

Film Terminology – Shots and Framing



(Activity 2, textbook page 61)

Affixation

An affix is a letter or letters that may or may not stand alone, attached to a base word to create a new word or word-form. Affixes are divided into many categories such as *Prefix* (affixation at the beginning), *Suffix* (affixation at the end), *Circumfix* (affixation at both ends. E.g. *enlighten*), *infix*, *interfix* etc. **Prefix** and **suffix** are extremely common terms; *circumfix* and others are less common.

Compounding

Compounding is the process of creating a new word by combining two stand-alone words (free morphemes), and words thus created are known as compounds. Compounds are written sometimes as one word (**closed compounds**, e.g. keyboard, notebook, textbook), sometimes as two hyphenated words (**hyphenated compounds**, e.g. *mother-in-law*, *stand-in*, *well-trained*), and sometimes as two separate words (**open compound**, e.g. *school bus*, *dining room*, *football stadium*).

- Write the following words in appropriate columns and also write the base word/words in the table given below.

Impossible, making, films, invisible, childhood, unfastened, cameraman, customary, film-maker.

<i>Base word/words</i>	<i>Prefixation</i>	<i>Suffixation</i>	<i>Compounding</i>
possible	Im		
Make	ing		
Film		s	
Visible	In		
Child		hood	
fasten	un	ed	
Camera, man			Cameraman
Custom		ary	
Film, maker			Film-maker

Auxiliary Verbs

➤ **(Activity 1, textbook page 62-63)**

Discussion: In English there are 24 auxiliary verbs that help create negatives, questions, tense forms, passive voice and so on. They are also known as helping verbs. Auxiliary verbs are classified as **Primary Auxiliaries** (11 numbers) and **Modal Auxiliaries** (13 numbers). All auxiliary verbs are not always helping verbs. The primary auxiliaries and the modal auxiliaries such as *need, dare and used to* can also function as main verbs. Question beginning with an auxiliary verb is known as **Yes or No** answer questions.

[*Primary Auxiliaries: am/is/are/was/were/ do/does/did/ have/has/had*]

➤ **Fill in the blanks in the following sentences using the right auxiliary verb. (Page 63)**

1. **Does** she come here frequently?
2. They **are** planning something different this time.
3. **Have** you ever travelled through a jungle?
4. **Did** you meet him yesterday?
5. When I visited him at his office he **was** reading something.

➤ **(Activity 2, Textbook Page 63) Modal Auxiliary Verbs**

Modal auxiliary	Functions	Used in meaningful sentences
Will	<ol style="list-style-type: none"> 1. Making predictions 2. Offering to do something 3. Expressing determination 4. Making a formal request 5. Denoting future 	<ol style="list-style-type: none"> 1. It will rain in the evening. 2. I will help you complete this task. 3. I will speak to him tomorrow. 4. Will you open the window, please? 5. The train will leave at 4 o'clock.
Would	<ol style="list-style-type: none"> 1. Past intentions/expectations 2. Imagined situations 3. Past habits 4. Making a polite request 5. Making offer or inviting politely 6. Expressing a wish 	<ol style="list-style-type: none"> 1. (a) He said he would meet us at 10.30pm. (b) It would rain soon, the sky was so cloudy. 2. What would you do if you won a lottery? 3. When we were classmates, we would often share our lunch. 4. Would you help me, please? 5. (a) Would like one more piece of cake? (b) This evening we are going for a movie; Would you be joining us? 6. I wish she would come and see me.
Shall	<ol style="list-style-type: none"> 1. Making offers 2. Asking for advice 3. Asking for suggestion 4. In formal documents, to state an order, law etc. 	<ol style="list-style-type: none"> 1. Shall I do it for you? 2. Which way shall I go? 3. What shall we do? 4. All transactions shall be made only by certified checks.

