

COMMUNICATION ENGLISH-I

L SCHEME

CONVENOR:

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RATIONALE:

Language is the most commonly used and effective medium of self-expression in all spheres of human life- personal, social and professional. A student must have a fair knowledge of English language and be able to pursue the present course of study and handle the future jobs in industry. the objective of the course is to assist the diploma holders to acquire proficiency, both in spoken(oral) and written language. At the end of the course, The student will be able develop comprehension, improve vocabulary, grammatical ability, enhance writing skills , correspond with others and enhance skills in reading and writing English.

SPECIFIC INSTRUCTIONAL OBJECTIVES:

Reading is crucial not just to progress in education but it affects every aspect of one's personal development. Having a sound grounding in reading and writing techniques allows a student to progress on to higher level literacy skills. So many students struggle because their basic decoding is so inaccurate that advanced comprehension is difficult for them. They also tend to be 'afraid' of words and in turn are not able to develop their personal vocabulary. In other words, without solid literacy skills, the student's prospects and life chances are limited. It is a fact that many who are failed by education find themselves unemployable and on the margins of society.

READING SKILL

The student is able to:

- 1.1 Understand the difficult words and phrases in the lesson
- 1.2 Use the words and phrases correctly in his own sentences
- 1.3 Read the lesson properly without mistakes
- 1.4 Read the given passage correctly
- 1.5 Read the charts and diagrams
- 1.6 Read the visuals

WRITING SKILL

The student is able to:

- 2.1 Write the answers correctly to the questions on the lessons
- 2.2 Write personal letters in the proper format without mistakes
- 2.3 Use words and phrases in his own sentences
- 2.4 Write grammatically correct sentences

PRACTICAL KNOWLEDGE OF GRAMMAR

The student is able to:

- 3.1 Use verbs correctly
- 3.2 Use various phrases appropriately
- 3.3 Use interrogatives and negatives
- 3.4 Convert active voice into passive and vice versa
- 3.5 Frame questions , question tags and give short form answers correctly
- 3.6 Use prepositions appropriately

COMPREHENSION**The student is able to**

- 4.1 Read and understand the seen &unseen passages and answer the questions given
- 4.2 understand the ideas expressed in pictures, diagrams,charts and visual presentations

GRAMMAR

1. **The student is able to understand the**
2. Parts of speech
3. Functional units
4. Active voice/Passive voice
5. Framing Questions
6. Question Tags
7. Gerunds and Infinitives
8. Number
9. Articles
10. Affixation
11. One word substitution (Textual)
12. Tenses

COMPOSITION

1. Unseen Passage
 - Choose the best answer type
2. Newspaper Report
 - Completing type
3. Personal Letter
 - Uniform Addresser and Addressee given
4. Complete dialogue
 - Wh/Yes or No questions
5. Writing answers to the questions based on the advertisement given
6. Rearrange the jumbled sentences

LITERATURE

1. Small passages from the prose text
 - 3/4 to the answers
2. Small passages from the poetry
 - 2/3 to the answers

LEARNING STRUCTURE

To enable the students to comprehend the meaning of new words, use grammar, to understand the meaning of the unseen passages, pictures, charts, diagrams and the visuals and answer the questions in an error free and simple language

PROCEDURE	TEACHING GRAMMAR	COMPOSITION	LITERATURE
PRINCIPLES	IDENTIFICATION OF VARIOUS ASPECTS OF ENGLISH GRAMMAR	EXPOSURE TO VARIOUS COMPREHENSION EXERCISES	TEXT BOOK OF PROSE LESSONS AND POEMS
CONCEPTS	CONCEPT OF TRANSFORMATION OF SENTENCES	UNDERSTANDING THE WRITTEN TEXT ,DIAGRAMMATIC REPRESENTATIONS AND VISUALS, WRITING LETTERS	ENRICHING VOCABULARY BY VARIOUS MEANS
FACTS	PARTS OF SPEECH ,WORDS ,PHRASES ,CLAUSES,SENTENCES ,PASSAGES	SCOREBOARDS ,NEWSPAPER REPORTS,VISUALS ,DIAGRAMS	LEARNING VARIOUS TYPES OF TEXTS AND MESSAGES

COMMUNICATION ENGLISH-I

DRAFT SYLLABUS

CONTENT:

PART - A (Non textual)

GRAMMAR

- 1) Parts of speech
- 2) Functional units(SVOCA)
- 3) Active to passive and impersonal passive
- 4) Framing questions (for the responses given)
- 5) Conjunctions
- 6) Infinitives and Gerunds
- 7) Question tags
- 8) Articles
- 9) Prepositions
- 10) Affixation(Prefixes and suffixes)
- 11) Correction of errors
- 12) One word substitution(textual)
- 13) Tenses

PART-B

COMPOSITION

- 1.Unseen passage for comprehension
- 2.Personal letters
- 3.Answering the questions on the dialogue
- 4.Sequencing the jumbled sentences (Textual)
- 5.Visual for comprehension
- 6.Hints Development

PART- C

LITERATURE

- 1.Prose lessons(4Nos)
 - Small Questions
 - Fill up the blanks
- 2.Poetry(3 poems)
 - Small Questions

DIRECTORATE OF TECHNICAL EDUCATION

CHENNAI – 25

COMMUNICATION ENGLISH-I

MODEL QUESTION PAPER

Time :3hrs

Max Marks:75

PART A-GRAMMAR

(24+6 Marks)

I. 1)ANSWER THE FOLLOWING AS DIRECTED

12x2=24

(a)Identify the part of speech of the underlined words (2)

(i)The thirsty crow drank the water and flew away happily

(ii) India is the biggest democracy in the world

(b)(i)Name the functional unit of the underlined word / words(2)

They laughed loudly.

