

9. Abraham Lincoln's Letter to his Son's Headmaster

WORKSHEET 1

COMPREHENSION

Read the passage below 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?

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

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

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

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

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.

WORKSHEET 2

GRAMMAR

A. Fill in the blanks with suitable auxiliaries.

1. _____ you meet the doctor today?
2. He _____ very pleased at the compliment.
3. Mr Verma _____ our new Principal.
4. I _____ just leaving for the airport.
5. The boys _____ very naughty.
6. Mary _____ a lot of work.

B. Select the appropriate modals from the brackets to complete the sentences.

1. _____ you please pass me the butter? [can/would]
2. You _____ pay attention to your studies. [may/must]
3. If you finish your work today, you _____ have a free day tomorrow.
[would/may]
4. We _____ be silent in the library. [ought to/should]
5. He _____ read English fluently. [will/can]

C. Rewrite the following sentences in passive voice, making the 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?
4. The teacher explains the lesson.
5. We had pizza at the restaurant.
6. A talented musician played a beautiful melody on the violin.
7. The young explorers discovered a hidden treasure in the jungle.
8. The team celebrated its victory after winning the championship match.

WORKSHEET 3

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.

2. He was beside himself with grief.

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

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

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

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.
