

Unit 1

READING

On the Conduct of Life

William Hazlitt

William Hazlitt (1778–1830), an English writer and critic, is considered to be one of the greatest essayists of the English language. He was intimately acquainted with many of the most famous writers of the Romantic Age.

The following piece has been extracted from a letter that Hazlitt wrote to his son when the latter joined boarding school. It contains many gems of wisdom and common sense that hold good, even today, for both children and adults.

My Dear Little Fellow,

You are now going to settle at school, and may consider this as your first entrance into the world. As my health is so indifferent, and I may not be with you long, I wish to leave you some advice (the best I can) for your conduct in life, both that it may be of use to you, and as something to remember me by. I may at least be able to caution you against my own errors, if nothing else.

As we went along to your new place of destination, you often repeated that 'you durst say they were a set of stupid, disagreeable people', meaning the people at the school. You were to blame in this. It is a good old rule to hope for the best. Always, my dear, believe things to be right, till you find them the contrary; and even then, instead of irritating yourself against them, endeavour to put up with them as well as you can, if you cannot alter them. You said, 'You were sure you should not like the school where you were going.' This was wrong. What you meant was that you did not like to leave home. But you could not tell whether you should like the school or not, till you had given it a trial. Otherwise your saying that you should not like it was determining that you would not like it. Never anticipate evils, or, because you cannot have everything exactly as you wish, make them out worse than they are, through more spite and wilfulness.

You seemed at first to take no notice of your school-fellows, or rather to set yourself against them, because they were strangers to you. They knew as little of you as you did of them; so that this would have been a reason for their keeping aloof from you as well, which you would have felt as a hardship. Learn never to conceive a prejudice against others, because you know nothing of them. It is bad reasoning, and makes enemies of half the world. Do not think ill of

them, till they behave ill to you; and then strive to avoid the faults which you see in them. This will disarm their hostility sooner than pique or resentment or complaint.

I thought you were disposed to criticise the dress of some of the boys as not so good as your own. Never despise any one for anything that he cannot help—least of all, for his poverty. I would wish you to keep up appearances yourself as a defence against the idle sneers of the world, but I would not have you value yourself upon them. I hope you will neither be the dupe nor victim of vulgar prejudices. Instead of saying above—‘Never despise any one for anything that he cannot help’—I might have said, ‘Never despise any one at all’; for contempt implies a triumph over and pleasure in the ill of another. It means that you are glad and congratulate yourself on their failings or misfortunes. The sense of inferiority in others, without this indirect appeal to our self-love, is a painful feeling, and not an exulting one.

You complain since, that boys laugh at you and do not care about you, and that you are not treated as you were at home. My dear, that is one chief reason for your being sent to school, to inure you betimes to the unavoidable rubs and uncertain reception you may meet with in life. You cannot always be with me, and perhaps it is as well that you cannot. But you must not expect others to show the same concern about you as I should. You have hitherto been a spoiled child, and have been used to have your own way a good deal, both in the house, and among your play-fellows, with whom you were too fond of being a leader: but you have a good-nature and good sense, and will get the better of this in time. You have now got among other boys who are your equals, or bigger and stronger than yourself, and who have something else to attend to besides humouring your whims and fancies, and you feel this as repulse or piece of injustice. But the first lesson to learn is that there are other people in the world besides yourself. There are a number of boys in the school where you are, whose amusements and pursuits (whatever they may be) are and ought to be of as much consequence to them as yours can be to you, and to which therefore you must give way in your turn. The more airs of childish self-importance you give yourself, you will only expose yourself to be the more thwarted and laughed at. True equality is the only true morality or true wisdom. Remember always that you are but one among others, and you can hardly mistake your place in society. In your father’s house, you might do as you pleased: in the world, you will find competitors at every turn. You are not born a king’s son to destroy or dictate to millions: you can only expect to share their fate, or settle our differences amicably with them. You already find it so at school; and I wish you to be reconciled to your situation as soon and with as little pain as you can. [...]