(ii)Frame a sentence in SVO pattern

(c)(i)Change the following sentence into passive voice (1)

(i)Rama eats an orange

(ii) Change the following sentence into impersonal passive voice(1)

Our teacher dictates an essay everyday

(d)Frame the questions for the responses given (2)

(i)I have gone to Chennai

(ii)He is studying in a Polytechnic

(e)Supply suitable question tags to the following sentences and rewrite (2)

(i)The skeleton of an Ape resembles that of a human

(ii)You are coming tomorrow

(f)(i)Change the infinitive into gerund form(1)

I like to learn French

(ii)Change the gerund into infinitive form(1)

I like eating apples

(g)Fill in the blanks with suitable articles (2)

(i) Many countries rely on _____ type of rubber produced in Malaysia for their tyre industry

(ii) _____ fruit seller does not earn much during the raining season

(iii) We use _____ umbrella even during _____ heavy rains

(h)(i)Form negatives by using prefixes(2)

(i)Lucky (ii)Responsible (iii) Logical (iv)Possible

(ii)Add suitable suffixes to the following words so as to change their parts of speech (2)

(i) Judge (ii)Admit (iii)Free (iv)Approve

(i) Correct the following sentences and rewrite

i)The nature of things are always the same.

ii)I congratulated him for his success.

(j)Fill in the blanks with suitable **prepositions** from the list given in brackets.

Rama is fond _____ music(of/off/for)

Gopu is superior _____ Ramu(of/for/to)

(k) Combine the sentence using the right conjunction given in the brackets:

The man is poor, honest. (But/and)

She must weep, she will die. (Or/though)

(l) Match the following words with their meanings (from the text) (2)

- | | |
|---------------|----------------|
| 1. Throne | a) factors |
| 2. aspects | b) reject |
| 3. suggestion | c) intelligent |
| 4. smart | d) royal seat |
| 5. discard | e) proposal |

2) Write any six sentences in six different tense forms for the subject and verb given (6)

He –subject draw-verb

PART B (6x5=30)

1) Read the following passage carefully and answer the question that follow 5marks

Insects are small creatures having six legs, no back bone and a body divided into three parts. They are the most plentiful of all living creatures. Insects can be divided into two main kinds. Those insects which are useful to him and those insects which are harmful to him. There are also those which are merely interesting or beautiful.

Bees and silkworms are examples of useful insects. Bees collect honey and wax from flowers for our use. Silkworms supply us with fine, strong silk. These insects provide man with food and clothing.

Locusts and mosquitoes, on the other hand are harmful to man. Locusts will eat all growing plants and every year trees and crops are destroyed by these hungry creatures. Mosquitoes pass the dangerous disease of malaria from person to person and every year millions of people become ill and even die because of the activities of mosquitoes which are a great danger to health.

There are some insects which are not directly useful or harmful to man but are interesting and beautiful. Examples of such insects are colourful butterflies, pretty little lady birds and fluttering moths.

Questions:

- a. what is an insect?
- b. Give some examples of useful insects?
- c. Name some beautiful insects?
- d. Insects are always harmful to mankind. Say True or False.
- e. complete: Mosquitoes _____.

2) You are Hari residing at 14, Nehru nagar, Chennai.

Write a letter to your friend describing a picnic spot visited by you recently (personal letters) 5

OR

Invite your friend Mohan of Trichy for attending your college day function

3) Read the following dialogue carefully and answer the question that follow(5marks)

Do not copy the Dialogue

Sheela: Last week I went to Chennai.

Mala : whether to attend any function/?

Sheela: yes, to attend my friend's marriage

Mala : your friend!

Sheela she studied with me in elementary school

Mala : you still remember your elementary school friends? Oh,God! You god such a tremendous memory and sense of remembrance.

Sheela: what is that. As I remember you, I remember them.

Mala : Fine, I don't have such a memory.

- 1) Name the speakers?
- 2) What is the relationship between the speakers?
- 3) What is the Occasion discussed here?
- 4) Where did Sheela go last week?
- 5) Mention a characteristic of Sheela?

4)ARRANGE THE FOLLOWING SENTENCES INTO A COHERENT PARAGRAPH

(5marks) (To be textual)

Finally it is true that the influx of immigrants in our urban areas and stress in our society have hastened the spread of the use of drugs.

At a still deeper level, young intelligent and often sensitive members of our society experiment in the hope of finding an alternative society.

