

Unit One

1.1 Life

■ ■ ■ Warming up! ■ ■ ■

1. There are many popular lines like :-

- ‘Life is a game – play it well’.
- ‘Life is a journey – keep going ahead’.

Discuss and write down a few such metaphorical lines about ‘life’.

You can make them up yourselves.

- (1)
- (2)
- (3)
- (4)
- (5)

2. Prepare as many ‘acrostics’ using the word LIFE, as you can. Two examples are given below.

L	ive	L	iberty
I	n	I	ntegrity
F	reedom	F	raternity
E	ver	E	quality

You can turn it into a game, using a time-limit. Make sure your acrostics are related to ‘life’.

3. Listen carefully and write the word in the appropriate column.

Positive Feelings	Negative Feelings

Teacher : hopeful, lonely, happy, jealous, surprised, shy, loving, proud, cheerful, anxious, nervous, excited, embarrassed, scared, silly, comfortable, peaceful, depressed, enthusiastic, motivated, inspired, threatened, crushed, angry

- Note that it is possible to feel both kinds of emotions at the same time. Have you experienced it? Try to describe the situation in short.

Life

Life, believe, is not a dream,
So dark as sages say;
Oft a little morning rain
Foretells a pleasant day :

Sometimes there are clouds of gloom,
But these are transient all;
If the shower will make the roses bloom,
Oh, why lament its fall ?

Rapidly, merrily,
Life's sunny hours flit by,
Gratefully, cheerily,
Enjoy them as they fly.

What though death at times steps in,
And calls our Best away ?
What though Sorrow seems to win,
O'er hope a heavy sway ?

Yet Hope again elastic springs,
Unconquered, though she fell,
Still buoyant are her golden wings,
Still strong to bear us well.

Manfully, fearlessly,
The day of trial bear,
For gloriously, victoriously,
Can courage quell despair !



- ◆ What do the sages say ?
- ◆ What does the rain often foretell ?
- ◆ What should we do during joyful times in life ?
- ◆ Who does 'our Best' refer to ?
- ◆ Why are the wings of hope 'golden' ?

- sway : controlling influence
- transient : temporary
- buoyant : that which can rise upwards
- lament : express grief or regret
- quell : end, suppress

- Charlotte Bronte

■ ■ ■ ENGLISH WORKSHOP ■ ■ ■

1. Pick out from the poem, two lines each that reflect an optimistic (positive) attitude and pessimistic (negative) attitude.

Optimism : (1) Pessimism : (1)
(2) (2)

2. Give other ‘-ly’ adverbs of similar meaning for the following.

Use a thesaurus if needed.

- | | |
|------------------------|--------------------------|
| (a) rapidly → | (e) manfully → |
| (b) merrily → | (f) fearlessly → |
| (c) gratefully → | (g) gloriously → |
| (d) cheerily → | (h) victoriously → |

3. Pick out three examples of interrogation (rhetorical questions) from the poem.

(a) Explain in your own words the point that each one makes.

Interrogation	Explanation
(1)	
(2)	
(3)	

(b) Explain the metaphor in the following lines :

- | | |
|--|-------|
| (1) Oft a little morning rain | |
| Foretells a pleasant day | |
| (2) Sometimes there are clouds | |
| (3) ... the shower will make the roses bloom | |
| (4) Life's sunny hours flit by | |

(c) Pick out four examples of personification. Write what is personified in each :

- | | |
|-----------|-----------|
| (1) | (3) |
| (2) | (4) |

(d) ‘And calls our Best away’ is a gentle way of expressing the unpleasant idea of a loved one dying. It is an example of euphemism. Think and write down 3 or 4 ways in which we can express the idea of ‘death’ in a tactful and gentle manner.

- | | |
|-----------|-----------|
| (1) | (3) |
| (2) | (4) |

4. ‘..... and that’s how I realised that courage and hope can help me overcome any major mishap/problem in life.’ Write an episode/experience from your own life that leads to the above conclusion.

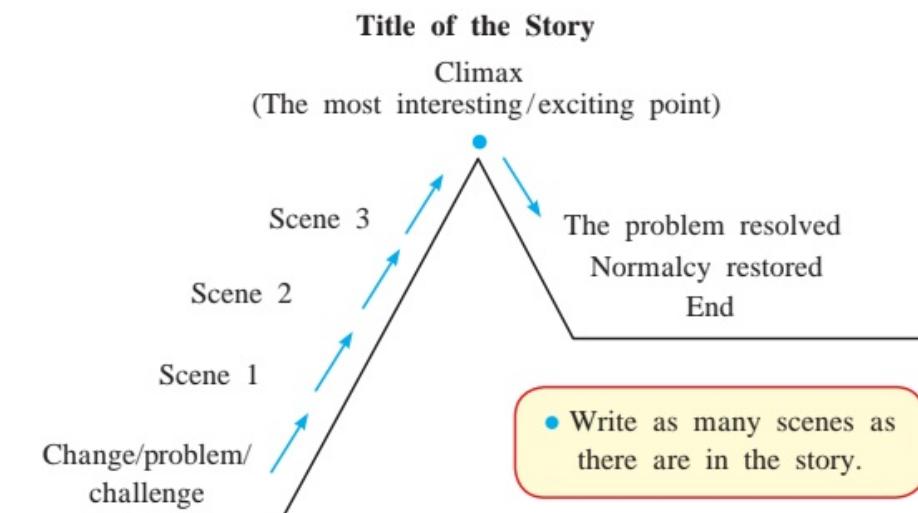
5. Read : ‘The Psalm of Life’ – a poem by H. W. Longfellow.



