if I have a **fancy** for dyeing my hair, or waxing my moustache.
a) fantasy b) modern c) desire d) dislike Ans :
8. We have a whole **kingdom** in which we rule alone_____
a) republican b) monarchy c) autocracy d) bureaucracy Ans :
9. We have a whole kingdom in which we rule alone, can do what we choose, be **wise** or ridiculous
a) clever b) foolish c) insane d) demon Ans :
10. We have a whole kingdom in which we rule alone, can do what we choose, be wise or **ridiculous**.
a) serious b) laughable c) simple d) honest Ans :
11. can do what we choose be wise or ridiculous , harsh or easy, **conventional** or odd.
a) abnormal b) normal c) traditional d) cultural Ans :
12. can do what we choose be wise or ridiculous , harsh or easy, **conventional** or **odd**.
a) strange b) usual c) stately d) orderly Ans :
13. There are a lot of people in the world, and I have to **accommodate** my liberty.
a) dislodge b) unfit c) provide d) irrelevant Ans :
14. A reasonable **consideration** for the rights or feelings of others is the foundation.
a) regard b) ignore c) scrutiny d) disregard Ans :
15. A **reasonable** consideration for the rights or feelings of others is the foundation.
a) believable b) convincing c) unreasonable d) adjustable Ans :

Textual Exercises

1. Answer the following questions in one or two sentences each.

a) Why did the lady think she was entitled to walk down the middle of the road?

The lady thought that she had liberty to walk wherever she liked.

b) What would be the consequence of the old lady's action?

The old lady's action would lead to a great confusion of the traffic. There was every possibility of risk to her life.

c) What does the 'rule of the road' mean?

The 'rule of the road' means that in order to preserve the liberties of all, the liberties of everybody must be curtailed.

d) Why should individual liberty be curtailed?

Individual liberty should be curtailed for a social order.

e) How would a reasonable person react when his actions affect other person's liberty?

A reasonable person would reflect that if the policeman did not interfere with him he would interfere with no one and the result would be utter chaos.

f) Define 'liberty' as perceived by the author.

The author defines liberty as a social contract. It is an accommodation of interests.

g) According to the author, what are we more conscious of?

We are more conscious of the imperfections of others in the case of accommodating individual liberty to the liberty of others.

h) What is the foundation of social conduct?

A reasonable consideration of the rights or feelings of others is the foundation of social contract.

i) How can we sweeten our life's journey?

The little habits of common intercourse sweeten our life's journey.

j) What does the traffic policeman symbolize?

The traffic policeman symbolizes liberty and not tyranny.

2. Answer the following questions in three or four sentences each.**a) What is 'liberty' according to the old lady?**

According to the old lady, walking where she likes is her personal liberty. She thinks that people have got liberty now. She gives importance to individual liberty.

b) How would 'liberty' cause universal chaos?

If an individual asserts his liberty and ignores the liberty of others, it would cause universal chaos. If everybody gets in everybody's way nobody would reach anywhere.

c) Why is there a danger of the world getting 'liberty drunk'?

Everyone asserts his liberty and does what he likes to do. Everyone gets in everybody's way. Individual liberty is given priority. So there is a danger of the world getting 'liberty drunk'.

d) 'Curtailement of private liberty is done to establish social order' – Do you agree?

Yes, I agree to the point of view that curtailment of private liberty is done to establish social order. Liberty is a social contract. If everyone has his own way of asserting individual liberty, nobody would get anywhere. There will be utter chaos and confusion everywhere.

Additional**Answer the following questions.****a) What did the old lady fail to understand?**

The old lady failed to understand that if liberty entitled the pedestrian to walk down the middle of the road, it would create universal chaos.

b) Mention one or two examples to show that you are as free as you like.

I can go down the road in a dressing gown. I can dye my hair or wax my moustache as I like.

c) What happens when we step out of 'our kingdom'?

When we step out of our kingdom, our personal liberty of action becomes qualified by other people's liberty.

d) What does the author mean by 'insolence of office'? Do you think the policeman really shows insolence of his office?

'Insolence of office' refers to rudeness of power. The police man does not abuse his power in the process of controlling the traffic. If he does not interfere to control the traffic, there would be maelstrom and no one could cross the road.

- e) **Do you agree that our personal liberty of action becomes qualified by other people's liberty? How?**

In some matters we please ourselves and we need not get anyone's permission. But in public, our personal liberty of action becomes qualified by other people's liberty. One's liberty to blow the trombone must not interfere with the liberty of one's neighbours to sleep in quiet.

- f) **According to the author, what makes us civilized or uncivilized?**

A reasonable consideration for the rights or feelings of others is the foundation of social contract. It is in the small matters of conduct, in the observance of the rules of the road that we pass judgement upon ourselves. This makes us civilized or uncivilized.

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

- a) **What do you infer from Gardiner's essay 'On the rule of the Road'?**

Title	On the Rule of the Road
Author	A.G. Gardiner
Theme	Accommodation of our liberty to others' liberty

There is a danger of the world getting liberty-drunk in these days.

In the lesson 'On the Rule of the Road', Gardiner emphasises that liberty is not a personal matter but a social contract. According to him, the rule of the road means that the liberties of everybody must be curtailed for the liberties of all to be preserved. If everybody gets in everybody else's way, nobody will get anywhere. Individual liberty would become social anarchy. In matters which do not touch others' liberty we can be as free as we like. We can choose to go down the road in a dressing gown. We can go to bed late or get up early. We need nobody's permission in these matters. It is personal liberty. We can practise our trombone in our house without disturbing our neighbours. But if we do it in the street, the neighbours will raise objections. They will argue that our liberty to blow trombone must not interfere with their liberty to sleep in quiet. So we must accommodate our liberty to the liberties of others.

"They who can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety."

- b) **Explain in your own words, "what freedom means?".**

Title	On the Rule of the Road
Author	A.G. Gardiner
Theme	Accommodation of our liberty to others' liberty

When we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty.

Freedom means doing what is pleasing to us without interfering in freedom of others. Our freedom is restricted for the cause of social order. Freedom is not a personal matter. It involves the people around us or the people whom we come into contact with. We may have the freedom to dress anyway we like. We have the freedom to choose any religion to practice. In matters that do not infringe on others' freedom, we are absolutely free. We can listen to any song or watch any TV serial but when we tune at high volume, we offend our family as well as our neighbours whose freedom to be in quiet is breached by us. To maintain the freedom of all, the freedom of everybody must be curtailed or restricted. So freedom is a social contract.

Freedom is not a gift bestowed upon us by other men but a right that belongs to us by the laws of God and nature.

- c) "My right to swing my fist ends, where your nose begins." Elucidate with reference to, 'On the Rule of the Road'.

Title	On the Rule of the Road
Author	A.G. Gardiner
Theme	Accommodation of our liberty to others' liberty

When we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty.