In recent year, drug taking by young people has become a habit

It is a grim epidemic that requires the attention and help of every responsible citizen.

At a somewhat deeper level, the habit many have started as a protest against authority

5) Study the visual and answer the Questions that follow (5 Marks)



Questions:

- 1) Name the occasion for releasing the stamp?
- 2) What is the value of the stamp?
- 3) Name the animal cartoonised here?
- 4) Name a monument shown here?
- 5) Mention the year of common wealth games in India

6) Develop the following Hints into a Passage (5 marks)

Students- not serious in studies-waste time-watching unwanted TV channels-moving to movie very often-accumulate the portions of study-at the time of examination-become serious-study day and night-become worried and tired-faint in the exam hall-fail in the exam-message

PART-C

(15 Marks)

1) Answer any three of the following

a) Small Questions (3 out of four) (3x2=6)

i) “ Books written by great men are invaluable gifts to mankind. It is humanly impossible to imagine the infinite variety of books that adorn the cupboards and shelves of libraries all over the world. Books like food and water have become essential requirements of modern civilized world.”

Which have become essential requirements of modern civilized world, besides food and water?

ii) “All these facts lead scientists to infer that the global warming we now experience is not a natural occurrence and that it is not brought on by natural causes. Humanity’s industrial emissions are responsible, they say.”

What ,according to the scientists ,are responsible to the global warming?

iii) “ My friend live in a wooden house as do the Maoris themselves. Most of the houses in the district are of wood, for there are frequent earthquakes

Why the houses are made out of woods?

iv) “The king : This is my decree. My second son will be my successor to my throne. He has realised the important duties of a King.”

Why does the king choose second son as his successor?

b)Fill in the blanks(5 Nos)

(5x1=5)

i) “ But isn’t it very _____ to live here at all?.”

ii) “ Your Majesty, the hall is dark. I wish to remove this _____

iii) Melting ice caps reflect less sunlight than previously, so our planet absorbs more and more _____.

iv) A great writer has classified books in to two categories- Books of the Hour and books of _____

v) The contribution to english literature by Indian writers is also _____

c) Answer any two of the following

(2x2=4)

i) “ The waves beside them danced, but they out-did the sparkling waves in glee:

Which did excel the sparkling waves? How?

ii) “ was to help us learn to make our world A better, wiser place”

Who did create teachers ? Why?

iii) “ I am still alive, vibrant with life. The black cloud will disappear.”

What makes one alive and vibrant?

COMMUNICATION ENGLISH –I

**PROSE
AND
POETRY**

DRAFT SYLLABUS

DOTE TAMILNADU

LESSON

8

BOOKS-OUR NEVER FAILING FRIENDS

A good book, among many things can fetch us mental, physical and spiritual satisfaction.

Books, written by great men, are invaluable gifts to mankind. It is humanly impossible to imagine the infinite variety of books that adorn the cupboards and shelves of libraries all over the world. Books, like food and water, have become essential requirements of modern civilized world.

The invention of printing press, and its gradual improvements have enabled the book-publishers to flood the markets with innumerable varieties of books and thus leading to knowledge-explosion in different fields. There is hardly any place on this vast earth, where you cannot find a book.

DRAFT SYLLABUS

Books have been constant companions to innumerable men from their childhood till their death. It makes one shudder to think what man would have been if printing press had not been invented. He would have remained pristine, primitive or ignorant.

Books enlighten man and keep him better informed. Through their influence man becomes refined, his mind becomes disciplined, frank and just. Adopting the words of Cardinal Newman, it can be said, that books mould a person into a gentleman, make him tender towards the absurd, and deter him from inflicting pain on others.

It is shocking to learn from the recent findings of UNESCO, that in our country, book-reading averages 32 pages per year, as against the prescribed 2000 pages per year. The number of dailies and weeklies (1334 and 5898 respectively) is a very impressive figure. Yet the average circulation is nowhere near the world average. Not even one in a thousand reads newspapers regularly. The National Book Development Board, a wing of the Ministry of Human Resource Development, has been doing wonderful work, yet it has not been successful in infusing reading habits in the general public.

Therefore, it becomes clear that reading habit should be initiated at the school level. The teachers at school and the parents at home are required, to bestow utmost care and attention. They are duty-bound to fulfill their obligation. A teacher should help students to choose the right type of book and a parent has to encourage his/her child to read books during leisure hours. In this way, both of them can work wonders.

But in practice, the parents shift their responsibility, saying that their children learn only from their teachers. In reality a child responds to its mother or father much better.

Another viewpoint is that before the invention and introduction of T.V. and Computer, children normally read books for a few hours, daily; but today, it is quite alarming to see children and students glued to the T.V. for hours together, leaving no time for reading their own lessons! Modern transformations are normal occurrences. As Tennyson says:

Old order changeth yielding place to new
And God fulfills Himself in many ways
Lest one good custom should corrupt the world.

However, reading is an activity that is indispensable, and can be neglected only at one's peril, because 'Reading maketh a full man' says Bacon.