1.2 A Synopsis - The Swiss Family Robinson

■ ■ ■ Warming up! ■ ■ ■

1. Do you know any stories about people who were lost in uninhabited places and were later rescued? Name them.
2. Think of one of your favourite interesting stories and fill in/draw an outline-chart like the one shown below.



- Many times, the climax is near the end. A few stories end with a climax to achieve greater effect.
 - Find the meaning of 'anticlimax'.
3. Divide the class into groups of 4-6. Each group selects for itself, one of the difficult situations listed below. Each group imagine themselves to be in that situation.



(a) marooned on an island



(b) lost in a forest



(c) stranded on the highway

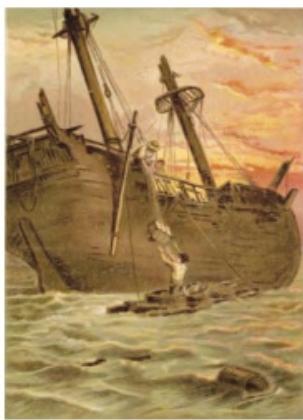
A group of passengers are marooned on an island in the middle of the ocean.

A group of pilgrims walking through a thick jungle have lost their way.

A team of players from an office have got down at the wrong place on a highway at night. It is a lonely spot.

- Describe their surroundings in 4-5 sentences.
- Write the reactions of the companions using exclamations.
- Using your imagination, write what is the only ray of hope for them.
- Two members of the group are going out to try to get help. They can take any five things with them. Write what they choose, and why they choose it.

A Synopsis – The Swiss Family Robinson



- ◆ In what way is a work of fiction different from a fact file ?
- ◆ How did the family reach the tropical island ?

- hold : Here, space in a ship for cargo.
- evacuated : left the ship to save themselves
- reef : rocks and sand etc. close to the surface of the sea
- vessel : Here, it means a boat.
- pinnace : small boats attached to a ship
- kegs : barrels

The Swiss Family Robinson is a well-known adventure novel that people of many countries have enjoyed for more than two hundred years. It has also been made into graphic novels and films.

The novel, written by the Swiss clergyman Johann David Wyss, is not just an adventure. It aims at teaching young people values like self-reliance, determination, love for your family, co-operation and prudent use of resources. It also has good lessons relevant in natural sciences, good husbandry and even mathematics !

Some elements of the novel do stretch reality to a certain extent – but we must consider that it is a work of fiction and not a fact file. Given below is a synopsis – an outline of its basic story.

William, Elizabeth and their children had been travelling in a ship when the ship was caught in a great storm. The other passengers evacuated without them. William, and his family including the young children Fritz, Ernest, Jack and Franz, were left to survive alone. They weathered the great storm waiting in the ship's hold. The ship survived the night and the family found themselves within sight of a tropical desert island. The next morning, they decided to get to the island they could see beyond the reef. With much effort, they constructed a vessel out of tubs. After they filled the tubs with food and ammunition and all other articles of value they could safely carry, they rowed toward the island. Two dogs from the ship named Turk and Juno swam beside them. The ship's cargo of livestock, guns and powder, carpentry tools, books, a disassembled pinnace, and provisions had also survived.

Over the next few days, William (father) attached the floatable old kegs to one another and built a bow that curved around them. The family had landed successfully on the island. They set up a tent and softened the floor with armloads of grass they cut and spread to serve as their beds. They came to a grove of trees. One tree grew what looked like gourds on its



trunk. The father told Fritz, the gourds would make excellent bowls and spoons, and they cut them into various utensils.

After some days, Elizabeth informed William that she wanted the family to move to a safer place. Their current camp was not only exposed but also very dry and hot. If they built a house up in one of the large trees, they would be safe from jackals. She described a perfect tree for the project, one whose trunk was nearly forty feet in diameter. The branches were very long and extended straight out from the trunk, making them perfect platforms for a structure. Later, when determining the height of the lowest branches, the father taught the boys geometry and how to use triangles to measure big objects. He measured a defined distance from the trunk, then he calculated angles using several measured rods, determining that the lowest branch was thirty feet off the ground.

The men knotted a rope at certain intervals and attached pieces of bamboo in each knot. Thus, they created their ladder. Father returned to the beach and collected driftwood, thinking it would be perfect to build a ‘sledge,’ on runners rather than wheels. Later, they used it to transport materials.

Meanwhile Elizabeth announced that the garden she had been tending was producing healthy plants. Corn,

- ◆ Why did Mother wish to shift the family to a tree-house?

- runners : stripes on which something slides

- ◆ How did the mother occupy herself while the tree house was being built?

- ◆ What was the third place the family decided to reside in? Why did they wish to shift there?

- ◆ What made the family change over to their fourth residence? What precaution did they take before building it?