Liberty is doing what we desire. We can dye our hair or wax our moustache. We can put on an overcoat and sandals. We can go to bed late or get up early. In these personal matters, we follow our fancy and need not expect anybody's permission. But when we come into contact with other people we cannot do everything we like. What we should do will be qualified by other's liberty. We may swing our fist in any way but our liberty to swing ends where someone's nose begins. We are supposed not to hit or hurt the person coming opposite. We should not disregard his liberty or his feelings. One can blow the trombone in the street but the liberty of his neighbours to sleep calmly should not be breached. So we must accommodate others' liberties to our liberty. This is the foundation of social contract.

Liberty is maintained by responsible freedom.

- d) Civilization can only exist when the public collectively accepts constraints on its freedom of action – Explain.

Title	On the Rule of the Road
Author	A.G. Gardiner
Theme	Accommodation of our liberty to others' liberty

In order that the liberties of all may be preserved, the liberties of everybody must be curtailed.

Civilization can only exist when liberty of the public is restricted. The liberties of everybody must be curtailed for the liberties of all to be preserved. One may choose to go down the street in a dressing gown. One may have a fancy for dyeing his hair or waxing his moustache. But in the presence of people liberties are restricted for the social order. We may blow the trombone provided nobody is disturbed. But if the neighbours argue that our freedom to play on the musical instrument interferes with their liberty to sleep calmly, they are justified. Unless all the people follow the traffic rule without asserting their liberty to choose to go any way they like, there will be utter chaos. None can reach anywhere. So the public must collectively accept constraints on its freedom so that the life journey will be sweet.

The love of liberty is the love of others; the love of power is the love of ourselves.

Additional

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

1. Where is the border between personal liberty and public liberty? Illustrate from the text.

Title	On the Rule of the Road
Author	A.G. Gardiner
Theme	Accommodation of our liberty to others' liberty

We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd.

In matters which do not breach the public liberty, we may be as free as we like. We need not seek anybody's permission when the choice of our liberty does not disturb or offend others. We must remember that 'my right to swing my fist ends, where your nose begins'. We might like to practise on the trombone from midnight till three in the morning. If I do it in my bed room my family will raise objections. If I play in the street my neighbour has every right to object to my liberty. So we must consider the feelings of those around us. Our personal liberty is restricted where the public liberty is regarded. So we have to accommodate our personal liberty to the liberties of others.

Liberty is a social contract.

2. Write a letter to your friend about the heated argument between the traffic constable and a car driver whose car was pulled up for violating the traffic signal.

15, Car Street,
Madurai - 5.

20th March, 2020.

Dear Bharathi,

Well and wish you the same. Let me narrate an interesting event I witnessed at Madurai Main Road signal yesterday.

The traffic constable had a tough time controlling the traffic because it was peak hour. On finding that a car driver ignored his signal and tried to cross the zebra crossing, the traffic constable stepped in the middle of the road and put out his hand. You may think that he is a symbol of tyranny. No, in fact he is a symbol of liberty. The driver was in a hurry. He thought that his car was pulled by the rudeness of office. He shouted that his liberty had been outraged. He angrily asked the police man how he dared to interfere with his free use of the public highway.

The police man was cool and composed. He pointed out that if he interfered with no one, the result would be chaos on the highway and nobody would get anywhere. Understanding the rationale behind his action, he apologized.

Don't you agree with me if I say that private liberty must be curtailed to enjoy a social order?

With luv,
xxx.

Vocabulary

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Pronunciation - Functional Stress

- There are many English words with the same spelling but pronounced in two different ways. Usually, when the first syllable is stressed, the word is a Noun and when the second syllable is stressed, the word is a Verb.
- For example the word 'contract', when it functions as a Noun will take the meaning 'commitment', while the same word, con'tract as a Verb, will take the meaning 'shrink'. Make a note on the change in the word stress also.

- a) Now the teacher will read the following words. Listen carefully to the stress in each word. Write against each word whether it is a noun or a verb and mark the stress.

'contract	-	Noun
'conduct	-	Noun
'object	-	Noun
'subject	-	Noun
'present	-	Noun
'desert	-	Noun
'project	-	Noun
'refuse	-	Noun
'address	-	Noun

con'tract	-	Verb
con'duct	-	Verb
ob'ject	-	Verb
sub'ject	-	Verb
pre'sent	-	Verb
de'sert	-	Verb
pro'ject	-	Verb
re'fuse	-	Verb
ad'dress	-	Verb

- b) The most noticeable difference between American and British English is in the vocabulary usage. There are hundreds of everyday words that are different.

For example, British call the front of a car the **Bonnet**, while Americans call it the **Hood**.

- c) Some British English words are given in column 'A'. Write their corresponding American English word in Column 'B.'

British English and American English Words

British	American
pavement	sidewalk
pull over	sweater
waist coat	vest
chips	french fries
flat	apartment
ground floor	first floor
underground	subway
queue	line
wind screen	wind shield
indicator	turn signal

British	American
time table	schedule
post	mail
holiday	vacation
autumn	fall
lift	elevator
nappy	diaper
full stop	full
loo	rest room
sweets	candies
bin	can

- d) Similarly there is a difference in the spelling of certain words between American and British English. In Column 'A' words are spelled in American. Write down the corresponding British English spelling for those words in column 'B'. (The first one is done for you)

A	B
odor	odour
program	programme
parlor	parlour
apologize	apologise
color	colour
check	cheque

A	B
theater	theatre
gray	grey
behavior	behaviour
humor	humour
labor	labour

Listening

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Listen carefully to the story being read out and answer the questions.

1. According to the father what kept the kite up?

a) the kite itself b) air c) the string d) father's skills

2. The string helped the kite to

a) withstand the pressure b) break free
c) crash d) soar high

3. To realize our full potential, we should

a) obey our elders b) follow a set of rules c) work hard d) plan well

4. A train should go on the _____ to reach its destination.

a) track b) line c) road d) path

5. To realize our full potential, we should

a) obey our elders b) follow a set of rules c) work hard d) plan well

6. Taking freedom in our own hands will lead to

a) self-discipline b) chaos c) a code of conduct d) freedom

7. The main idea of the passage is

a) the art of flying kites b) father's advice to his son
c) the importance of discipline d) the right to freedom

Answers						
1. b	2. b	3. b	4. a	5. b	6. b	7. b

Speaking

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- a) Everybody enjoys holidays but, when it comes to safety 'There is no holiday for safety'. Discuss in groups what safety measures one should take while driving a car/ two wheeler.