A great writer has classified books into two categories-Books of the Hour and Books of All Time. While short stories, fiction, journals, weeklies etc. fall under Books of the Hour category, great classics, like the Mahabharatha and the Ramayana are considered as Books of All Time.

Books of the Hour give us relaxation, provide rest to our tired minds, and also keep us abreast of times with the required information. During inclement weather, one can spend time enjoying, in the company of the learned writers. A similar pleasure can be derived during a prolonged journey.

The Books of All Time are treasures. The treasure is so vast and rich that it becomes humanly impossible to cover the entire field, because life, in comparison to the vastness of the treasure, is too short.

The Ramayana and the Mahabharatha, are retold in lucid English prose form by many eminent writers. The Books have become the perennial source of inspiration. Without exaggeration it can be said that the characters and the incidents, in these two classics, greatly influence the character of Indian men and women.

Literature is vitally connected to life, and the eminent writers become instrumental in the formation of character. Shakespeare takes the uppermost place in anybody's mind. His plays contain the rarest essence of human thought and behaviour and foreruns the ages, anticipating all that can be said on human behaviour. Similar is the effect of Milton's works. While Tennyson refers to the extent of knowledge that remains undiscovered, Wordsworth, Shelley, Keats and other nature poets ask us to approach Nature for inspiration. The novelists too, endlessly delight the readers with unprecedented levels of enlightenment.

The contribution to English Literature by Indian writers is also commendable. Writers, like Rabindranath Tagore, Sarojini Naidu, Pandit Jawaharlal Nehru and many others have won international honours as great and meritorious writers in English.

Books are our best friends and companions. Through them we get a chance to live with the people of the past, share their rich thought and ideas, gain from their experiences and improve our aspirations.

To conclude in the words of Robert Southey books -

My never-failing friends are they,
 With whom I converse day by day
 With them I take delight in weal
 And seek relief in woe;
 And while I understand and feel
 How much to them I owe.

B. Selvadurai

AIR Broadcasting, 1998

EXERCISES

A. Vocabulary

I. Learn the following meanings:

fetch	-	bring
invaluable	-	precious
adorn	-	decorate / beautify
flood (v)	-	overflow
shudder	-	tremble
pristine	-	primitive
absurd	-	nonsensical
deter	-	prevent
initiate	-	introduce
execute	-	perform

II. Match the following:

A	B
1. explosion	a) throw light upon
2. constant	b) punishing
3. primitive	c) blast/discharge
4. Enlighten	d) well-bred/cultured
5. inflicting	e) get
6. refined	f) ancient
7. adopt	g) continuous
8. derive	h) choose/take up

What is Global Warming?

Global Warming is defined as the increase of the average temperature on Earth. As the Earth is getting hotter, disasters like hurricanes, droughts and floods are getting more frequent.

Over the last 100 years, the average air temperature near the Earth's surface has risen by a little less than 1 degree Celsius or 1.3 degrees Fahrenheit. Doesn't seem that much, does it? Yet it is responsible for the conspicuous increase in storms, floods and raging forest fires we have seen in recent years, say scientists.

Their data show that an increase of one degree Celsius makes the Earth warmer now than it has been for at least a thousand years. The top 11 warmest years on record have all been in the last 13 years, said NASA in 2007, and the first half of 2010 has already gone down in history as the hottest ever recorded.

Projections from the UN climate change body the Intergovernmental Panel on Climate Change (IPCC) say that global surface temperature will probably rise a further 1.1 to 6.4 degrees Celsius (2.0 to 11.5 degrees Fahrenheit) during the 21st century. The huge range of estimates is due to the amazing complexity of our Earth's climate system and the uncertainty about whether mankind will fight this warming or continue with business-as-usual.

A certain degree of warming is unavoidable even if we managed to reduce our burden on the climate immediately. Oceans, for example, act as huge heat repositories that follow changes in air temperature with a time lag of decades or even hundreds of years. Melting ice caps reflect less sunlight than previously, so our planet absorbs more and more heat.

Exactly how these changes will influence the warming trend is unclear. All we know for certain is that it's going to be warmer and that human greenhouse gas emissions are an important reason for this.

Are climate change and global warming one and the same?

In a nutshell: global warming is the cause, climate change is the effect.

Scientists often prefer to speak about climate change instead of global warming, because higher global temperatures don't necessarily mean that it will be warmer at any given time at every location on Earth.

Warming is strongest at the Earth's Poles, the Arctic and the Antarctic, and will continue to be so. In recent years, fall air temperatures have been at a record 9 degrees Fahrenheit (5 degrees Celsius) above normal in the Arctic, according to the U.S. National Oceanic and Atmospheric Administration.

But changing wind patterns could mean that a warming Arctic, for example, leads to colder winters in continental Europe. Regional climates will change as well, but in very different ways. Some regions like parts of Northern Europe or West Africa will probably get wetter, while other regions like the Mediterranean or Central Africa will most likely receive less rainfall

But it is not just about how much the Earth is warming, it is also about how fast it is warming. There have always been natural climate changes – Ice Ages and the warm intermediate times between them – but those evolved over periods of 50,000 to 100,000 years.