- ◆ Do the changes in the family's residence remind you of the history of man's evolution?

- exuding : giving out, emitting.
- abutting : having common boundary.
- oppressive : distressing

melons, pumpkins, and cucumbers were already growing. The next day, only the father and Fritz travelled to the woods, exploring and finding such exotic plants as one with waxy fruit, from which candles could be made. Fritz discovered a tree exuding a rubbery sap, from which his father claimed that they could make boots.

Thinking ahead of the next winter, father decided to create a place safe from the elements, a strong storage spot to protect themselves and their belongings. Fritz came up with the idea of a cave. Not finding one, they thought of carving out their own cave in the rock abutting their camping site. On the smooth face of the rock, father marked the dimensions for an opening and they picked away at the hard surface with their axes, chisels, hammers, and shovels. Over the next several days, the family cut windows in the rocks to allow for crosscurrents of air and for sunlight to enter the cave. When they had finished, they had four rooms, complete with a fireplace. They now had a new winter home.

Because of the low light, the cave house they had built felt oppressive. To remedy this, father and Jack rigged up a new light. They found a bamboo pole that would reach from the floor to the ceiling. Then after securing it, Jack climbed to the top of the pole and hung a large oil lamp that they had rescued from the ship.

One day, they found that one of the family's huts had been completely destroyed and the cultivated fields around it had been trampled and ruined. There were huge footmarks everywhere. Father saw massive damage to trees as well as many huge footprints, which he identified as belonging to an elephant herd.

The next morning, the family began to design a new defence to discourage all wild animals from entering their cultivated lands. They also finalised their ideas about the new residence. Rather than building a house on stilts, which the elephants could knock down easily, they would use four strong trees growing in a square near one another as the foundation. The trees were of equal size, approximately twelve feet apart. Thus, they built another safe home.

Ten years passed and the young boys were now young men, and their parents were very proud. They called the island New Switzerland. Many adventures occurred over the years.

On the shore of another island, Fritz had knocked down an albatross, which was threatening to attack him and found a rag tied to the large bird's leg. On the rag was a message that an Englishwoman had been stranded on the 'smoking rock.' Fritz had no idea how old the message was. His father suggested that "smoking rock" sounded like a reference to a volcano. Since there were no volcanoes in the vicinity, the bird might have come from hundreds of miles away. However, Fritz felt that someone needed his help, and he was determined to do his best to find the sender. Before returning home, he had written his own note on the rag, retied it to the albatross's leg, and had watched the bird fly off. The note told whoever received it "Do not despair. Help is near!" Fritz, then successfully, rescued the young woman, Jenny Montrose. Though shy at first, soon, she got used to living with the Robinson family.

One day, they saw a ship, which had laid anchor. An encampment had been set up on one of the smaller islands. After checking the people through their spyglass, Fritz and his father decided to announce themselves after they had returned home and cleaned it up. They did not want the crew to think they were savages. The next day, Fritz and his father, met the captain and told him their own history as well as Jenny's. To everyone's surprise, it had been Jenny's father who had inspired the captain's search; he believed his daughter was still alive after three years. The captain had decided to attempt to find her.

With a burst of celebration, the family, passengers, and crew of the British vessel headed towards New Switzerland. Everyone was amazed by the prosperity and good health of the survivors.

As the day ended, the father realised that decisions must be made about who wanted to stay on the island or return with the ship. Elizabeth and her husband did not wish to live anywhere but on the island. They had

♦ How did Fritz learn about another victim, forsaken on a far away island?

♦ Who was the victim and how long had she survived?

♦ Who is included in the word 'Everyone' in 'Everyone was amazed...?'

• albatross : a large, long-winged sea-bird.

• stranded : left alone helpless

• vicinity : close to

- ◆ How does the adventure come to a happy end?

been there for so long and had grown used to their life. Jenny asked if anyone would support her return to England. Fritz was the first to respond. He offered cheers for ‘us’ who were going to Europe. Ernest, on the other hand, wanted to stay on the island. Jack also decided to stay back. Franz, the youngest boy, decided to join Fritz in leaving. Franz wanted a chance to receive an academic education. Before Fritz left, he told his parents of his love for Jenny and his wish to marry her.

The father had kept a record of all the adventures they had had on the island. He handed over the journals to the captain to be published. Then the ship departed.

■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■ ■

1. Two separate words combine together to make a new word with a different meaning. They form **Compound Words**. Using a dictionary, find the meanings of the following compound words.

- | | |
|------------------------|--------------------|
| • armloads | • footprints |
| • driftwood | • fireplace |
| • cross-currents | • spyglass |

2. The following words can be used as nouns as well as verbs. Make two sentences of your own, using them as a noun in one and a verb in another.

(a) hold : (a) Noun- She has a strong hold over her children

(b) Verb- Let me hold the bag for you

(b) value : (a) Noun- (f) reach : (a) Noun-

(b) Verb- (b) Verb-

(c) knot : (a) Noun- (g) knock : (a) Noun-

(b) Verb- (b) Verb-

(d) travel : (a) Noun- (h) attack : (a) Noun-

(b) Verb- (b) Verb-

(e) return : (a) Noun- (i) mark : (a) Noun-

(b) Verb- (b) Verb-

3. Given in a mixed order below are some good human attributes of the family. Pick out each from the box and write it against each line that reflects it.