I observe you have got a way of speaking of your school fellows as ‘that Hoare, that Harris,’ and so on, as if you meant to mark them out for particular reprobation, or did not think them good enough for you. It is a bad habit to speak disrespectfully of others: for it will lead you to think and feel uncharitably towards them. Ill names beget ill blood. Even where there may be some repeated trifling provocation, it is better to be courteous, mild, and forbearing, than captious, impatient, and fretful. The faults of others too often arise out of our own ill-temper; or though they should be real, we shall not mend them, by exasperating ourselves against them. Treat your playmates as Hamlet advises Polonius to treat the players ‘according to your own dignity,

rather than their deserts'. If you fly out at every thing in them that you disapprove or think done on purpose to annoy you, you lie constantly at the mercy of their caprice, rudeness or ill-nature. You should be more your own master. [...]

You are, I think, too fond of reading as it is. As one means of avoiding excess in this way, I would wish you to make it a rule, never to read at meal-times, nor in company when there is any (even the most trivial) conversation going on, nor ever to let your eagerness to learn encroach upon your play-hours. Books are but one inlet of knowledge; and the pores of the mind, like those of the body, should be left open to all impressions. I applied too close to my studies, soon after I was of your age, and hurt myself irreparably by it. Whatever may be the value of learning, health and good spirits are of more.

GLOSSARY

<i>indifferent</i>	not interested in something
<i>conduct</i>	behaviour
<i>endeavour</i>	to try
<i>alter</i>	to change
<i>spite</i>	to deliberately hurt, annoy, or offend (someone)
<i>wilfulness</i>	being deliberately stubborn
<i>aloof</i>	staying away from someone or something
<i>prejudice</i>	preconceived opinion that is not based on reason or actual experience
<i>disarm</i>	to deprive of the power to hurt.
<i>hostility</i>	unfriendliness
<i>pique</i>	a feeling of irritation or resentment as a result of disrespectful behaviour
<i>despise</i>	to feel contempt or deep distaste for
<i>sneer</i>	a contemptuous or mocking smile, remark, or tone
<i>dupe</i>	a victim of deception
<i>exulting</i>	to be triumphant or joyful
<i>inure</i>	to become used to something, especially something unpleasant
<i>betimes</i>	in the course of time; after some time
<i>reception</i>	the way one is treated by others
<i>hitherto</i>	till now
<i>humouring</i>	giving in to someone's wishes
<i>whims ... fancies</i>	wishes that may not always be rational or reasonable
<i>pursuit</i>	an activity of a specific kind
<i>consequence</i>	importance

<i>airs</i>	an annoying manner of self-importance
<i>thwarted</i>	opposed; prevented (something) from happening
<i>amicably</i>	in a friendly or peaceful manner
<i>reconciled</i>	accept gracefully
<i>reprobation</i>	severe disapproval
<i>uncharitably</i>	unfair; unkind
<i>begets</i>	gives rise to
<i>ill blood</i>	feelings of unfriendliness or enmity
<i>trifling</i>	inconsequential; unimportant
<i>provocation</i>	deliberate action or speech that makes someone angry
<i>courteous</i>	polite
<i>forbearing</i>	patient
<i>captious</i>	tending to find fault
<i>fretful</i>	constantly upset with everything
<i>exasperating</i>	intensely irritating
<i>playmates</i>	friends or children you play with
<i>players</i>	actors
<i>fly out</i>	to get angry with
<i>caprice</i>	a sudden change of mood or behaviour which cannot be explained
<i>trivial</i>	unimportant
<i>encroach</i>	to advance gradually beyond usual or acceptable limits
<i>inlet</i>	a place or means of entry
<i>irreparably</i>	beyond repair

COMPREHENSION

A. Choose the right answer from the following options.

1. Who is this letter addressed to?
 - a. The author himself
 - b. The author's son
 - c. The reader

2. What is the occasion on which the author is writing this?
 - a. He is going to college.
 - b. He is writing this to all students going to school for the first time.
 - c. His son is going to boarding school for the first time.