In the past, climate change was triggered by changes in the sun's energy output, the changing position of continental plates, or the rotating axis of the Earth itself. Many plants and animals were able to adapt to these slowly changing climates. Even humans have changed their habitat according to the comings and goings of glaciers.

All these so-called natural forcings, however, have been ruled out for the warming visible in the last 30 years. Since 1980, temperatures have risen faster than ever before, as far as scientists can ascertain.

This radical change is leading towards a sudden loss of biodiversity, a dwindling number and variety of plants and animals. Many species simply won't be able to adapt fast enough. According to the most recent UN assessment, 20 to 30 percent of the Earth's plant and animal species face extinction if the world warms by between 1.5 and 2.5 degrees Celsius.

Even for humans, climate change won't be a smooth transition to a warmer world, warns the Tipping Points Report by Allianz and WWF. Twelve regions around the world could be especially affected by abrupt changes, among them the North Pole, the Amazon rainforest, and California.

All these facts lead scientists to infer that the global warming we now experience is not a natural occurrence and that it is not brought on by natural causes. Humanity's industrial emissions are responsible, they say.

Global Cooling or Warming: What to Believe?

This winter some parts of the world are freezing in record cold conditions. Is this really what global warming looks like?

This winter, Britain has seen the longest cold spell in more than three decades, North America was hit by blizzards that brought frost to Florida, two dozen patients in a psychiatric hospital froze to death on the Caribbean island of Cuba. Surely, global warming has got to be a joke!

That is how the argument goes and the number of comments and articles that promote it around the world is growing. The UK's Daily Mail newspaper, among the most avid proponents of 'global cooling', even proclaimed the beginning of a "mini ice age".

How weird this must sound to an Australian sweltering in Melbourne? The Southern Hemisphere is in full summer swing. Heat waves left people gasping in Australia's garden city, culminating in the hottest night in a century when temperatures never dipped below 30 degrees Celsius.

The point is such short-term weather extremes don't prove anything about long-term climate change. Not that it is a hoax, nor the fact that humans are causing it. Unfortunately, most of us confuse climate and weather; and this is where emotions come in.

LESSON

5

LIGHT DESTROYS DARKNESS

SCENE - I

(A palace - a court in session - the King seated on his throne - is very old and weak - is looking worried - He is in secret conversation with his Chief Minister.)

King : Have you thought of a way to select my successor?

C.M. : Your Highness, it is a very delicate question. Unless we consider all aspects of a solution, we may have to face serious consequences.

King : I fully agree with you. But you mustn't forget that I am becoming weaker.

C.M. : Your Highness will surely live long. Please give me two more days. I shall come back with a good answer.

King : Sure, sure. Shall we meet here three days hence? And let this remain a secret between you and me.

C.M. : Yes, your Majesty. The secrecy will be maintained at all cost.

(Exit King and C.M.)

SCENE - II

[Chief Minister's house - Chief minister - alone - in deep thought - talks to himself.]

C.M. : The King has given me this tough task of choosing a fitting successor to his throne. The real problem is how to choose the better from two equally capable, and intelligent princes.

[Enter - Jyothi, the daughter of the C.M. she is only 12 years old - but has proved herself to be very smart.]

Jyothi : Father, it is going to be midnight. Why are you still awake?

C.M. : Oh, my dear daughter! Your father will not get sleep unless he solves a problem that he has. You know that. Don't you?

Jyothi : Yes, yes. And I also know what your problem is.

C.M. : What? How do you know it?

Jyothi : Sorry father. I happened to overhear your conversation with the King.

C.M. : Jyothi! Don't you know that it is bad manners?

Jyothi : Father, you have told me that eavesdropping or listening to the conversation either stealthily or wantonly is bad. But over-hearing a conversation by accident is not. Haven't you told me so!

C.M. : [Taken aback a little] Yes, Yes, of course!

Jyothi : Father, if I could be trusted, I have a solution to the problem.

C.M. : You have! Are you serious or joking?

Jyothi : I am not in any jolly mood! Please listen to my suggestion. Implementing it or discarding it is entirely yours. (she whispers something into her father's ears.)

C.M. : (His face brightens up. He looks at his daughter with pride, and says) His Majesty will surely admire you for your smartness.

SCENE - III

[In the palace - court in session - the King is seated on his throne - The C.M. and other Ministers are also seated in their seats. Two seats, placed very close to the throne, are vacant.]

King : Let my two sons come into my court.

(The two princes enter and take their seats - very close to the King.)

My sons, listen carefully. I want to choose one of you to succeed me as King after my death.

1st Prince : No, Your Highness, we wish to be your sons. We are not interested in ascending the throne. But I am ready to give up my claim in my brother's favour.

2nd Prince : No, father, I wish that my elder brother becomes the King and not I.

King : I am very happy to note your love and respect for each other. But we cannot meddle with the procedure. Both of you possess kingly qualities. This contest is to show to the people that the best person has been chosen.

The princes: Then we abide by what you say.

King : Good. This is the contest. Without using any costly decoration or articles you should fill a big hall.