There is no holiday for safety

Road accidents have become a part of life. But we must avoid them by being extremely careful. While driving a two wheeler, the rider should follow the traffic rules religiously. First of all, he must wear the helmet, without which he may be doomed to meet his hell-mate. The pillion-rider

must also wear the helmet. Second, he must not use the mobile phone or any other electronic device while driving. Third, he must keep his attention on driving. He must not divert his attention towards the road side hoardings, posters or advertisements. It would be better not to engage in conversation with the pillion-rider. He must drive defensively according to the speed limit to be observed in certain zone. Focusing attention on sign boards, he must drive safely. Finally, he must avoid adventurism on the road.

b) Your school has arranged for a road safety campaign, Share a few ideas with your classmates which can be used during the campaign. For example 'Speed thrills but kills'.

- Safety first, speed next.
- Wear helmet, avoid hell-mate.
- Don't drink and drive.
- Don't use cellphone while driving.
- Obey the traffic signals, avoid death signal.
- Expect the unexpected : drive defensively.
- Focus on driving. Keep away distractions.
- Don't watch the hoardings or ads while driving.
- Minimum speed : maximum safety.
- Check your vehicle now and then.

Reading

Cyber Safety

Technology is a double-edged sword. In this day and age, it is not possible to restrict the children totally from using the digital technologies. But some sort of checks and balances should be maintained at all times.

Given below is a text on "Cyber safety" developed from the inputs received from Crime-Branch Crime Investigation Department (CBCID), Tamilnadu dated:05.12.2018. Read the text and answer the questions that follow.

Questions.

1. Which of the following should one avoid while using social media? Tick against the correct options.

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- | | |
|--|-------------------------------------|
| • Interacting with strangers on social media | <input checked="" type="checkbox"/> |
| • Avoid posting your picture as profile picture | <input checked="" type="checkbox"/> |
| • Forwarding Whatsapp messages without verifying facts | <input checked="" type="checkbox"/> |
| • Use a secure browser | <input type="checkbox"/> |
| • Entering passwords while using public network | <input checked="" type="checkbox"/> |

2. How can we identify insecure websites?

If the website URL starts only as http:|| we can identify that it is insecure.

3. Mention any three details that should not be revealed in public domain.

1. Any passwords.
2. Credit Card / Debit Card details.
3. Bank Account / Credentials.

4. What should parents do to ensure cyber safety for their wards ? (Any three points)

- The parents should set a fixed time during which children may be allowed to surf the internet.
- They should not keep the computer in a secluded part.
- They should make it a habit of checking browsing history/ hidden files / apps installed etc., on the computer / device to monitor the activity of their children.

5. Why is it not advisable to play online games?

It is not advisable to play on-line games as it will distract their attention from studies and lead to addiction, homicide or suicide.

6. Pick out words which mean the same as

- | | |
|----------------------------------|-------------|
| a) stop doing something (para 1) | - desist |
| b) place or fix (para 2) | - installed |
| c) not protected (para 2) | - insecure |
| d) keep a check on (para 3) | - monitor |

Grammar**Agreement of the subject with the verb**

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Task 1**I. Choose the correct option and complete the sentences.**

- Manoj _____ (was, were) present along with his parents.
- Each of these boys _____ (has, have) passed.
- Neither Lekha nor Leela _____ (has, have) been selected.
- Every man, woman and child _____ (was, were) happy.
- One of the machines _____ (is, are) defective.
- A number of books _____ (is, are) missing.
- Seker or his brothers _____ (has, have) done it.
- To make a promise and then not to keep it _____ (is, are) dishonesty.
- One or the other of those men _____ (has, have) lodged a complaint.
- Each leaf and each flower _____ (was, were) stripped off the tree.

Ans: was

Ans: has

Ans: has

Ans: was

Ans: is

Ans: are

Ans: have

Ans: is

Ans: has

Ans: was

Task 2

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II. Identify the errors in each of the following sentences and rewrite them Correctly.

- Either Shyam or Ram have to pay the fine.
Either Shyam or Ram has to pay the fine.
- Abdul as well as Karim deserve praise.
Abdul as well as Karim deserves praise.
- Ten thousand rupees a month are an insufficient income.
Ten thousand rupees a month is an insufficient income.
- Many a student were awarded at the function.
Many a student was awarded at the function.
- Neither Veena nor her sisters has been informed of the accident.
Neither Veena nor her sisters have been informed of the accident.

6. Mithra as well as her daughters enjoy singing.
Mithra as well as her daughters **enjoys** singing.
7. You, who is my friend, should help me.
You, who **are** my friend, should help me.
8. My scissors is missing.
My scissors **are** missing.
9. A variety of pleasing objects charm the eye.
A variety of pleasing objects **charms** the eye.
10. Sixty miles are a long distance.
Sixty miles **is** a long distance.

Writing

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Describing a process

Task 1

Preparation of apple juice

You plan to delight your parents and sister, serving them chilled apple juice. Here is the process: (Complete the sentences with the right form of the verbs)

Four or five apples **are taken** (take) and **washed** (wash) well. They **are wiped** (wipe) dry and cut into pieces of medium size. The seeds **are removed** (remove). Then the apples **are put** (put) into the mixer. Some milk **is added** (add). The apples **are crushed** (crush) and a fine liquid **is obtained** (obtain). This liquid **is filtered** (filter) and the juice **is stored** (store) in the refrigerator. It is **taken** (take) out whenever needed, and after adding sugar, it **is served** (serve) in cups.

Task 2

Installing a computer

The description of installing a computer in your study room is given in the form of jumbled sentences. Rearrange the sentences in the right order and form a coherent paragraph.

1. Once you connect the CPU, connect the keyboard and mouse.
2. Before turning on the power, check that all parts are connected to the CPU.
3. First open the box and take out the computer parts.
4. Plug both the computer and the monitor with a power cord.
5. Set the computer on a table or flat surface.
6. Finally turn on the power.

Answer :

First open the box and take out the computer parts. Set the computer on a table or flat surface. Once you connect the CPU, connect the keyboard and mouse. Plug both the computer and the monitor with a power cord. Before turning on the power, check that all parts are connected to the CPU. Finally turn on the power.

Task 3

Attempt a description of the following processes, in about 100 words each, either using the imperative or the passive.

1. Preparing your favourite dish**Preparing a favourite dish**

- Take a bowl and mix fennel seeds, mustard seeds, cumin seeds and asafoetida.
- Heat oil in another pan.
- Add the seed mixture.
- Add small pieces of onion when crackling sound is heard.
- Saute till the onions turn pink.
- Add paneer, turmeric, chilli and pepper.
- Stir for sometime.
- Add coriander and salt.
- Bring them to a boil.
- Serve Achaari Paneer hot.

2. Organising a birthday party in your house**Organising a birthday party in the house**

- Prepare a list of friends, relatives and neighbours to invite.
- Collect their phone numbers.
- Order a big birthday cake and milk chocolates.
- Arrange for tea according to the number of people invited.
- Buy colour papers or festoons.
- Decorate the hall where the party will be held.
- Invite the people two days before the birthday party.
- Buy ready-made garments and wear them on the birthday.
- Cut the cake and distribute the pieces of cake and chocolates.
- Serve tea after getting blessings.