- (1) courage and daring (2) perseverance and positive attitude (3) foresight
(4) family bonds (5) humanity and sensitivity (6) resourcefulness (7) knowledge and its application (8) cautiousness

- (a) The father told Fritz, the gourds would make excellent bowls and spoons and they cut them into various utensils.
- (b) After some days, Elizabeth informed that she wanted the family to move to a safer place.
- (c) Thinking ahead of winter, father decided to create a place safe from the elements.
- (d) Father taught the boys geometry and how to use triangles to measure big objects.
- (e) he believed, his daughter was still alive, after three years.
.....
- (f) Ten years had passed and the young boys grew to be young men and their parents were proud of them.
- (g) Fritz felt that someone needed his help and he was determined to find the sender.
4. Write in your own words, how the Robinson family made each of their homes.

First home

Second home

Third home

Fourth home

5. Expand the following ideas in a paragraph or two :-

- (1) Where there is a will, there is a way.
(2) Courage and resourcefulness are the keys to overcome problems.



6. Individual Project :

Choose any novel/book that you enjoyed. Prepare a **synopsis** of the novel. It should include the major events and the links between them as described in the novel. You may prepare a chapterwise outline first, and then put the outlines together to write a brief synopsis.

7. **Read about** the novel ‘Robinson Crusoe’ by Daniel Defoe and ‘Gulliver’s Travels’ by Jonathan Swift.



1.3 Have you ever seen...?

■ ■ ■ Warming up! ■ ■ ■

1. Words that have the same spelling, but differ in meaning when used in different contexts are called **homographs**. For example,
 - (a) A temple fair attracts a lot of crowd.
Her performance in the test was fair.
 - (b) A rose is the king of flowers.
The sun rose with a golden glow.
- Think of 5 homographs and list them below. Then write 2 sentences of your own, to bring out the difference in meanings.

Homograph	Sentences
(1)	(a) (b)
(2)	(a) (b)
(3)	(a) (b)
(4)	(a) (b)
(5)	(a) (b)

2. When words with the same spelling or pronunciation are used in such a way that they convey **more than one meaning**, the figure of speech involved is called **pun**. A pun is a play upon words. For example,

A : Hello ! How's life ?

B : Hell, O ! It's a strife.

Find other examples of pun with the help of your parents/teacher.

- (1) (3)
(2) (4)

3. In poetry, when a question is asked, not to get an answer, but to emphasise a point or fact, it is an example of **Interrogation**.

For example : • When can their glory fade? • Isn't it time for the autumn's glow?

From a popular book of poems/the internet, write down 3-4 examples of Interrogation used in poetry.

- (1) (3)
(2) (4)

Have you ever seen...?

Have you ever seen a sheet on a river bed?
Or a single hair from a hammer's head?
Has the foot of a mountain any toes?
And is there a pair of garden hose?

Does the needle ever wink its eye?
Why doesn't the wing of a building fly?
Can you tickle the ribs of a parasol?
Or open the trunk of a tree at all?

Are the teeth of a rake ever going to bite?
Have the hands of a clock any left or right?
Can the garden plot be deep and dark?
And what is the sound of the birch's bark?

- *Anonymous*

- hose : 1. a flexible tube 2. a pair of stockings or tights.
- parasol : umbrella
- plot : The word plot is also used to mean 'an evil or wicked plan'.
- birch : a tree

■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■ ■

1. From each line in the poem, pick out the word that is a homograph. Write its meaning in the context of the phrase used in the poem. Then write the other meaning implied in the question.

Stanza	Word	One meaning	Other meaning
First	(1) bed	piece of furniture	→ bottom of river, sea, etc.
	(2)		→
	(3)		→
	(4)		→
Second	(1)		→
	(2)		→
	(3)		→
	(4)		→
Third	(1)		→
	(2)		→
	(3)		→
	(4)		→

2. Write 2 lines from this poem which you find most humorous. Justify your choice.

3. Find from the poem, three examples of each :

(a) Interrogation	(b) Pun
(1)	(1)
(2)	(2)
(3)	(3)
(c) Personification	(d) Alliteration
(1)	(1)
(2)	(2)
(3)	(3)

4. Form groups of four or five. Think, discuss and add at least one more stanza, using the same style and devices as the poet has used. It should include homographs, interrogation and the same rhythm and rhyme-scheme.

Have/Does/Are
.....
.....
.....

5. Read the following sentences carefully. Then fill in the blanks using appropriate words from the brackets, to make puns.

(struck, numbered, too tired, developed, put down, homeless, old fashioned, reaction)

- (1) She had a photographic memory but never it.
- (2) He was struggling to figure out how lightning works when it him.
- (3) Every calendar's days are
- (4) A bicycle cannot stand on its own because it is
- (5) I'm reading a book on anti-gravity. It's impossible to the book .
- (6) I'd tell you a chemistry joke but I know I wouldn't get a
- (7) What do you call Watson when Sherlock isn't around?
- (8) I would tell a history joke, but it's too

6. **Read** : 'Alice in Wonderland' by Lewis Carroll.