You are given six days time. We can meet as soon as you have completed the task.

SCENE - IV

After six days

(King's court - enter Princes-)

Elder Prince : Sire, I am ready.

(King and his retinue follow him into a big hall)

I have filled the hall with hay; Hay is neither costly nor decorative.



King : (to the second son) We shall now look at your hall.

Younger Prince : (leads them into his hall. It is very dark inside. The king and the others are just wondering.)

Your Majesty, the hall is dark. I wish to remove this darkness. (He lights a candle. The room becomes visible the light now fills the entire hall.)



DRAFT SYLLABUS DOTE TAIN

King : What is your interpretation?

Younger Prince : Sire, our world is full of problems related to physical, mental and spiritual sides. We are in the dark as we are unable to solve such problems. My aim, as a King, would be to find solutions to the physical, mental and spiritual problems and remove the darkness from our society.

(The King, highly pleased, looks at his Chief Minister who supports the King's decision.)

The King : This is my decree. My second son will be my successor to my throne. He has realised the important duties of a King.

(The entire court including the elder prince applauds.)

EXERCISES

A. Vocabulary

I. Meanings:

- | | |
|---------------|-----------------------------|
| delicate | - sensitive |
| consequences | - results / outcome |
| eavesdropping | - hear |
| wantonly | - daringly / rashly |
| implementing | - accomplishing / achieving |
| discarding | - disuse, reject |
| ascending | - climbing |
| meddle | - interfere / tamper with |
| retinue | - escort / attendants |

II. Find the synonyms of A from B:

- | A | B |
|---------------|------------------|
| 1. throne | a) factors 2 |
| 2. aspects | b) reject 5 |
| 3. suggestion | c) intelligent 4 |
| 4. smart | d) royal seat 1 |
| 5. discard | e) proposal 3 |

MAORI VILLAGES

When you go bathing in a river or a pond, do you expect the water to be hot or cold? Cold, of course. You would be very surprised indeed to find it hot.

And yet that was what I found when I visited North Island, the northern part of New Zealand. I had been invited to spend a holiday with some friends who had taken a house for the summer on the outskirts of the Maori village of Ohinemutu, near the town of Rotorua. The Maoris, as I expect you know, are the natives of New Zealand. Rotorua lies in the centre of a district known as the Hot Spring District, where the water is not only hot but boiling. You see it bubbling away in pools, or shooting up into the air in a column known as a geyser, and you come across little pools where the mud boils like porridge in a saucepan.

My friends live in a wooden house as do the Maoris themselves. Most of the houses in the district are of wood, for there are frequent earthquakes, and a wooden house does not cause so much damage when falling as a brick house would do.

The first day of my visit was Sunday.

"Would you like to come with us to a service in the Maori church?" asked my hostess.

"Indeed I would," I replied, and we set off. The church was beautifully built and decorated by the Maoris themselves. As we reached the door my hostess said, "I will show you over the church after service." The service itself was very interesting, for the clergyman was a Maori. He said the prayers first in the Maori language and then in English, and the same with the lessons and the sermon. The hymns we all sang together, the Maoris singing in their language while the rest of us sang in English.

Afterwards my hostess kept her promise and took me round the church. I very much admired the ends of the pews and choir stalls, which had been very cleverly carved, and I was standing looking at the pulpit, which appeared to be made of finely carved wood, when my hostess said, "That isn't really

wood, you know—it is flax, the kind known as phormium." I looked at it more closely and saw that she was right. It was made of panels of flax, beautifully handwoven.

As we walked back through the churchyard my guide suddenly stopped at the side of a gravestone.

"Look!" she said. "That was not there last time I passed this way." She was pointing to a little boiling pool at the corner of the gravestone. Someone had put a stone over it so that no passer-by should step into it by accident, but I could hear the water boiling furiously underneath.

"We often find new pools like that appearing all over the place," said my hostess, as we walked on. After a while I noticed that the ground on which we were walking sounded hollow. I mentioned it to my companion.

"Yes, I know," she said. "I often feel that if I were to stamp my foot heavily it might go through the ground into the boiling water or mud below. We really live on a sort of crust, which is always cracking. Even those of us who know where the pools are have to be careful when we go out at night, all the more so because, as you have just seen, new ones are constantly appearing."

"But isn't it very dangerous to live here at all?" I wanted to know. "The Maoris don't seem to think so," she answered. "They build their houses almost on the edges of the hot pools. They find them very useful, you know, both for cooking and bathing. There is no need for a Maori house to have either a kitchen or a bathroom."

After the mid-day meal, it was suggested that we go for a picnic to another Maori village near by, called Whakarewarewa.

"What a tongue twister!" I could not help saying.

"Oh, we call it Whaka for short," said my host.

We took our tea with us—at least, we took the canteens, but I could see no means of making the tea. When we reached Whaka we went to the house of a Maori woman whom my friends knew, because they thought I should like to see the inside of a Maori house. It seemed to me very much like the houses of the white people round about, except for some fine carvings on the outside.