3. Sending a letter by courier service**Sending a letter by courier service**

The letter is put in an envelope which is stuck with gum. The address of the receiver is written on the front side. The address of the sender is written on the reverse side of the envelope. It is taken to a courier service office. It is weighed. Money is paid according to the weight of the envelope. The bill with the details of the envelope is obtained.

4. Obtaining a demand draft from a bank**Obtaining a DD from a bank**

- Collect a DD application.
- Fill in the details such as the sender's address and the beneficiary's address.
- Mention the exact sum of money to be sent and add the commission amount.
- Mention the mode of payment either in cash or by cheque.
- Mention the place where the DD can be encashed.
- Affix your signature and hand over the form to the clerk.
- Obtain a counterfoil and wait for your Demand Draft.



UNIT 6

POEM

Incident of the French Camp

- Robert Browning

Warm up

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Have you played chess or watched the game carefully?

Yes, I have played chess.

Now identify the chess pieces and complete the table blow. Discuss the role of each piece in the game.



- The King can move one space in any direction. He can never move in to check.
- The Queen is placed next to the king. Like the king, she can move in any direction. She can move any number of spaces in any direction.
- The Bishops can move along the diagonals of the chessboard. One Bishop starts on a white square and the other starts on a black square.
- The Knights / Horse move in an L-shape.
- The Rooks can move up and down the board.
- The pawn has the option to move forward one space or two spaces. After this move, they can move one space forward.

Summary

The poem, 'Incident of the French Camp' by Robert Browning describes an act of bravery. During the attack of the French Army on Ratisbon, a city in Austria, Napoleon was anticipating the result. He was watching the war standing on a mound near the battle field.

Suddenly, a young soldier was found riding towards the mound. He showed no sign of pain. With a smile of joy, he jumped off the horse. He exclaimed with pride that Ratisbon had been conquered. He himself had hoisted the French flag there. On hearing the happy news, Napoleon's plans soared up like fire. But his

eyes softened when he saw that the soldier was fatally wounded. Like a concerned mother eagle seeing the bruised eaglet, Napoleon asked him if he was wounded. The valiant soldier said that he was killed. Smiling, he fell dead.

Glossary

Page 192

stormed	– sudden violent attack	Lannes	– Duke of Montebello, a general in Napoleon's army
Ratisbon	– (German Regensburg) a city in Austria	bridle	– the head gear used to control a horse
mound	– hillock/ hill	compressed	– pressed together
out-thrust	– extended forward	anon	– soon
fancy	– imaging	flag- bird	– the imperial eagle on the French flag
prone	– inclined downward	perched	– sat on, rested
oppressive	– harsh, domineering	sheathes	– covers
mused	– thought deeply		

Additional Glossary

storming day	– impressive and exciting day	erect	– straight
soar	– fly high in the sky	scarce	– little
yonder	– something that is not near you	flap	– move quickly up and down
'twixt	– between	flashed	– shine brightly
battery smokes	– smoke from large guns used together	presently	– soon
bound on	– running or jumping taking large steps	bruised	– harmed
bound			
galloping	– running at its fastest	nay	– no / not
flung	– threw		

Textual Exercises

1/ Fill in the blanks choosing the words from the box given and complete the summary of the poem.

The poet Robert Browning narrates an incident at the French Camp in the war of 1809 between France and Austria, in a (a) **dramatic** version. He describes the brave action of a (b) **valiant** soldier, whose heroic devotion to duty and his (c) **pride** in it is inspiring and worthy of (d) **admiration**.

During the attack of the French army on Ratisbon, Napoleon was anxious about the (e) **result**. Austrians were defending Ratisbon with great (f) **determination** and courage. Napoleon was watching the war standing on a (g) **mound** near the battlefield.

All of a sudden a rider appeared from the closed smoke and dust. Riding at great speed, jumping and leaping, he approached the mound where Napoleon stood. As he came closer, the narrator noticed that the rider, a young boy, was severely wounded. But the rider showed no sign of pain and smiling in joy, jumped off the horse and gave the happy news of (h) **victory** to the emperor.

He exclaimed with pride that the French had (i) **conquered** Ratisbon and he himself had hoisted the flag of France. When Napoleon heard the news, his plans (j) **soared** up like fire. His eyes (k) **softened** when he saw that the soldier was severely wounded. Like a caring mother eagle, the emperor asked if he was wounded. The (l) **wounded** soldier replied proudly that he was killed and died heroically.

determination	pride	wounded	conquered
result	admiration	mound	soared
dramatic	softened	victory	valiant

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

a. Who do you think is the narrator of the poem?

One of the French soldiers is the narrator of the poem.

b. Where was the narrator when the incident happened?

The narrator was in the French Camp when the incident happened.

c. Who took the city of Ratisbon by storm?

The French army took the city of Ratisbon by storm.

d. Where was Napoleon standing on the day of attack on the city of Ratisbon?

Napoleon was standing on a little mound near the battle field.

e. Describe the posture of Napoleon.

Napoleon was standing with his neck out-thrust, legs wide and arms locked behind.

f. Who came galloping on a horse to Napoleon?

A young soldier came galloping on a horse to Napoleon.

g. What does the phrase 'full galloping' suggest?

The phrase, 'full galloping' suggests that the horse is running at its fastest.

h. Why was the rider in a hurry?

The rider was in a hurry to give the happy news of victory to the emperor.

i. What did the rider do when he reached Napoleon?

The rider exclaimed with pride that French had conquered Ratisbon and he himself had hoisted the flag of France.

j. Why did the rider keep his lips compressed ?

He wanted to block the flow of blood from his mouth. So he kept his lips compressed.

k. Where did the rider plant the French flag after Ratisbon was captured?

After Ratisbon was captured, the rider planted the French flag in the market-place.

l. What was Napoleon's reaction on hearing the news of victory?

Napoleon's eyes flashed and his plans soared up like fire when he heard the news of victory.

m. When did the narrator find that the boy was badly wounded?

When the boy kept his lips compressed to prevent the flow of blood from his mouth, the narrator found that he was badly wounded.

n. Why did Napoleon's eyes become soft as a mother eagle's eyes?

Napoleon's eyes became soft when he found that the young soldier was wounded.

o. **How did the young soldier face his end?**

He faced his end courageously and proudly.