Should	<ol style="list-style-type: none"> To express duty or obligation To give or ask for advice Expected thing or a possibility. To talk about a correct thing Used in official orders or instructions 	<ol style="list-style-type: none"> Everyone should obey the rules. (a) We should be well-prepared before the test. (b) Should I trust his words? It's 6 o'clock now, he should be home by now. An English sentence should start with a capital letter. Students should enter the examination hall by 10am.
Can	<ol style="list-style-type: none"> To talk about ability To make a request To express permission To express a possibility 	<ol style="list-style-type: none"> You can drive a car. Can you help me? Can I park my car here? Yes, you can. Can the news be true? No, it can't be.
Could	<ol style="list-style-type: none"> Showing past ability Showing possibility Making a polite request Making suggestions 	<ol style="list-style-type: none"> At the age of four she could read books. There is plastic burning smell; there could be a short circuit. Could you please help me lift this box? She could ask a doctor about her problems.
May	<ol style="list-style-type: none"> Showing possibility Giving or asking for permission Expressing wishes 	<ol style="list-style-type: none"> I may be late, I have more to do. (a) You may go now. (b) May I get in? May God bless you!
Might	<ol style="list-style-type: none"> Showing remote possibility Suggesting something politely To ask politely for permission 	<ol style="list-style-type: none"> He is not perfectly well. He might come to office today. You might contact the helpdesk for more assistance. Might I come with you in your car?
Must	<ol style="list-style-type: none"> Showing necessity or importance of doing something In negative sentences, showing something should not happen showing a logical possibility 	<ol style="list-style-type: none"> While driving you must wear seat belt. We must not talk rudely to our parents. His car is not there. He must have gone somewhere else.
Need <i>(As a modal auxiliary, it's usually used in negative sentences and questions.)</i>	<ol style="list-style-type: none"> In negative sentences, showing no necessity Showing necessity in questions Showing necessity in non-assertive structure 	<ol style="list-style-type: none"> You needn't wait for me, I can go alone. Need I show you the original document? This is the only thing he need do for us. <p>Note: <i>Need</i> can also be used as a main verb. In this case, <i>need</i> has -s form needs, negative and question are made with do and it is followed by a to infinitive.</p> <p>E.g. He needs to take rest for some time. Don't you need to prepare in advance?</p>
Dare <i>(It's also usually used in negative sentences and questions)</i>	Brave enough to do /not to do something	<p>He daren't say what he thinks. Dare you go out alone in the night?</p> <p>Note: <i>Dare</i> can also be used as an ordinary verb – question and negative are formed with do, it has -s form dares and it is followed by a to infinitive.</p> <p>E.g. Doesn't he dare to tell the truth? Yes, he dares to tell the truth.</p>

Ought to	<ol style="list-style-type: none"> Used to advise people to do something as a duty or obligation. to show a logical conclusion or guess. 	<ol style="list-style-type: none"> We ought to love and care more our parents when they are old. As he has left in the morning, he ought to reach there by noon. <p>Note: In negatives, <i>not</i> comes before <i>to</i> as in: <i>We ought not to drive recklessly.</i> <i>We ought to respect our elders, oughtn't we?</i></p>
Used to	Expressing past habits or states which are now no more.	<p>He used to smoke, but now he has stopped. See that ground, there used to be a multi-storey building.</p> <p>Note: In formal style, negatives and question can be formed without <i>do</i> as: <i>I used not to like fish.</i> <i>Used you to play football at school? In tag questions this question form is not used.</i> E.g. <i>He used to play football, didn't he? –NOT, usedn't he?</i> In an informal style, it is more common to use ordinary negative and question forms with the auxiliary <i>do</i>. <i>I did not use to like fish. Did you use to play football?</i></p>

Be + used to + noun/...ing.

This structure is easily confused with the modal auxiliary **used to + verb**. *Forms of Be + used to + noun/...ing* is actually a different grammatical structure meaning ‘*be familiar with*’. Here **used** is adjective and can be modified by adverbs like **quite** or **very**.

E.g. *Now I am quite used to the city life, but it was hard in the beginning.*

Driving in the city was a nightmare for her, but now she is used to driving at least two times daily.

(Instead of **Be**, *get*, *become*, *grow* also can be used before *used to + noun/...ing*)

Examples:

It took many days for her to become used to her husband's family.

In the beginning the children were in embarrassment, gradually they grew used to the classroom activities.

Don't worry, you will soon get used to the atmosphere and speaking a new language in a foreign country.

➤ (Activity 3, textbook page 64) Formation of Questions

There are mainly two kinds of questions in English – **Question Word (QW)** questions and **Yes/ No** answer questions. The Question Word questions are also known as **Wh-questions**, because almost all question words begin with or contain letters W and H.

