

# 10. Abraham Lincoln's Letter to his Son's Headmaster

WORKSHEET

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## COMPREHENSION

Read the following passage and answer the questions that follow.

The virtues of self-discipline, self-restraint and self-development, which are the quintessence of Indian dharma and culture, are as fully relevant today as they were at their first teaching three thousand years ago. You almost hear their echoes in Sir Thomas Taylor's Convocation to the Aberdeen University.

'There are, of course, moral duties which the law will enforce. But beyond the sphere of duty which is legally enforceable, there is a vast range of significant behaviour in which the law does not and ought not to intervene... Now this feeling of obedience to the unenforceable is the very opposite of the attitude that whatever is technically possible is allowable... This power of discipline is the very opposite of the fatal arrogance which asserts, whether in government, science, industry or personal behaviour, that whatever is technically possible, is licit... All through history men have needed it to preserve them from the temper which hardens the heart and perverts the understanding. For our generation it is nothing less than the prime condition of survival.'

...Our old sages judge the greatness of a State not by the extent of its empire or the size of its wealth, but by the degree of righteousness and justice which marked the public administration and the private lives of its citizens. Their timeless teaching was that man's true progress is to be judged by moral and spiritual standards, and not by material and physical standards.

**A** Answer the following questions.

1. Which virtues form the quintessence of Indian dharma and culture?

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2. What is beyond the legally enforceable sphere of duty?

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3. Which of the following two attitudes does the author recommend: (a) obedience to the unenforceable; or (b) whatever is technically possible is allowable?

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4. In the last two sentences of Sir Thomas Taylor's speech quoted above, what does 'it' refer to?

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5. How did our old sages judge the greatness of a State?

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**B** Use the following words as used in the passage in sentences of your own.

1. quintessence: \_\_\_\_\_
2. enforceable: \_\_\_\_\_
3. fatal: \_\_\_\_\_
4. licit: \_\_\_\_\_
5. temper: \_\_\_\_\_

**C** Fill in the blanks with words from the passage.

1. The virtues of \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are as \_\_\_\_\_ today as when they were first taught.
2. There are \_\_\_\_\_ duties which the law will \_\_\_\_\_.
3. There is a vast \_\_\_\_\_ of \_\_\_\_\_ behaviour in which the \_\_\_\_\_ does not and ought not to \_\_\_\_\_.
4. The power of \_\_\_\_\_ is the very opposite of the \_\_\_\_\_ arrogance which \_\_\_\_\_ that whatever is \_\_\_\_\_ possible is \_\_\_\_\_.
5. Man's true \_\_\_\_\_ is to be judged by \_\_\_\_\_ and \_\_\_\_\_ standards and not by \_\_\_\_\_ and \_\_\_\_\_ standards.

## GRAMMAR

**A** Rewrite the following sentences in passive voice, making necessary changes.

1. He is taking the dog for a walk.
2. In the nineteenth century, distinguished composers wrote operas.
3. Will she show her husband how to cook?

**B** Fill in the blanks with suitable determiners, including articles, selected from the brackets.

1. Not everybody is \_\_\_\_\_ enthusiast for skiing. [a/an/the]
2. \_\_\_\_\_ policeman was alert and caught \_\_\_\_\_ thieves. [an/those/the]
3. Was that \_\_\_\_\_ knock at \_\_\_\_\_ door?
4. Mrs Halley baked \_\_\_\_\_ cake with \_\_\_\_\_ walnuts and \_\_\_\_\_ of cream. [the/a/some/those/lots]
5. \_\_\_\_\_ children are very naughty. [few/those/an]

**C** Underline the phrases and clauses given below and write P or C.

1. Why were there so many people who had nothing to do? [ ]
2. Our neighbours had a car in a bad condition. [ ]
3. The store that Mrs Gupta shops at is crowded. [ ]
4. I am going to see the doctor that Sushmita told me about. [ ]
5. The man in the burning building was alive and well. [ ]

**D** State if the following are noun, adjective or adverb clauses.

1. The lady, who is our new neighbour, is very polite.
2. The villager on the camel stopped where the pool had formed.
3. The car in which we waited belonged to Mr Sharma.

## VOCABULARY AND WRITING

**A** The phrases in the following sentences have been used idiomatically. Underline them and find other words to explain them.

1. I have made up my mind to learn music.

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2. He was beside himself with grief.

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3. She is not in the good books of her maths teacher.

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4. The thief took to his heels when he saw me.

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5. I'm sorry I lost your book. I'll make good the loss.

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**B** Join the words in Column A with the words in Column B to make new words.

Column A	Column B	Compound Word
1. Back	(a) lay	_____
2. Over	(b) deep	_____
3. Way	(c) bite	_____
4. Skin	(d) strong	_____
5. Head	(e) hear	_____

**C** Write a brief speech of about 100 words introducing a new classmate to the class.

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