3. **Literary Devices.**

"Alliteration is the repetition of the same consonant sound in successive or nearby words." Note that in alliteration the sound and sense go together.

a. **Mark the rhyme scheme of the poem. The rhyme scheme for the first stanza is as follows:**

<i>With neck out-thrust, you fancy how,</i>	– a
<i>Legs wide, arms locked behind,</i>	– b
<i>As if to balance the prone brow</i>	– a
<i>Oppressive with its mind.</i>	– b

Additionala. **Find the rhyme scheme of the following lines :**

<i>As if to balance the prone brow</i>	– a
<i>Legs wide, arms locked behind,</i>	– b
<i>With neck out-thrust, you fancy how,</i>	– a
<i>Oppressive with its mind.</i>	– b

b. **Pick out the words in alliteration.**

stood, s torning - day	held, h imself
legs, l ocked	m arshal, m arket-place
b alance, b row	f lag-bird, f lap
w aver, w all	s oftened, s heathes
b ound, b ound	b ruised, b reathes

4. **Read the lines given below and answer the questions that follow:**

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- a) *"Legs wide, arms locked behind,
As if to balance the prone brow
Oppressive with its mind".*

i. **Whose action is described here?**

Napoleon's action is described here.

ii. **What is meant by prone brow?**

The phrase, 'prone brow' means eye brow inclined downward. It conveys anxiety and concern.

iii. **What is his state of mind?**

Napoleon was anxious.

- b) *"You're wounded!" 'Nay', his soldier's pride
Touched to the quick, he said:*

i. **Why did the boy contradict Napoleon's words?**

The boy felt proud to die for his country. So he contradicted Napoleon's words by saying that he was killed and not wounded.

ii. Why was his pride touched?

His pride was touched to the quick when Napoleon asked him whether he was wounded.

- c) *"A film the mother-eagle's eye
When her bruised eaglet breathes"*

i. Who is compared to the mother eagle in the above lines?

Napoleon is compared to the mother eagle.

ii. Explain the comparison.

The concerned mother eagle sees her bruised eagle that breathes painfully. Likewise Napoleon worriedly looks at the wounded soldier.

Additional

Read the lines given below and answer the questions that follow :

1. *"Just as perhaps he mused, 'My plans'
That soar, to earth may fall,
Let once my army leader Lannes
Waver at yonder wall".*

i. Why did Napoleon think that his plans that soared might fall to earth?

Napoleon was anxious about the result as Austrians were defending Ratisbon. So he feared that his plans that soared might fall to earth.

ii. Find the rhyme scheme of the above lines.

abab.

2. *"Out 'twixt the battery - smokes there flew
A rider, bound on bound
Full - galloping".*

i. Who was riding at his fastest?

A young soldier was riding at his fastest.

ii. What does the phrase 'Full-galloping' mean?

The phrase, 'Full-galloping' means the horse was running at its fastest.

3. *You hardly could suspect*
(So tight he kept his lips compressed scarce any blood came through)

i. What could one hardly suspect?

One could hardly suspect that he was wounded.

ii. Why did the young soldier keep his lips compressed?

The young soldier kept his lips compressed to prevent the flow of blood from his mouth.

iii. What happened to the rider?

He was wounded in the war.

4. *"And you'll be there anon,
To see your flag - bird flap his vans
When I, to heart's desire
Perched him"!*

i. Who does 'you' refer to?

'You' refers to Napoleon.

ii. Who hoisted the flag? Where?

The young soldier hoisted the flag in the market-place.

iii. Pick out the words in alliteration.

flag - bird, flap.

5. Explain the following lines with reference to the context. (ERC)

- i. *"Then off there flung in smiling joy,
And held himself erect"*

Reference :

These lines are taken from the poem, 'Incident of the French Camp' written by Robert Browning.

Context :

The poet emphasises the pride of the young soldier.

Explanation :

When Napoleon was standing on a mound and watching the war between France and Austria, he saw a young soldier approaching him. A young soldier appeared from the battery - smokes. Riding at great speed, he jumped off his horse. He was smiling out of joy. He stood straight with the help of the horse's mane. He approached the mound where Napoleon was standing to announce the happy news of victory.

- ii. *"I'm killed, Sire! And, his Chief beside,
Smiling, the boy fell dead".*

Reference :

These lines are taken from the poem 'Incident of the French Camp' written by Robert Browning.

Context :

The poet utters these words to bring out the courage and pride of the young soldier.

Explanation :

The young soldier was severely wounded. In spite of it, he rode fast and approached Napoleon to give the news of victory. The young soldier kept his lips compressed to prevent the flow of blood from his mouth. He exclaimed with pride that French had conquered Ratisbon. Hearing the news, Napoleon became extremely happy. But his eyes softened when he saw that the soldier was severely wounded. The soldier felt proud to say that he was killed and fell dead with a smile.

- iii. *"To see your flag-bird flap his vans
Where I, to heart's desire, Perched him!"*

Reference :

These lines are taken from the poem 'Incident of the French Camp' written by Robert Browning.

Context :

The poet utters these words to bring the news of victory through the young soldier.

Explanation :

The young soldier informed Napoleon that French had conquered Ratisbon. The French army had a tough battle at Ratisbon. Finally they conquered Ratisbon. The young soldier himself had hoisted the French flag in the market place.

Additional

Explain the following lines with reference to the context. (ERC)

1. *"With neck out-thrust, you fancy how
Legs wide, arms locked behind
As if to balance the prone brow
Oppressive with its mind".*

Reference :

These lines are taken from the poem 'Incident of the French Camp' written by Robert Browning.

Context :

These lines come in the beginning of the poem. The poet wants to show how Napoleon stood with anxiety.

Explanation :

During the attack of the French army on Ratisbon, Napoleon was anxious about the result. Napoleon was watching the war standing on a mound near the battle field. He had his neck thrust forward. His legs were wide and his arms were locked behind. It seemed as if they balanced the brow that was inclined downward, stifling with its mind.

2. *"A rider, bound on bound
Full - galloping : nor bridle drew
Until he reached the mound".*

Reference :

These lines are taken from the poem 'Incident of the French Camp' written by Robert Browning.

Context :

The poets wants to express how gallantly the rider was coming to meet the emperor.

Explanation :

As Napoleon was anxiously standing on mound near the battle field, a young soldier was riding his horse towards the mound. A young soldier appeared from the closed smoke and dust. He was riding at great speed. Jumping and leaping, he approached the mound where Napoleon stood.

3. *"The chief's eye flashed : but presently
Softened itself, as sheathes
A film the mother - eagle's eye
When her bruised eaglet breathes".*

Reference :

These lines are taken from the poem 'Incident of the French Camp' written by Robert Browning.

Context :

These lines appear at the end of the poem. They clearly tell the concern of the emperor on the young soldier.

Explanation :

Napoleon became extremely happy to receive the news of victory. But he saw something wrong with the young soldier who brought the happy news. Napoleon's eyes became bright when the

young soldier gave him the news of victory. But soon his eyes softened when he saw that the soldier was severely wounded. Like a caring mother eagle which sees her bruised eaglet, Napoleon was concerned. He asked him if he was wounded.

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

a) The young soldier matched his emperor in courage and patriotism. Elucidate your answer.