1.4 Have you thought of the verb ‘have’...

How many times do you use the verb ‘have’ in your conversation or writing? Try to keep a count of it for an hour or so. What do you find?

Perhaps you have always thought of this versatile verb as an auxiliary verb or a helping verb as we call it. The helping verb ‘have’ is used to form what we call perfect tenses. (They *have come!* I *had* clean *forgotten* all about it!) and to make negative sentences (They *haven’t come.* I *hadn’t forgotten* it). But as a main verb, it is used to mean much more than you think!

Here are a few examples we use very frequently:

✿ In the following sentences, ‘have’ indicates possession or ownership of something:

1. My friend has a pet cat. (possession)
2. I have a new pen.
3. Do you have a cycle?
4. Our school has six computers. (ownership)
5. The Municipality has six vans and two cars.

✿ We also use have to refer to events, activities and experiences:

1. I am going to have a bath in the river.
2. Let us have a party for your birthday.
3. The class has a short break at 11AM.
4. Did you have a good time at the wedding?
5. I have a meeting this evening.

✿ In some cases, ‘have’ is used to indicate relationships:

1. I have two sisters.
2. The couple do not have children.
3. I don’t have a brother.

✿ We also use have to refer to eating or drinking:

1. We have breakfast at 8 am.
2. Have a slice of cake.
3. What would you like to have – tea or coffee?
4. Can I have a glass of water, please?

✿ Have is also used to refer to a medical/physical condition:

1. I have a headache.
2. He has a cold.
3. Grandfather had a heart attack.

In sentences where 'have' is used as a main verb, it is always used in the simple present or past. The present continuous form is not used in such cases. We do not say –

- I am having a bicycle.
 - He is having a cold.
 - I am having a lot of homework.

Similarly, it is not used in the negative form as a main verb.

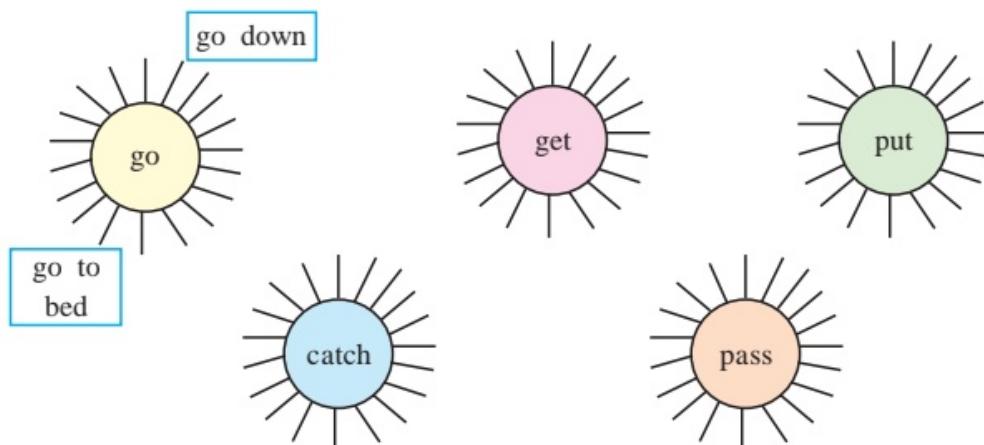
- He hasn't a car. **X**
 - I haven't a cold. **X**

To indicate the negative, we use the auxiliary ‘do’ along with the main verb ‘have’.

- He doesn't have a car.
 - I don't have a cold.

Have fun exploring the uses of 'have'!

■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■



1.5 The Necklace

■ ■ ■ Warming up! ■ ■ ■

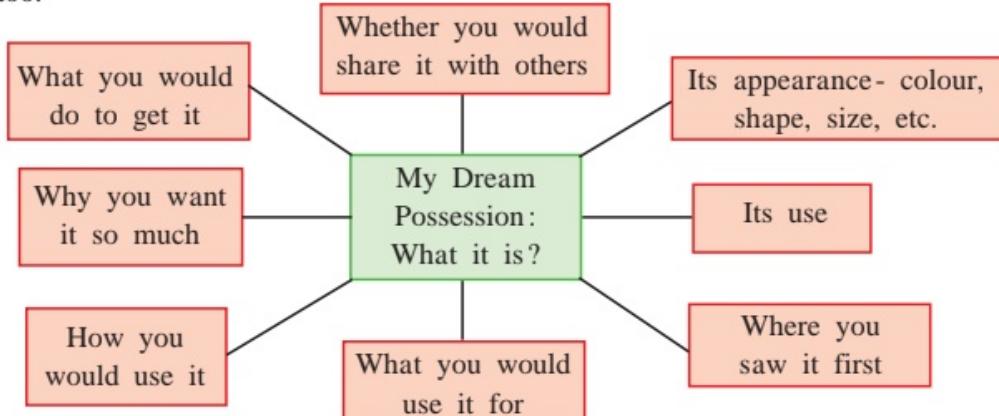
Talking about Myself

Write a few lines about yourself – your name, appearance, family, the place where you live, your school, your friends, neighbours, relatives, your likes, dislikes, hobbies, what you are good at, etc.