3. What does his son first say about the school?
 - a. That it is full of stupid people
 - b. That he loves his school
 - c. That he doesn't want to leave home
4. What does the line 'ill names beget ill blood' mean?
 - a. Calling other people complimentary names causes offence
 - b. Calling people nasty names gives rise to unfriendliness and enmity
 - c. Calling people bad names causes illness

B. Mark the following statements as true or false.

1. The author urges his son to consider himself above his classmates. ()
2. The young boy doesn't want to leave home. ()
3. The author is ill, and is not sure whether he will see his son again. ()
4. The author feels that his son was a spoiled child. ()

C. Answer the following questions in 50–100 words.

1. What is the young boy's attitude towards his new school?
2. What two things does the author not like about his son's reaction to his new school?
3. What does he ask his son to do instead of reading all the time and why?
4. Why does the author ask his son to be courteous and polite to his classmates?

D. Answer the following questions in 200–300 words.

1. What does the author say about despising people? What justification does he provide for his advice?
2. What is the author's attitude towards how one should behave with other people? Do you agree with his reasoning? Give reasons for your answer.
3. The author stresses the importance of not judging people or places the first time you encounter them. Why does he say this? What was your reaction to some of your fellow students when you first met them? Have you become more tolerant of people after coming to college? Give reasons for your answer.
4. The author feels that in being school/hostel will teach his son about how to get along with others and prepare him for the ups and downs of life. Do you agree with this belief? Have you found this to be true in your own situation in college? Explain with examples from the text and your own personal experience.

GRAMMAR

Prepositions

Look at the sentences below, paying attention to the italicised words.

Social media is still *in* its infancy.

They are too focused *on* talking.

I tell them *about* my experience *in* Las Vegas.

I received a tweet *from* the Rio Hotel.

The highlighted words are prepositions, or words that appear in front of nouns, noun phrases, pronouns and gerunds¹, and link them to other nouns, verbs and adjectives in the sentence. The words that follow prepositions are called their objects.

The preposition together with its object forms a prepositional phrase. Look at the examples of prepositions which link the underlined words in the sentences below.

He smiled at Anju.

Prema kept the pen on the table.

They were good to her.

Mina is fond of reading.

Though a preposition is usually placed before its object, it can also appear in other positions. For example:

Dr Siddique is the person I spoke *to*.

What is the documentary *about*?

Gita needed something to wipe the plates *with*.

Simple prepositions consist of one word. For example:

<i>about</i>	<i>along</i>	<i>behind</i>	<i>between</i>
<i>above</i>	<i>among</i>	<i>below</i>	<i>by</i>
<i>across</i>	<i>around</i>	<i>beneath</i>	<i>despite</i>
<i>after</i>	<i>at</i>	<i>beside</i>	
<i>against</i>	<i>before</i>	<i>besides</i>	

Complex prepositions consist of two or more words. For example:

<i>along with</i>	<i>because of</i>	<i>except for</i>	<i>instead of</i>
<i>away from</i>	<i>due to</i>	<i>together with</i>	<i>in comparison to</i>

¹ Gerunds are the '-ing' forms of verbs that behave like nouns; for example, 'walking' in 'Walking keeps you fit'.

There are some words that look like adjectives or verbs, but used as prepositions. For example:

<i>barring</i>	<i>following</i>	<i>minus</i>	<i>unlike</i>
<i>concerning</i>	<i>including</i>	<i>near</i>	
<i>excepting</i>	<i>like</i>	<i>plus</i>	

Prepositions can have different functions: to indicate time, place, purpose, direction, movement, means/instrumentality, concession, comparison, source and manner. Look at the following sentences where the prepositions have these functions.

Sudha sits *between* Saroj and Usman. (POSITION)

Vijay went *from* Kanpur *to* Ahmedabad. (MOVEMENT and DIRECTION)

Father returned *at* 6 o'clock. (TIME)

The road is blocked *because of* the wedding procession. (REASON)

We went to the market *for* vegetables. (PURPOSE)

Jaya cut the lemon *with* a knife. (INSTRUMENT)

Let's go to Mumbai *by* bus. (MEANS)

In spite of the heat, the children are playing outdoors. (CONCESSION)

She sings *like* a koel. (COMPARISON)

Leela does all her work *with* great care. (MANNER)

They fetched water *from* the river. (SOURCE)

Some verbs, adjectives and nouns take only certain specific prepositions after them. You can look up a dictionary to find the correct combinations. Some examples are listed below.

verb/adj./noun	prep.	object of prep.
acceptable	to	someone
based	on	something (e.g., evidence)
common	to	everyone, etc.
compare	with	someone or something
enrol	for/in	a course
participate	in	something
reason	for	something

EXERCISES

Fill in the blanks in the following sentences with suitable prepositions.