Poem	Incident of the French Camp
Poet	Robert Browning
Theme	Patriotism

*To see your flag-bird flap his vans
Where I, to heart's desire,
Perched him!"*

The young soldier, though wounded fatally, became determined to convey the happy news of victory to Napoleon. He rode the horse at his fastest. He approached the mound where the emperor was standing. He kept his lips compressed in order to prevent the flow of blood from his mouth. His breast was shot in two but he was courageous enough to conceal his severe wound. He showed little sign of pain. Smiling in joy, he jumped off the horse and gave the happy news of victory to the emperor. He exclaimed with pride that French had conquered Ratisbon and he himself had hoisted the flag of France. When Napoleon heard the news, his eyes flashed. But presently, he became concerned. He asked if he was wounded. The wounded soldier proudly said that he was killed. Indeed he died heroically.

*My plans
That soar, to earth may fall
Let once my army leader Lannes
Waver at the yonder wall*

b) What is the role of the young soldier in the victory of the French at Ratisbon?

Poem	Incident of the French Camp
Poet	Robert Browning
Theme	Patriotism

*'Well', cried he, 'Emperor, by God's grace
We've got you Ratisbon!*

The young soldier fought courageously at Ratisbon. After French army had conquered Ratisbon, he himself hoisted the flag of France. He longed to convey the happy news of victory to the emperor. He wanted to be the first to announce the news of victory. Despite severe wounds he rode on his horse back at his fastest. He concealed his wounds and kept his lips compressed. He showed no sign of pain. He approached the mound where Napoleon was standing. He exclaimed with joy and pride that French had conquered Ratisbon. He fell dead heroically.

*To see your flag-bird flap his vans
Where I, to heart's desire,
Perched him!"*

c) Napoleon was a great source of inspiration to his army. Justify.

Poem	Incident of the French Camp
Poet	Robert Browning
Theme	Patriotism

*Then off there flung in smiling joy
And held himself erect.*

During the attack of the French army at Ratisbon, Napoleon's army was attacking Ratisbon with determination. He was standing on a mound near the battle field. He had his neck out-thrust with legs wide and arms locked behind. It shows that he was standing majestically though he thought that his plans might fall to earth. Outwardly he did not show any sign of worry or desperation. When the young soldier announced the happy news of victory, his eyes became bright. His plans soared up like fire. Presently his eyes softened when he saw that the soldier was severely wounded. Like a caring mother eagle watching her bruised eaglet he asked the soldier if he was wounded. His posture and action proved that he was august and awe-inspiring. No doubt he was a great source of inspiration to his army.

*'You're wounded!' 'Nay', his soldier's pride
Touched to the quick, he said:
'I'm killed, Sire!'*

Additional

Answer the following question in about 100–150 words.

1. Narrate the Incident of the French Camp.

Poem	Incident of the French Camp
Poet	Robert Browning
Theme	Patriotism

*A mile or so away
On a little mount, Napoleon
Stood on our storming day*

The poem, 'Incident of the French Camp', narrates an actual event in the war in 1809 between France and Austria.

Napoleon was standing on a mound near the battle field. He was anticipating the result of the battle. He said to himself that all his ambitious plans would come to nothing if Lannes failed to storm Ratisbon. All of a sudden a young soldier appeared from the closed smoke. Riding at great speed, he approached the mound where Napoleon was standing. He was severely wounded. He kept his lips compressed to prevent the flow of blood from his mouth. He jumped off the horse and announced

the happy news of victory. He exclaimed with pride that French had conquered Ratisbon and he himself had hoisted the flag of France. When Napoleon heard this news, his plans soared up like fire. Instantly, his eyes softened when he saw that the soldier was wounded. Napoleon asked him if he was wounded. He replied proudly that he was killed. Saying this, he fell dead heroically.

*'I am killed, Sire!' And his chief beside,
Smiling, the boy fell dead.*

Listening

Page 195

Some words have been left out in the poem below. First, read the poem. Then, fill in the missing words on listening to the reading or the recording of it in full. You may listen again, if required.

The Drum

John Scott (1731 - 83)

I hate that drum's discordant sound,
Parading round, and round, and round:
To thoughtless youth it pleasure yields,
And lures from cities and from fields, sell their liberty for charms
Of tawdry lace, and glittering arms;
And when Ambition's voice commands,
To march, and fight, and fall, in foreign lands .
I hate that drum's discordant sound,
Parading round, and round, and round;
To me it talks of ravag'd plains,
And burning towns, and ruin'd swains,
And all that Misery's hand bestows,
To fill the catalogue of human woes.



UNIT 6

SUPPLEMENTARY

Remember Caesar (Play)

- Gordon Daviot

Warm up

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Study the title of the play "Remember Caesar". Who is Caesar? What is he remembered for? Let us go through the pages of history succinctly to answer the above questions.



- Julius Caesar was a brilliant military general and great Roman monarch.
- He was born on the 13th of July in 100 BC (BCE).
- He created the Julian calendar which is the basis for today's calendar.
- He was assassinated by a group of Roman senators in 44 BC (BCE).
- The day that Julius Caesar was murdered, 15 March, was called the Ides of March in ancient Rome.

Summary

The play, 'Remember Caesar' is about a pompous and proud judge, who fears a life threat after he discovers a message, 'Remember Caesar' scribbled on a piece of paper in his pocket.

Once Lord Weston and Roger, his assistant were talking in the morning. He said that as a judge he had won honours by hard work. He did not like Roger to ask for a half holiday. Suddenly he took out a scrap of paper from his pocket. Reading the words 'Remember Caesar' written on it, he felt horrified. Coming to know from Roger that it was the fifteenth of March, he jumped to conclusion that someone was going to kill him. He remembered a man having brushed against him the previous day as he was leaving the court. He asked Roger to go downstairs to lock and chain all the doors and send the cook and the gardener away.

In the meantime, Lady Weston came in. Weston said that her husband's life was in grave danger. Lady Weston sarcastically told him that the last time it was in danger he had been eating meat. When she read the words on the piece of paper, she just asked him if it was a riddle. When Weston mentioned the date, she coolly said that it was his sister's birthday. Lord Weston was angry with her lightness of mind. He told her that all the doors would be locked and none would be allowed to enter the house. She light-heartedly said that a boy was coming with groceries. Weston was wondering if a little pepper was more to her than her husband's life. But she replied that it was not pepper but it was flour. She would see that all the downstairs windows were shuttered and the groceries could be hauled through an open window. Then she left the room. The package seen by Lord Weston contributes to the humour of the play. He thought that it might explode. He put it in a pail of water. Then he put six books in it. When asked what the parcel contained, Lady Weston said that it was his new velvet cloak.

In a few minutes, there was a loud knocking on the front door downstairs. Both Roger and Weston became alert. Weston asked Roger not to open the window to see who the visitor was. Roger brought a stool and climbed on it. To his surprise, he found Mr. Caesar knocking at the door. He was to come to see Weston that morning about rose trees. Roger reminded Weston that he had made a note of it. Now Weston realized that the words, 'Remember Caesar' were written by himself.