Now create an imaginary ‘persona’ for yourself. It can be quite different from your real self. Or, you may choose a fictional character – a character from a novel, story, etc. Write a few lines about this imaginary persona and **introduce yourself** in that role.

My Dream Possession

Is there something that you would like to own more than anything else? Describe your dream possession with the help of the following points. You may add your own points, too.



The Necklace

Part I

- ◆ Why was Mathilde married to a 'minor official'?

Reflection:

Is anyone entitled to all luxuries of life due to reasons of birth or other innate qualities?

- ◆ Why did Mathilde weep with misery after visiting her schoolmate?
- ◆ What did the envelope hold?

M. stands for Monsieur and Mme stands for Madame, French terms of address (like Mr and Mrs in English).

Mathilde was a pretty and charming girl, born, as if by an error of fate, into a family of clerks. She had no means of becoming known, understood, loved or be wedded to an aristocrat; and so she let herself be married to a minor official at the Ministry of Education.

She dressed plainly, because she had never been able to afford anything better. She suffered endlessly, feeling she was entitled to all the luxuries of life. She suffered because of her shabby, poorly furnished house. All these things, that another woman of her class would not even have noticed, tormented her and made her resentful. She dreamed of a grand, palatial mansion, with vast rooms and inviting smaller rooms, perfumed for afternoon chats with close friends.

Yet, she had no rich dresses, no jewels, nothing; and these were the only things she loved. She wanted so much to charm, to be envied, to be sought after.

She had a rich friend, a former schoolmate at the convent, whom she avoided visiting, because afterwards she would weep with regret, despair and misery.

One evening her husband came home with an air of triumph, holding a large envelope in his hand. "Look," he said, "here's something for you."

She tore open the paper and drew out a card, on which was printed the words:

"The Minister of Education and Mme. Georges Rampouneau request the pleasure of M. and Mme. Loisel's company at the Ministry, on the evening of Monday, January 18th."

Instead of being delighted, as her husband had hoped, she threw the invitation on the table resentfully, and muttered, "What do you want me to do with that? And what do you expect me to wear if I go?"

He hadn't thought of that. He stammered, "Why,

the dress you go to the theatre in. It seems very nice to me ...”

He stopped, stunned, distressed to see his wife crying. He stuttered, “What’s the matter? Let’s see, Mathilde. How much would a suitable dress cost?”

She thought for a moment, computing the cost, and also wondering what amount she could ask for without an immediate refusal. At last she answered hesitantly, “I don’t know exactly, but I think I could do it with four hundred francs.”

He turned a little pale, because he had been saving that exact amount to buy a gun for a hunting summer, in the country near Nanterre, with a few friends. However, he said, “Very well, I can give you four hundred francs. But try and get a really beautiful dress.”

The day of the party drew near, and Madame Loisel seemed sad, restless, anxious, though her dress was ready.

One evening her husband said to her, “What’s the matter? You’ve been acting strange these last three days.”

She replied: “I’m upset that I have no jewels, not a single stone to wear. I would rather not go to the party.”

“You could wear flowers,” he said, “They are very fashionable at this time of year.”

She was not convinced.

The next day she went to her friend’s house and told her of her distress.

Madame Forestier went to her mirrored wardrobe, took out a large box, brought it back, opened it, and said to Madame Loisel:

“Choose, my dear.”

First Mathilde saw some bracelets, then a pearl necklace. She tried on the jewellery in the mirror.

She kept asking, “You have nothing else?”

- ◆ Was the husband a considerate person? How do we know that?

- ◆ Why did Mathilde go her friend’s house and tell her of her distress?

- ◆ What did Madame Forestier’s large box contain?

- ◆ Which sentences tell us that Mathilde greatly desired the necklace?
- ◆ Try to express the thoughts that must have passed through Mathilde's mind on seeing the necklace, in Mathilde's own words.

Think and answer:

- ◆ Why did Mathilde not notice the loss of her necklace earlier?

- rapturously : with great joy
- panic stricken : with a sudden feeling of fear
- distraught : worried, disturbed

"Why, yes. But I don't know what you like."

Suddenly she discovered, in a black satin box, a superb diamond necklace, and her heart began to beat with uncontrolled desire. Her hands trembled as she took it. She fastened it around her neck and stood lost in ecstasy as she looked at herself.

Then she asked anxiously, hesitating, "Would you lend me this, just this?"

"Why, yes, of course."

She threw her arms around her friend's neck, rapturously, then fled with her treasure.

The day of the party arrived. Madame Loisel was a success. She was prettier than all the other women, elegant, gracious, smiling, and full of joy.

She danced wildly, with passion, forgetting everything in the triumph of her beauty and success, floating in a cloud of happiness.

Mathilde and her husband left at about four o'clock in the morning. When they were finally in the street, they could not find a cab. They walked down toward the Seine, till they found one. They were dropped off at their door in the Rue des Martyrs, and sadly, it was all over, for her.

In front of the mirror, she took a final look at herself in all her glory. But suddenly she uttered a cry. She no longer had the necklace round her neck!

"What is the matter?" asked her husband.

She turned towards him, panic-stricken, "I have... I have... I no longer have Madame Forestier's necklace."