1. The guests are coming *at* six o'clock *in* the evening *on* Thursday.

2. We will have completed the work by tomorrow.
3. I lived with my parents in Bengaluru For four years.
4. She is on leave at the end of the week.
5. I read your brother's article in this journal. It is at page 36.
6. The house is Beside the park On the right to the school.
7. They go to the office by train.
8. This dog belongs to Sheila. She brought it From Pune.
9. They were talking with us about their son.
10. He got OFF the bus, and walked into the theatre.

Rewrite the following sentences correctly.

1. Annie went in the bedroom to get her shawl.

Annie went to the bedroom to get her shawl

2. He goes to the university by foot.

He goes to the university on Foot

3. The doctor has been practising here since many years.

The doctor has been Practising here For many years

4. They were shocked over the sight of the destruction.

They were shocked by the sight of the destruction

5. Are you going for the party?

Are you going to the party

6. Please put the books back in the table.

Please Put the books back on the table

7. He climbed across the wall and ran until the main road.

He climbed over the wall and ran until he reached

He swims across the river.

8. The burglar got in by the window besides the door.

The burglar got in through the window beside the door

9. The purse is below the pillow.

The purse is under the pillow

10. Don't be afraid. You're between friends here.

Don't be afraid. You're among friends here

Fill in the blanks with the correct prepositions chosen from those given in brackets alongside each sentence.

1. He lives at 19 Tower Road. [at, on]

2. We will be gone for two days. [for, since]

3. Tom and his friend will divide the money between themselves. [among, between]

4. Many foods Besides milk contain calcium. [beside, besides]

5. I will arrive at six o'clock. [at, in]

6. I have known her .. since last year. [for, since]

Fill in the blanks with the missing prepositions.

1. Since the restaurant is usually crowded, it is advisable to make reservations in advance.

2. Because we have no car, we go everywhere on foot.

3. I was out of breath after running up the long flight of stairs.

4. We walked out of the room on tiptoe, so as not to disturb the sleeping baby.

5. We made out the report in triplicate.

Paying attention to the nouns (in bold) which are usually followed by certain prepositions, fill in the blanks with the correct prepositions chosen from the pairs given in brackets.

1. We played a joke on him. [of, on]

2. Who else has access to the computer files? [of, to]

3. Missing the bus is no **excuse** *F-o-x* being late. [for, of]
4. I have **confidence** *i-n* his ability. [for, in]
5. The report should shed some **light** *O-n* the situation. [for, on]
6. She has a **reputation** *F-o-x* having the ability to deal with any situation. [for, of]
7. People often make fun *O-F* what they do not understand. [of, to]
8. We will take a **survey** *O-N* the participants. [of, on]

VOCABULARY

Word Formation I

English is a living language: it evolves over time. The English spoken a thousand years ago, or even five hundred years ago, was very different from the English that is spoken today. One of the reasons for this is that the set of words in any living language—its vocabulary—changes over time. The English language has a very rich vocabulary of many thousands of words relating to every sphere of human life. Some words become obsolete; others change in meaning. But English vocabulary is always expanding because many new words are added to the language as time goes by. The process of inventing new words for a language is known as 'word formation'.

There are many different methods of word formation. One method is creating a word by taking the key part of a word, its root, from another language. You will learn more about word formation through ***foreign root words*** in Unit 2. Another method is ***affixation***: adding a prefix or a suffix to an existing word to create a new one. Such an affix may be borrowed from other languages—you will learn more about this particular method in Unit 3. Some other methods of word formation are listed below.