Glossary

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twiddling my thumbs	– being idle
Charles II	– King of England from 1660 to 1685
foot pad	– highway-man (robber) who goes about on foot (highwaymen on horseback were more common in those days)
game pie	– meat (of animals or birds hunted and killed) covered with pastry and baked
lawdamussy	– an exclamation (lord have mercy)
minutiae	– minute details (often trivial)
gingerly	– carefully
infernal	– a concealed or disguised explosive device intended to destroy life or property
ilex tree	– evergreen oak tree also called holm oak
foil	– to frustrate or thwart the efforts of the assassin (i.e. to kill himself by handling that rusty pistol is a poor way of outwitting the assassin)
excursions and alarms	– (alarms and excursions) noise and bustle (as those made on the stage to represent battles etc.)

Additional Glossary

earnest	– serious	prompt	– immediate
conscientious	– working hard and careful	heedless	– careless
lure	– attraction	hinder	– prevent
blissfully	– pleurably	orderly	– well-behaved / correctly organised
gradually	– slowly	vague	– unclear
intention	– idea	pompousness	– behaving in a serious manner
diligence	– carefulness	pursues	– follows
zealous	– full of great energy and enthusiasm	piracy	– the crime of selling illegal copies of books or videos
impartial	– not influenced by one particular person	treason	– disloyalty
gracious	– beautiful	curiosity	– eagerness
unbecoming	– unsuitable	malice	– ill-will
pause	– stop	grave	– serious
discourse	– talk	amending	– changing
apparent	– clear	pail	– bucket
straining	– taking pains	agitation	– a feeling of being upset

assassination	– the murder of an important person	incursion	– sudden attack on an area
scrawl	– untidy, careless writing	drowned	– sink under water and die
venomous	– poisonous	dismay	– the feeling of being disappointed
deplored	– dislike something very much	obscure	– vague
mob	– uncontrolled crowd	snapping	– cutting
embarrassed	– feeling delicate	lurking	– hiding
frivolous	– light - hearted	peering	– looking very carefully
candelabra	– large candle stick	momentarily	– for a moment
faint	– unclear light or sound	casement	– a window that swings open like a door
posterity	– future generation	precarious	– likely to change
trifles	– unimportant things	crumpled	– crush something such as paper or cloth
ruefully	– sorrowfully	dazed	– unable to think clearly

Textual Exercises

1. Complete the summary of the play, choosing the appropriate words from the list given below the passage. Page 206

Lord Weston was a (1) well-known judge in England. Being pompous and vain, he told his secretary Roger that he had attained glory by hard work and (2) zealous service. He expressed his displeasure over Roger's request for a half-holiday. Suddenly, he discovered a piece of paper with the words (3) Remember Caesar in his pocket, and he feared that the message was a warning conveyed by his enemies who had received legal punishments from him. As the message was sent on the 15th of March, (the day Julius Caesar was assassinated), he was (4) convinced that someone affected by his fair judgement was plotting his murder. Sensing the definite attack, Lord Weston ordered his secretary to (5) shut all the doors and windows. But his wife remained (6) unperturbed by the threat. So, Lord Weston was angered by her (7) callous reaction. He ordered Roger to send the cook and the (8) gardener away. Both Weston and Roger took elaborate precautionary measures to thwart the (9) assassination attempt. Finally, Weston was able to recollect that he had written the message "Remember Caesar" himself as a (10) reminder. Caesar was actually a gardener who had an appointment to visit Weston's garden. The play revolves around Weston's absent-mindedness which is the crux of the play.

callous	unperturbed	well-known	gardener	reminder
zealous service	Remember Caesar	assassination	shut	convinced

2. Based on your understanding of the text, answer the following questions briefly.

a. How did Lord Weston describe himself?

Lord Weston described himself as the best - known certainly the most impartial judge in England and a favoured servant of his gracious majesty, Charles, the Second.

b. How did Roger react to Lord Weston's advice?

Roger said that if Weston did not need him that afternoon, he might personally interview the clerk of the Awards Committee and find out why he had not sent that document.

c. What made Lord Weston think that his life was in danger?

Lord Weston saw the words, 'Remember Caesar' on a scrap of paper which he took out of his pocket. He feared that the message was a warning conveyed by his enemies who had received legal punishments from him.

d. Why was the speaker keen to know what day it was?

When Weston read the words 'Remember Caesar' written on a scrap of paper, a horrible idea occurred to him. The words reminded him of Caesar's murder and so he was keen to know what day it was.

e. Mention the immediate steps taken by Lord Weston to protect himself from his assassin.

Weston asked Roger to go downstairs at once and look, bar and chain all the doors.

f. Do you think that Lady Weston did not care about the threat to her husband? State reasons.

Yes, Lady Weston did not care about the threat to her husband. When Weston said that his life was in grave danger, Lady Weston coolly said that the last time it was in danger, he had been eating meat. When Weston mentioned assassination, he said that he always wanted to be a great man and now he had got his wish.

g. How did Lord Weston 'defuse' the 'infernal machine'?

Lord Weston asked Roger to bring the wooden pail of water. He inserted the parcel lengthwise into the pail. He asked Roger to bring the books from the shelf and plunge them into the water. Thus he defused the 'infernal machine'.

h. Whose life was of 'great value' to England? In what way?

Roger's life was a great value to England. There were still great things for him to do in the world. He must live and write Weston's life for posterity.

i. Why did the speaker consider his life less important?

The speaker had had his life and he was very old as well. So the speaker considered his life less important.

j. Who reminded Lord Weston about Mr. Caesar?

Roger reminded Lord Weston about Mr. Caesar.

k. What was the truth about the crumpled piece of paper?

Lord Weston made a note 'Remember Caesar' on a piece of paper and put it in his pocket. So it was not thrust into his pocket by any body else.

l. Bring out the irony in the message "Remember Caesar".

Lord Weston thought that the message 'Remember Caesar' was a threat to him. The date on which he saw the message was the fifteenth of March, the date of the murder of Caesar. He feared that his life was in grave danger but the message had been actually written by himself. It was about Mr. Caesar, who was to come to see him that morning about rose trees. This is the irony in the message, 'Remember Caesar'.

3. Based on your understanding of the play, complete the Graphic Organiser (GO) Suitably.

Title : Remember Caesar

Author : Gordon Daviot

Setting

a house in London - room with fire place, a table of books and papers.

Characters

- Lord Weston, a judge
- Lady Weston, Weston's wife
- Roger Chetwynd, Weston's assistant.
- Mr. Caesar

Climax

The message, 'Remember Caesar' was written by Lord Weston himself. It was not a threatening message by some criminal but a reminder about the arrival of one Mr. Caesar, who was to come to see Lord Weston about rose trees.