"I will make your tea for you," said the Maori woman, when we had come outside again. "Then you can have it on my verandah."

"I expect you would like to see how she makes it," my host suggested. I did not see why, but to my surprise, the woman, after filling a kettle with cold water, carried it outside the house, instead of putting it on a stove. Near by was a boiling pool, and in one corner of this she placed the kettle. In a very short while the water inside was boiling too, and we were able to have our tea. How convenient it would be on a hot summer's day not to have to stoke up the kitchen range to cook the dinner, I thought, and how much cheaper to have a hot pool handy than to have to pay for coal or gas.

On the way home there were many other interesting things to see. One was a little pool fenced round.

"What is that for?" I asked. "Oh, that is the washing pool," said my hostess. "The women take the clothes and some soap and do their washing there. Maori houses do not need coppers or basins either."

As we came along the village again, there was a very good smell in the air of food cooking. I sniffed appreciatively, and my host and hostess smiled.

"Those are the Maoris' suppers cooking," they told me. Just then a woman came to see if her supper was done. She pulled out of one of the pools a bag made of woven flax.

"She would call that a kit," said my hostess. "Her supper is inside it." Evidently it was nicely cooked, for the woman disappeared with it into her house.

The good odours had made us all hungry, and we were glad of our own supper when we got home. Then after a pleasant evening wandering about the village—though with care so as to avoid the hot pools—we went to bed.

"I hope you slept well," said my host at breakfast next morning.

"Very well, thank you," I replied, "once I could get to sleep, that is. But there was a party of singers who kept me awake for a good while."

"Oh dear, I should have warned you," exclaimed his wife. "Our house is very near the pool which the Maoris like for their bathroom, and as they always like to sing in their bath, while they swim about and play in the hot water, people who are not used to it do find it hard to get to sleep."

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"How amazing it is!" I said. "The Maoris use the hot water for cooking, bathing, and washing. Is there any other way in which it can be used?"

"Yes, indeed," said my host. "Many of these pools have medicinal powers, and people come to the district to bathe in the water and even to drink it, though I believe it is somewhat unpleasant, for the sulphur in it makes it taste like bad eggs."

The more I thought about it, the more enjoyable it seemed to me to be able to live in a Maori village and let the hot water do so much of the work. I was really sorry when my holiday came to an end, and I was obliged to go back to the land of baths and taps and kitchen stoves.

M. Brown

Notes and Explanations

In New Zealand, especially in the district called Hot Springs, there are hot springs and pools with boiling water caused by steam coming from inside the earth. The Maoris, who are natives of New Zealand, use these hot springs for several purposes including washing, bathing and cooking.

outskirts	: borders; outlying parts.
natives	: persons born in a country.
column	: (here) water rising straight up like a pillar.
geyser	: natural spring of hot water.
porridge	: soft food made by boiling oatmeal in milk or water.
saucepan	: deep metal cooking pot.
frequent	: happening often.
damage	: harm.
service	: a form of worship or prayer.
hostess	: woman who entertains guests.
show you over	: take you round.
sermon	: talk on a religious or moral subject.
hymn	: song of praise to God.

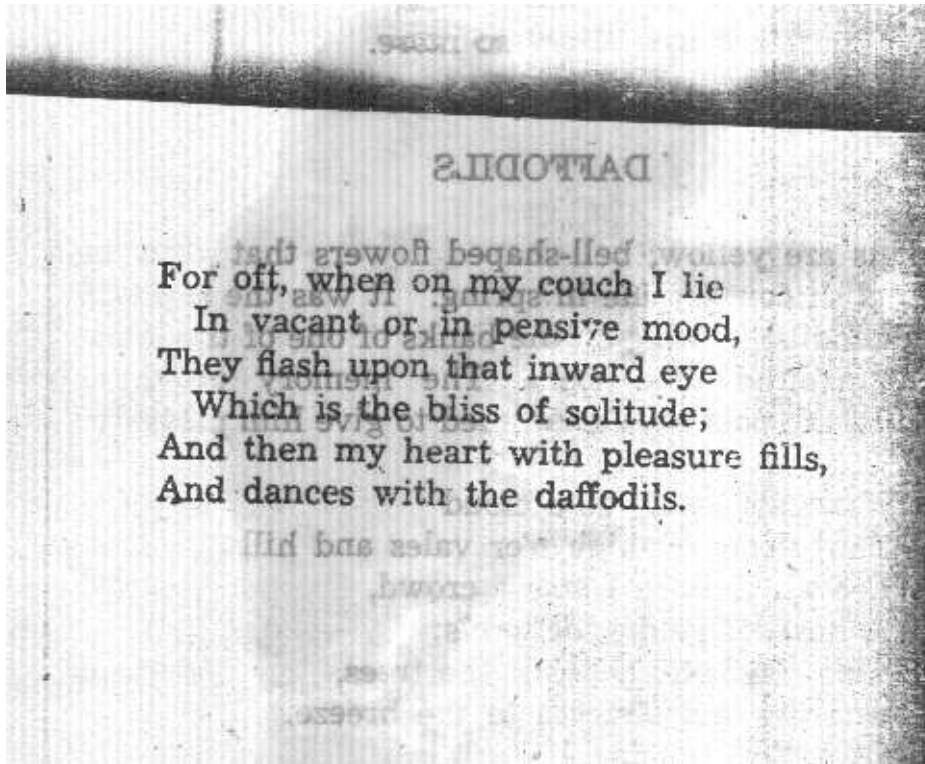
DAFFODILS

Daffodils are yellow, bell-shaped flowers that grow in the English countryside in spring. It was the sight of wild daffodils growing on the banks of one of the lakes which inspired this poem. The memory of these daffodils, the poet says, continued to give him pleasure.