One of the most common ways to introduce new words into a language is ***compounding***. A compound word is invented by combining two existing words. E.g.: *land + lord = landlord*; *fire + place = fireplace*. Such compounds may be created by combining a noun with a noun (*table + cloth = tablecloth*); a noun with an adjective (*court + martial = court-martial*); a verb with a noun (*break + fast = breakfast*); and so on. Many compounds become so common that we don't even think of them as compound words any more (e.g., 'breakfast': even the pronunciation of this compounded word is different from that of its individual components). Some compounds use hyphens, others don't. Occasionally, compounds begin as hyphenated words, and, over time, the hyphens are dropped (e.g., *tomorrow*, which was originally written as *to-morrow*).

Another method of adding to the existing vocabulary of a language is ***conversion***, that is, the use of an existing word in a different grammatical role. A verb may be used as a noun. The noun '*alerter*' (meaning 'a warning' or 'a signal') was originally used only as a verb (meaning, 'to warn').

Nouns may also be converted to verbs. A good example is the noun '*e-mail*', which is now also used as a verb, meaning 'to send an e-mail to someone' (e.g., I will *e-mail* you).

Blending involves mixing parts of different words to indicate a concept that involves the idea behind both words. Good examples include *smog* (*smoke* + *fog*), *brunch* (*breakfast* + *lunch*), *webinar* (*web* + *seminar*) and *cyborg* (*cybernetic* + *organism*).

Acronyms are words formed by taking the first letters or syllables of the words in a phrase. The most well-known examples are *scuba* (self-contained underwater breathing apparatus) and *radar* (radio detection and ranging).

Languages sometimes resort to **borrowing** necessary and/or useful words from other languages—and English has done this a lot. The words *dacoit*, *jungle*, *loot*, and *pyjama* have been borrowed from Indian languages. *Banana*, *dengue*, *jumbo*, and *zebra* have been taken from African languages. From French, it has lifted words such as *gourmet*, *duplex*, *massage*, and *perfume*, while *cigar*, *macho*, *vanilla*, and, *hurricane* have been stolen from Spanish. Arabic has given English words such as *algebra*, *harem*, *sofa*, and *sultan*, while German has provided it with *kindergarten*, *hamburger*, *wanderlust*, and *zeitgeist*.

The speakers of a language often coin new words when new concepts demand them. Words like *aspirin*, *nylon*, or even *muggle* are good examples of **coinages**. Some coinages, such as *google* or *xerox*, began life as brand names of products or services that became common nouns or verbs.

WRITING

Clauses and Sentences

A **clause** is a group of words having a subject and a finite verb² that appears as a part of a sentence. For example, look at the underlined parts of the sentences below.

I left on time, but missed my flight.

When I came home, she would ask me what I had learnt in class.

Clauses that can work as sentences in their own right (e.g., I left on time; (I) missed my flight; she would ask me what I had learnt in class) are known as main, or independent, clauses.

Those that do not express a complete thought by themselves (e.g., When I came home) are known as subordinate, or dependent, clauses.

A **sentence** is a group of words that is complete in itself. It usually contains a subject and predicate (a verb and its complements), and consists of a main clause and (often) one or more subordinate clauses.

² Finite verbs are those that indicate tense, person or number. A verb is considered non-finite if it does not indicate tense, or if it does not agree with the subject in number or person. Infinitives, participles and gerunds are usually non-finite verbs.

Sentences may be classified as *simple*, *compound* or *complex* sentences on the basis of the clauses they contain.

Simple sentences

A simple sentence consists of a subject and a predicate that has only one finite verb. In other words, a simple sentence consists of a single clause.) For example, in the sentences below, the italicised words are finite verb forms.

Balu *skipped*.

My sister *writes* poetry.

Many young girls *are opting* for aerospace engineering.

The man *entered* a low mud hut.

The above sentences represent basic structures, and it is possible to expand these simple sentences by adding adverbs, adjectives and phrases.

Balu *skipped* excitedly.

My talented sister *writes* poetry.

Inspired by Kalpana Chawla, many young girls *are opting* for aerospace engineering.

Having crossed the paddy field, the man *entered* a low mud hut.

Note that in the phrases at the beginning of the last two sentences above, 'inspired' and 'having crossed' are not finite verbs, but past participle and perfect participle forms, which remain unchanged no matter what the tense, number or person of the main verb is.