➤ (A complete list of common Question Words can be seen in the X Standard English textbook, page 65).

- **Word-order: (Wh-Questions) QW + Auxiliary + Subject + Verb...?**

Where can we find some water?

Note: If there is no auxiliary verb already available to form a question, an appropriate form of DO (do, does, did) is used in accordance with the form of the main verb.

Using Do, Does, Did with various Verb forms		
Do + Write Do + Try	= Write = Try	Base form (simple present)
Does + Write Does + Try	= Writes = Tries	-s form (simple present)
Did + Write Did + Try	= Wrote = Tried	Simple Past Tense

*Why **don't** you try? Why **doesn't** he try? Why **didn't** he try?*

- **Who can ask questions? Who told you? What happened?** In these questions, the normal word-order (Subject + (auxiliary) verb + object) is used.

Note: If the QW itself serves as the subject of an interrogative sentence, the word-order need not be inverted and the forms of **Do (do, does, did)** are not required.

Who did tell you? (Incorrect) Who told you? (Correct)

What did happen? (Incorrect) What happened? (Correct)

*(Here **Who** and **What** are subjects of the questions)*

- **(Textbook Page 65)** Frame 'Wh-questions' so as to get the words in bold as answers.

These are Mohan's books.	Whose books are these?
I want a pencil .	What do you want?
We will stay in our uncle's house .	Where will you stay?
I am going with my aunt .	With whom are you going?
<p>Note: <i>Whom</i> is used to refer to the object of a verb or preposition. In informal usage, nowadays <i>who</i> is commonly used in place of <i>whom</i> as in: <i>Who are you going with?</i> In the question <i>With whom are you going?</i>, though <i>whom</i> comes in the subject position, it is at the same time the object of the preposition <i>with</i>. If <i>who</i> is used instead of <i>whom</i> informally, it is better to keep the preposition at the end, if there is a preposition. However, if the question begins with a preposition, we need to use <i>whom</i>, irrespective its formal or informal context as in <i>With whom are you going?</i>)</p>	
I went there to meet James .	Why did you go there?
My boy is the one in the red shirt .	Which is your boy?
I come from Bihar .	Where do you come from?
I met him last week .	When did you meet him?
This bridge is fifty feet long .	How long is this bridge?
My father is sixty years old .	How old is your father?
I have two brother and two sisters .	How many brothers and sisters do you have?
We come to this place once a week .	How often do you come to this place?

- **How come?** is a question somewhat equivalent to **Why** used to ask how or why something has happened. Normal word-order of a statement is used in questions with **how come**.

How come **you didn't attend** the party? (Compare: Why **didn't you attend**...?)

➤ (Textbook page 66)

2. Discussion: Questions starting with an auxiliary verb is known as **Yes/No answer questions**.

- **Word-order: YES / NO Answer Questions**

Auxiliary + Subject + Verb...?	Auxiliary + Subject + Complement...?
Do you like oranges?	Are they Indians? Is she beautiful?

- If there is no auxiliary verb in a sentence, and we want to make a *yes/no question* from such a sentence, we use an appropriate form of **do** (*do/does/did*).

{do + like = like} {does + like = likes} {did + like = liked}

I like oranges.	Do you like oranges?
They go to a nearby school.	Do they go to a nearby school?
He hates tea.	Does he hate tea?
Manu needs books every day.	Does Manu need books every day?
She did the homework.	Did she do the homework?
Ram went to his uncle's house.	Did Ram go to his uncle's house?

➤ (Textbook page 67) Frame **yes/no** answer questions for the following sentences.

It is snowing.	Is it snowing?
He can speak German.	Can he speak German?
They have lived here a long time.	Have they lived here a long time?
She will arrive at 10 o'clock.	Will she arrive at 10 o'clock?
He was driving fast.	Was he driving fast?
You speak fluent French.	Do you speak fluent French?
She lives in Kumarapuram.	Does she live in Kumarapuram?
They lived in Vattappara.	Did they live in Vattappara?

➤ (Activity 4, textbook page 67)

- a) Identify the noun phrases and verb phrases in the following sentences.