Humorous elements

- The message 'Remember Caesar' written by Lord Weston himself grips him with the icy hands of panic.
- It was just a reminder about one Mr. Caesar, who was to come to see the judge about trees.
- Lady Weston's light hearted talk about the message was in contrast with the serious tone of Lord Weston.
- Defusing the infernal machine, a parcel that actually contained new velvet cloak for the judge.

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

- a) "Remember Caesar" is a light hearted comedy. Discuss the statement in a group and identify various aspects such as title, plot and characterisation that contribute to the humour in the play.

humour and irony - 'Remember Caesar' written on a scrap of paper - Weston misunderstood - fifteen of March - life in danger - Roger - reminds him of Caesar - written by Weston - steps taken - light hearted talk of Mrs. Weston - infernal machine - a parcel of velvet cloak

Title	Remember Caesar
Author	Gordon Daviot
Theme	Beware of absent-mindedness

'Remember Caesar' is full of humour and irony. The title reminds the readers of the great Roman Monarch, Julius Caesar. The words 'Remember Caesar' written on a scrap of paper, seems to Lord Weston a threatening message. The date of seeing the message is the fifteenth of March, the date of the murder of Julius Caesar. So, Lord Weston jumps to conclusion that his life is in great danger as some one has plotted to murder him. But finally, Roger reminds him about a man by name Mr. Caesar. Weston recollects that he himself has written the message. The precautionary steps taken by Weston and the light-hearted talk of Mrs Weston add humour to the play. When Weston tells Lady Weston that her husband's life is in grave danger, she is cool and calm enough to say that the last time it was in danger, he had been eating meat. Readers burst into laughter when Lord Weston tries to defuse the infernal machine, thinking that it will explode at any time. It is nothing but a parcel of velvet cloak for Weston. Thus the title, plot and characterization contribute humour to the play.

Blessed are the forgetful for they get the better even of their blunders.

b) Compare the character traits of Lord Weston and his wife.

Weston, famous judge – best known – favourite to Charles II – hard work and zealous service – boasts himself – absent minded – ‘Remember Caesar’ – forgot – no bribe – no twisting of law – firm – fear to think about ‘Remember Caesar’ – desperate to save himself – Lady Weston, excellent homemaker – practical simplicity – intelligent – charming – light-hearted – witty remarks – tease her husband – calm and composed – sarcastic

Title	Remember Caesar
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Lord Weston was a famous judge in London. He described himself as the best-known and certainly the most impartial judge in England and a favoured servant of his gracious majesty, Charles the Second. He was pompous and proud to say that he won his honours by hard work and zealous service. He was absent-minded at times. That is why he had forgotten that he himself had written the message, ‘Remember Caesar’. He refused to be bribed. He had never twisted the law to please the mob. He was very firm that he should not please them by dying on the day of their choice. Credulity was his flaw. Fear gripped him when he read the message and he was desperate enough to protect himself.

Lady Weston was an excellent homemaker. She was known for her practical simplicity, intelligence as well as malice. She was charming. She had a light - hearted approach to the problem her husband was facing. Her remarks were frivolous, intended to tease and taunt him. It seemed that she was callous but cool, calm and composed. Sarcasm was her forte.

c) Group Work

The play revolves around a ‘perceived threat’ and how Lord Weston and Lady Weston react to it. Let’s reverse their roles. Imagine a panic-stricken Lady Weston and a frivolous Lord Weston. Read the following piece of dialogue from the play and rewrite it to suit the changed roles.

- Lady Weston** : My dear, your wife’s life is in great danger.
- Lord Weston** : The last time it was in danger you had been tasting the home-made sweets. What is it this time?
- Lady Weston** : ‘[annihilating his flippancy with one broad side] : Assassination’.
- Lord Weston** : Well, Well! You always wanted to be a great lady and now you have got your wish.
- Lady Weston** : What do you mean?
- Lord Weston** : They don’t assassinate nobodies.
- Lady Weston** : (Showing him the paper) : Read that, and see if you can laugh.
- Lord Weston** : I’m not laughing. (Trying to read) : What a dreadful scrawl!.
- Lady Weston** : Yes, the venomous scribbling of an illiterate.
- Lord Weston** : (deciphering) ‘Remember Caesar’. Is it a riddle?
- Lady Weston** : It is a death warrant. Do you know what day this is ?
- Lord Weston** : Thursday.
- Lady Weston** : What day of the month?
- Lord Weston** : About the twelfth, I should guess.
- Lady Weston** : (with meaning) : It is the fifteenth. The fifteenth of March.
- Lord Weston** : Oh God! Our marriage day! And we haven’t wished each other.

Additional

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

1. Write in a paragraph about 150 words the character traits of Roger Chetwynd.

Roger, assistant to Weston – thin, earnest, conscientious – half day leave – interview clerk of Award's Committee – followed the directions of Weston – tried to help Weston – handled the suspicious parcel – reminded Weston about Caesar – came to see him about the rose tree.

Title	Remember Caesar
Author	Gordon Daviot
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Mr. Roger Chetwynd was Lord Weston's assistant. He was a thin, earnest, absent-minded conscientious young person. He was so conscientious that his mind, even when absent, was absent on his employer's business. He wanted a half holiday. Lord Weston asked him what prompted his demand for heedless leisure. Roger managed the situation by replying that he might personally interview the clerk of the Awards Committee and find out why he had not seen that document. As directed by his employer, he went downstairs to close the windows. He was so anxious that he wanted to be of any help while Lord Weston was in danger. He wanted to warn the authorities about the threat to the life of his employer. When Weston asked him about the suspicious package, he said that it did not seem to be his business asking what it was. He was ready to handle it and said that his life was nothing. But Weston wanted him to live and write his life history for posterity. It was Roger who defused the tense moments by reminding Weston that it was Mr. Caesar, who was to see him that morning about rose trees.

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2. Narrate how the infernal machine contributes to the humour of the play.

suspicious package – Weston – the man who put the message – get rid of the package – gardener's pail – inserted the parcel – books – into water – made a mess – velvet cloak – it adds to humour

Title	Remember Caesar
Author	Gordon Daviot
Theme	Beware of absent mindedness

Lord Weston saw a package lying on a chair against the right wall. He suspected that it would have been given by a man who had brushed against him and might have put the threatening message in his pocket. At once he decided to get rid of the package. He asked Roger to bring the gardener's pail. Then he inserted the parcel lengthwise into the pail. He asked Roger to bring the first six books from the shelf. Roger brought the books and plunged them into the water. In fact he made a great fuss about the package. When he asked his wife what the parcel would have contained, she said that it was his new velvet cloak. Thus 'the infernal machine' proved to be a damp quib. It contributes to the humorous elements of the play.

If you wish to forget anything on the spot, make a note that this thing is to be remembered.