Other than the past participle and perfect participle forms, you might find two other non-finite verbs in simple sentences. These are the present participle ('seeing') and the infinitive ('to call').

Seeing the butterflies, the children *clapped* their hands in joy.

Prakash *ran* to call his father.

Compound sentences

A compound sentence has two or more main clauses (which can stand alone as independent sentences) linked by coordinating conjunctions.) For example, in the sentences below, the main clauses are joined by the coordinating conjunctions 'and', 'or', 'but' and 'yet'.

He left the house late, *and* he got stuck in traffic.

She said nothing, *but* her silence meant disapproval.

You can send the packet by courier, *or* Raj can take it with him.

Sheila asked Anil to stay for lunch, *but* he left.

It was raining, *yet* we went shopping.

Note that the subject of the second clause in a compound sentence can be omitted or replaced with the corresponding pronoun in case it happens to be the same as that of the first one.

He left the house late *and* [he] got stuck in traffic.

Kiran and Usha read the book, *but* [they] did not like it.

Some other coordinating conjunctions used to form compound sentences are 'for', 'so', 'as well as', 'either ... or', 'neither ... nor', 'not only ... but also', 'both ... and' and 'whether ... or'.

Complex sentences

A sentence with a main clause and one or more subordinate clauses is a complex sentence. Subordinate clauses do not make sense by themselves and need to be linked to a main clause. They do the work of an adjective, an adverb or a noun in complex sentences and are hence known as **adjectival, adverbial and noun clauses**.

For example, the complex sentence *The man who lives next door is my friend's brother-in-law* is formed by combining the simple sentences *The man lives next door* and *The man is my friend's brother-in-law*. Though the two are clauses in the combined sentence, the clause *who lives next door* (called an **adjectival or relative clause**) cannot stand on its own as an independent sentence.

Look at some more examples of adjectival, adverbial and noun clauses. The italicised words in the sentences are subordinate clauses, and the underlined words are used to connect them to the main clause to form complex sentences.

Although they were sisters, they rarely spoke to each other. (adverbial clause)

She fetched the bag which was made of cloth. (adjectival clause)

She dropped me home because her office is nearby. (adverbial clause)

People said that she had once been famous. (noun clause)

Her happiest moments had been with her friends whom she left behind. (adjectival clause)

While she worked she hummed a tune. (adverbial clause)

What she did helped us. (noun clause)

You can form complex sentences (and recognise them too) by using subordinating conjunctions such as 'who', 'whose', 'which', 'that', 'when', 'while', 'where', 'before', 'after', 'since', 'till', 'until', 'as soon as'/ 'no sooner than', 'as'/'because'/'since', 'so that', 'if'/'unless', 'although'/'though', 'as though'/'as if', 'what', 'how' and 'whether'.

It is thus possible to have, for example, any one of the following.

My email to Rita bounced. (SIMPLE SENTENCE)

I sent Rita an email, but it bounced. (COMPOUND SENTENCE)

The email that I sent Rita bounced. (COMPLEX SENTENCE)

Let us look at examples of how simple, compound and complex sentences are changed from one to the other. Note that the meanings of the sentences remain the same.

Having helped Sally fill in the application form, Arun posted it for her.

(SIMPLE SENTENCE)

Arun helped Sally fill in the application form and posted it for her.

(COMPOUND SENTENCE)

Arun, who helped Sally fill in the application form, posted it for her.

(COMPLEX SENTENCE)

In spite of searching everywhere for the key, we could not find it.

(SIMPLE SENTENCE)

We searched everywhere for the key but could not find it.

(COMPOUND SENTENCE)

Although we searched everywhere for the key, we could not find it.

(COMPLEX SENTENCE)

Similarly, we can also transform one compound sentence into another and one complex sentence into another without changing their meanings.

The film is good, but it is not a box-office hit.

The film is good, yet it is not a box-office hit.

As soon as it stopped raining, Mohit left for work.

No sooner did it stop raining than Mohit left for work.

EXERCISES

Rewrite the following sentences as directed in brackets.