I WANDER'D lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees, 5
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretch'd in never-ending line
Along the margin of a bay: 10
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not but be gay, 15
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

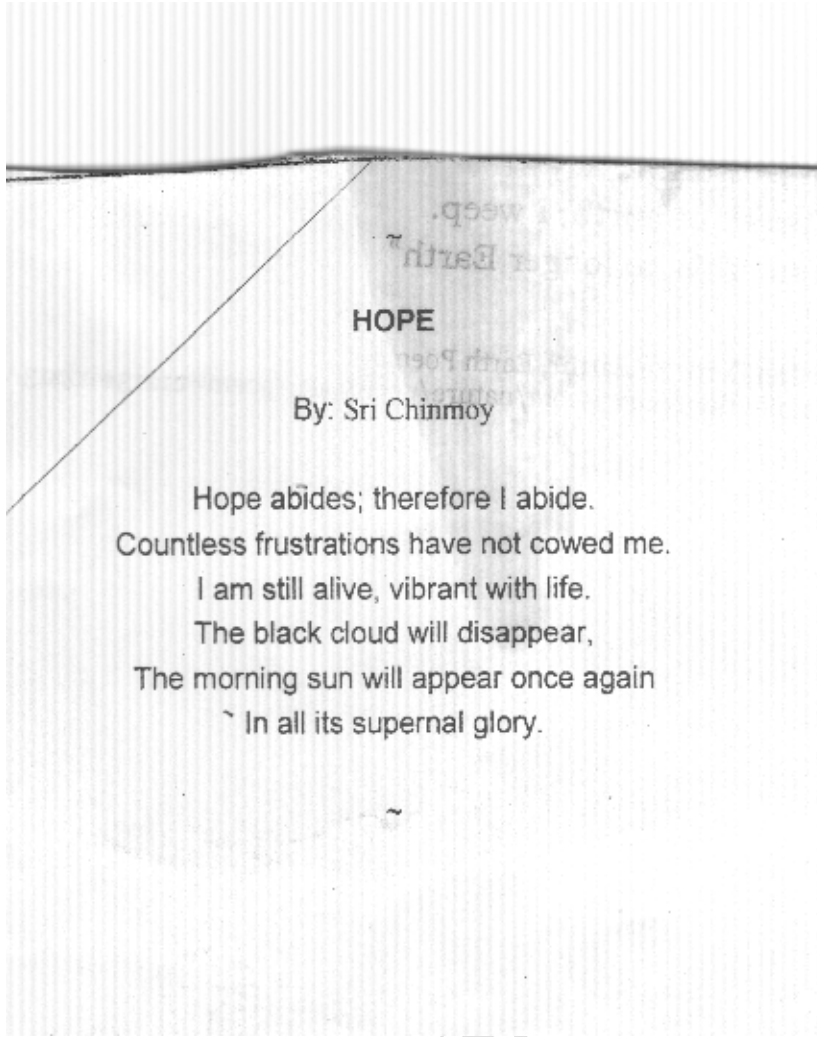


Why God Made Teachers
By Kevin William Huff

When God created teachers,
He gave us special friends
To help us understand His world
And truly comprehend
The beauty and the wonder
Of everything we see,
And become a better person
With each discovery.

When God created teachers,
He gave us special guides
To show us ways in which to grow
So we can all decide
How to live and how to do
What's right instead of wrong,
To lead us so that we can lead
And learn how to be strong.

Why God created teachers,
In His wisdom and His grace,
Was to help us learn to make our world **HOPE**
A better, wiser place.



HOPE

By: Sri Chinmoy

Hope abides; therefore I abide.
Countless frustrations have not cowed me.
I am still alive, vibrant with life.
The black cloud will disappear,
The morning sun will appear once again
In all its supernal glory.

EDWARD SHANKS

EDWARD SHANKS (1892-1953) was well known as a journalist. In this poem he describes something with which we are all familiar, the movement, the sounds and the effects of a storm. It seems to take place a little before sunrise, and wakes up the poet from his sleep.

THE STORM

WE wake to hear the storm come down,
Sudden on roof and pane;
The thunder's loud, and the hasty wind
Hurries the beating rain.

The rain slackens, the wind blows gently, 5
The gust grows gentle and stills,
And the thunder, like a breaking stick,
Stumbles about the hills.

The crops still hang on leaf and thorn, 10
The downs stand up more green;
The sun comes out again in power,
And the sky is washed and clean.