He stood up, distraught, "What!... how! ...That's impossible!"



■ ■ ■ ENGLISH WORKSHOP ■ ■ ■ ■

1. Read each of the following sentences aloud. Write who said it and to whom.
 - (a) "Look, here's something for you." (e) "You have nothing else?"
 - (b) "Why, the dress you go to the theatre (f) "Would you lend me this, just in!"
 - (c) "I would rather not go to the party." (g) "What ! ... how ! ... That's
 - (d) "Choose, my dear." impossible!"
2. Write a few lines about what Mathilde had and what she dreamt about.
3. Write what you think about the following thoughts and actions of Mathilde.
 - (a) Mathilde was beautiful, and so she wanted to marry an aristocrat.
 - (b) Mathilde was sad because she did not get any luxuries.
 - (c) Mathilde felt that her house was shabby and poorly furnished.
 - (d) Mathilde wanted other people to envy her.
 - (e) Mathilde was not happy to see the invitation.
 - (f) Mathilde wanted a new dress for herself.
 - (g) Mathilde borrowed a diamond necklace from her friend and wore it to the party.
 - (h) Mathilde lost the necklace.



4. Prepare a formal invitation using the following format:

Mr and Mrs solicit the pleasure of your company on the occasion
of the of their on (day), date

Venue Time

(Include other requests like *RSVP*, *No presents please*, etc. at the bottom.)

5. Read the following :

- The necklace
- another woman
- an error
- one evening
- all these things
- her husband.

In all these phrases we see some words used before the nouns.

They specify or make it clear what noun we are talking about. These words that are used at the beginning of a noun phrase are known as **determiners**.

Determiners include **articles** (a, an, the), **possessive pronouns** (my, our, your, her, etc.), **demonstratives** (words like this, that), **quantifiers** (much, many, etc.), **numerals**, etc.

Write your phrases using each of type of determiner.

Part II

- ◆ What efforts did Loisel make to find the necklace?

- ◆ What is implied in
 - 'a hollow', 'pale figure'?

Note the expressions:

- glimmer of hope
- sick with grief and anguish
- cloak : a garment worn over other clothes. It has no sleeves and fastens at the neck.
- glimmer : faint, wavering light.
- jewel : Here, it means the diamond necklace.

They looked in the folds of her dress, in the folds of her cloak, in her pockets, everywhere. But they could not find it.

"Are you sure you still had it on when you left the hall?" he asked.

"Yes. I touched it in the hall at the Ministry."

"But if you had lost it in the street we would have heard it fall. It must be in the cab."

"Yes. That's probably it. Did you take his number?"

"No."

They stared at each other, stunned. At last Loisel put his clothes on again. "I'm going back," he said, "Over the whole route we walked, and see if I can find it."

He left. She remained in her ball dress all night, her mind blank. Her husband returned at about seven o'clock. He had found nothing.

He went to the police, to the newspapers to offer a reward, to the cab companies, everywhere the tiniest glimmer of hope led him.

She waited all day, in despair at this frightful disaster.

Loisel returned in the evening, a hollow, pale figure; he had found nothing. "You must write to your friend," he said, "tell her you have broken the clasp of her necklace and that you are having it mended. It will give us time to look some more."

She wrote as he dictated.

At the end of one week they had lost all hope. And Loisel, who suddenly looked aged, declared, "We must consider how to replace the jewel."

And so, they went from jeweller to jeweller, looking for a necklace like the other one, consulting their memories, both sick with grief and anguish.

In a shop at the Palais Royal, they found a string of diamonds which seemed to be exactly what they were looking for. It was worth forty thousand francs. They could have it for thirty-six thousand.

So they begged the jeweller not to sell it for three days. And they made an arrangement that he would take it back for thirty-four thousand francs if the other necklace was found before the end of February.

Loisel had eighteen thousand francs which his father had left him. He would borrow the rest.

And he did borrow. He gave notes, made ruinous agreements, dealt with every type of money-lender. Then he went to get the new necklace, and laid down on the jeweller's counter thirty-six thousand francs.



When Madame Loisel took the necklace back, Madame Forestier said coldly, "You should have returned it sooner, I might have needed it."

From then on, Madame Loisel knew the horrible life of the very poor. But she played her part heroically. The dreadful debt must be paid. She would pay it. They dismissed their maid; they changed their lodgings; they rented a garret under the roof.

She came to know the drudgery of housework, the odious labours of the kitchen. She washed the dishes, the dirty linen, she carried the garbage down to the street every morning, and carried up the water, stopping at each landing to catch her breath and dressed like a commoner. She had to bargain at markets, quarrel and face insults over every miserable sou.

Each month they had to pay some loans, renew others, get more time.

Her husband worked extra, every evening, doing accounts for a tradesman, and often, late into the night, he sat copying a manuscript at five sous a page.

And this life lasted ten years. At the end of ten years they had paid off everything, even the interest.

Madame Loisel looked old now. Often, she brooded over the past – What would have happened if she had not lost that necklace? How strange life is, how fickle! How little is needed for one to be ruined or saved!

One Sunday, as she was walking in the Champs Élysées suddenly she saw Madame Forestier, still young, still beautiful, still charming.