1. My parents left me with her when they went to live in the city.
(Change into a simple sentence.)
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2. When my parents were settled in the city, they sent for us.
(Change into a compound sentence.)
-

3. I cherished the photograph as the last sign of our friendship.
(Change into a complex sentence.)
-

4. When I went to college, I was given a room of my own.
(Change into a simple sentence.)
-

5. There were no stray dogs in the streets, and he took to feeding pigeons.
(Change into a complex sentence.)
-

6. She used to wake me up in the morning and get me ready for school.
(Change into a complex sentence.)
-

7. My grandfather's portrait hung above the mantelpiece in the drawing-room.
(Change into a complex sentence.)
-

8. When we finished work, we would walk back home.
(Change into a simple sentence.)
-

9. The general saw the signal, and led the attack against the enemy.
(Change into a complex sentence.)
-

10. Even after my explanation, they refused to help me.
(Change into a compound sentence.)
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LIFE SKILLS

Values and Ethics

Values and ethics form the fundamental building blocks of your personality. **Values** are certain principles that govern the way you conduct your life, while **ethics** are moral principles that determine right behaviour from wrong behaviour. For instance, being kind to everyone irrespective of their social status, class or caste is a value, while not lying or indulging in cheating is ethical behaviour. Both are tied together in that having a solid value system usually means leading an ethical life.

You will find that the better your value system and sense of ethics are, the easier you will be able to negotiate and deal with various issues both in the workplace as well as other social situations. Being respectful towards other people, being sensitive to cultural specificities in the workplace, making sure that you are honest in your dealings with people, that your work is done the right way, and so on, all form part of having a solid value system and sense of ethics.

In the following poem, Nobel laureate Rudyard Kipling talks about living a life in accordance with positive values such as self-discipline, integrity, self-reliance, fortitude and justice. A life based on these values would be an inspiration to everyone around us. The writer Khushwant Singh once referred to Kipling's poem as 'the essence of the message of *The Gita* in English'.

If—

Rudyard Kipling

If you can keep your head when all about you

Are losing theirs and blaming it on you,

If you can trust yourself when all men doubt you,

But make allowance for their doubting too;

If you can wait and not be tired by waiting,

Or being lied about, don't deal in lies,

Or being hated, don't give way to hating,

And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;

If you can think—and not make thoughts your aim;

If you can meet with Triumph and Disaster

And treat those two impostors just the same;

If you can bear to hear the truth you've spoken

Twisted by knaves to make a trap for fools,

Or watch the things you gave your life to, broken,

And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings

And risk it on one turn of pitch-and-toss,

And lose, and start again at your beginnings

And never breathe a word about your loss;

If you can force your heart and nerve and sinew

To serve your turn long after they are gone,

And so hold on when there is nothing in you

Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,

Or walk with Kings—nor lose the common touch,

If neither foes nor loving friends can hurt you,

If all men count with you, but none too much;

If you can fill the unforgiving minute

With sixty seconds' worth of distance run,

Yours is the Earth and everything that's in it,

And—which is more—you'll be a Man, my son!

GLOSSARY

<i>impostor</i>	a person who pretends to be someone else in order to deceive others
<i>knaves</i>	a dishonest or unscrupulous man
<i>stoop</i>	to lower one's moral standards so far as to do something very bad
<i>pitch-and-toss</i>	play catch with a ball
<i>sinew</i>	a piece of tough tissue connecting muscle and bone
<i>common touch</i>	being one of the common people and not feeling superior to them
<i>foes</i>	enemies

ACTIVITIES**Individual activity**

Read the first stanza carefully.

- What do you think the poet is saying?
- What are three ways in which you can keep yourself from judging people or having prejudices?
- Can you think of three ways in which you can get along with everyone?

Write these down in your notebook.

Group activity

Form groups of three or four. Each group should prepare a short presentation on one of the following topics, and present it to the rest of the class. Include simple ways in which you can either eliminate or achieve these values in your daily lives on campus.

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| • prejudice | • cleanliness | • ethics |
| • caste | • poverty | • charity |
| • class distinction | • compassion | • listening to others |

WRITING ACTIVITY