- ◆ What was the arrangement with the jeweller? Do you think it was fair?

Discuss :

- ◆ Why did Madame Forestier speak coldly to Mathilde?
- ◆ What is meant by 'the horrible life of the very poor'?
- ◆ What contrast is implied by the use of the word 'still' in still young, still beautiful, still charming?

- ruinous : leading to a heavy loss, ruin
- sou : French coin of low value used in the past
- garret : a small, uncomfortable room at the top of the house.
- brooded : thought sadly, unhappily

- ◆ Why did Mathilde decide to speak to her friend?

Madame Loisel felt emotional. Should she speak to her? Yes, of course. And now that she had paid, she would tell her all. Why not?

She went up to her, "Good morning, Jeanne."

The other, astonished to be addressed so familiarly by this common woman, did not recognise her. She stammered:

"But—Madame—I don't know. You must have made a mistake."

"No, I am Mathilde Loisel."

Her friend uttered a cry, "Oh! ... my poor Mathilde, how you've changed! ..."

"Yes, I have had some hard times since I last saw you, and many miseries ... and all because of you! ..."

"Me? How can that be?"

"You remember that diamond necklace that you lent me to wear to the Ministry party?"

"Yes. Well?"

"Well, I lost it."

"What do you mean? You brought it back."

"I brought you back another exactly like it. And it has taken us ten years to pay for it. It wasn't easy for us, we had very little. But at last it is over, and I am very glad."

Madame Forestier was stunned.

"You say that you bought a diamond necklace to replace mine?"

"Yes; you didn't notice then? They were very similar."

And she smiled with proud and innocent pleasure.

Madame Forestier, deeply moved, took both her hands.

"Oh, my poor Mathilde! Mine was an imitation! It was worth five hundred francs at most! ..."

— Adapted from 'The Necklace' by Guy de Maupassant

- familiarly : showing closeness, familiarity

■ ■ ■ ENGLISH WORKSHOP ■ ■ ■

1. Complete the following table.

No.	Utterance	Who said it	To whom	When
(a)	I touched it in the hall at the ministry.
(b)	It will give us time to look some more.
(c)	I might have needed it.
(d)	You must have made a mistake.
(e)	Well, I lost it.
(f)	Mine was an imitation.

2. Write what you think about the following thoughts and actions of Mathilde :

- (a) Mathilde despaired over the loss of her necklace.
- (b) Mathilde wrote a note to her friend as dictated by her husband.
- (c) Mathilde and her husband decided to replace the necklace.
- (d) Mathilde returned the diamond necklace to her friend.
- (e) Mathilde did not tell her friend about the loss and replacement.
- (f) Mathilde worked very very hard to pay the debt.
- (g) Mathilde and her husband paid off the debt in ten years.
- (h) Mathilde told her friend about the lost necklace.

3. Form pairs. Discuss how ‘Part II’ of the story could have been different. Write your storyline in the form of bullets showing the main events.

4. Imagine what must have happened after Mathilde’s friend discovered that the diamonds were real. Do you think she would return the necklace to Mathilde? Would that make Mathilde happy?



5. Discuss the following and write about each in your own words in 5-6 lines.

- (a) What would you do, if something like this happens to you?
- (b) What opinion do you form about Mathilde’s husband from her story?
- (c) Which events in the story (Part I and Part II) changed Mathilde’s life?

6. Read, recall and remember. Read the table of verb forms given below.

base	-s form	past tense	present participle	past participle
give	gives	gave	giving	given
draw	draws	drew	drawing	drawn
eat	eats	ate	eating	eaten
show	shows	showed	showing	shown
take	takes	took	taking	taken
say	says	said	saying	said
come	comes	came	coming	come
go	goes	went	going	gone

- The **base form** is used as an **infinitive** : You may go. She will go; in **orders** : Go home; and in the **simple present tense** : I go to school. We go home. Do you go there every day? The children/They go up, etc.
- Note that we use the '**-s form**' with 'he', 'she', 'it', **third person singular subjects** to show the **simple present**.
- The **past tense form has 'ed'** at the end. But many commonly used verbs have different past tense forms. Examples : came, went, spoke.
- The '**-ing**' form is known as the **present participle**. It is used with forms of 'be' to show **continuous action** - Examples : I am eating. You were eating. She was eating. It is also used in certain constructions like : He sat copying a manuscript.
- The **past participle** used with forms of 'have' shows **completed action** - Examples : I have eaten. They have come, etc. It is also used in certain constructions like 'They looked at each other, stunned!' It is also used in **passive** constructions.
 - (a) **Make a table of verb forms for your own reference.** Try to arrange the verbs in alphabetical order. Keep adding new verbs to your table from time to time. When you write, **check your work to see whether you have used the correct verb form.**
 - (b) List at least 10 verbs, the last letter of which is doubled in the present participle.
Example : put-putting
 - (c) List at least 10 verbs, the last letter of which is doubled in the past participle.
Example : write-written
 - (d) List at least 10 verbs, the last letter of which is doubled in the past tense form. Example : sob-sobbed.

7. **Read** : 'The Gift of the Magi' by O. Henry.