Noun Phrases (NP)		Verb Phrases (VP)	
1. Mr. Thorat	(S)	nodded.	(V)
2. This	(S)	puzzled me.	(V + O)
3. He	(S)	was a South Indian.	(V + C)
4. Mr. Thorat	(S)	reached the shooting location.	(V + A)

b) Discussion:

- The noun phrases in the above sentences act as the subject of the sentences.
- The word 'nodded' under verb phrase is the verb of the first sentence.
- In sentence 2, 'puzzled me' is the verb phrase; 'puzzled' is the simple past verb and 'me' is the object of the verb.
- In sentence 3, '*was a South Indian*' is the VP and 'was' is the verb in simple past. 'A South Indian' is the subject complement (qualifying and giving extra information about the subject)
- In sentence 4, the VP contains the verb 'reached' and the adverbial phrase of location '*the shooting location*'.

➤ Write four other sentences in the same pattern as above.

Noun phrase	Verb phrase					
	Subject (S)	Verb (V)	Indirect Object (IO) *	Direct Object (DO) *	Complement (C)	Adverbial (A)
The tiger	arrived.					
The tiger	frightened		the villagers			
The manager	gave	Ray	two tigers.			
The tiger	Was			well-fed.		
They	reached				the bamboo grove.	

➤ [* Only transitive verbs take objects; Intransitive verbs do not take objects. Ditransitive verbs like **bring, buy, catch, give, pass, trade etc.** can take two objects – **Indirect Object** and **Direct Object**. The direct object will answer the question **whom** or **what** about the subject's action. The Indirect Object will answer the questions **to whom, for whom** or **for what** about the subject's action.

<i>Subject</i>	<i>Ditransitive verb</i>	<i>Indirect Object</i>	<i>Direct Object</i>
Akbar	gave	Ali	potatoes
He	bought	his wife	a watch.
The police	caught	themselves	a criminal.
(You)	pass	me	the salt.
He	showed	her	the photo.

C) There are 3 more basic sentence patterns in English as shown below:

1. S + V + (i)O + (d)O

Subject (S)	Verb (V)	Indirect Object (iO)	Direct Object (dO)
Mr. Thorat	gave	Ray	two tigers.
Akbar	sold	ali	potatoes.

2. S + V + (d)O + C

Subject (S)	Verb (V)	Direct Object (dO)	Complement
They	painted	the cage	yellow.
They	kept	the cage	neat and tidy.

3. S + V + (d)O + A

Subject (S)	Verb (V)	Direct Object (dO)	Adverbial
Ray	placed	the camera	on the tripod
They	shot	the film	in the bamboo grove.

➤ **(Activity 5, textbook page 68)**

Discussion: The sentence, *The job is done by the stand-ins* is in the Passive Voice. In passive voice sentences, the SVO pattern of the Active Voice is changed into OVS pattern.

Passive Voice (O+V+S)	Active Voice (S+V+O)
The job is done by their stand-ins .	Their stand-ins do the job .
Notices were placed in the press all over the United States (by them)	They placed notices in the press all over the United States.
Some films have been made in Bombay and Madras (by them)	They have made some films in Bombay and Madras.
Goopy and Bagha could be petrified by the tiger.	The tiger could petrify Goopy and Bagha .

Active and Passive Voice

- When the doer of an action is unknown or unimportant or the performance is more important than performer, we use normally the passive voice structures.
- Verb **Be + PP** (Past Participle form of verbs) is the structure of a passive voice verb.
- Only transitive verbs (verbs that take an object) have passive voice forms.
- Ditransitive verbs (verbs that takes two objects – Indirect object and Direct object- can have two passive forms.
- The object of the active voice becomes the subject of the passive voice and the subject of the active voice becomes a by+agent in the passive voice. The by+agent is not a necessary part of the passive voice and most often it is not used at all.

Verb Be forms	
Present	am/is/are
Past	was/were
-ing form	being
Past participle form	been
Base form	be
To infinitive	To+be
Perfect infinitive	To+have+been

TIME & TENSE: ACTIVE & PASSIVE VOICE

PRESENT TIME

	ACTIVE VOICE	PASSIVE VOICE
1- SIMPLE PRESENT TENSE	I write a letter. He writes letters. (Base form or –S form verb)	A letter is written by me. Letters are written by him. (am/is/are + PP)
2- PRESENT CONTINUOUS TENSE	I am writing a letter. He is writing letters. (am/is/are + -ing form of verb)	A letter is being written by me. Letters are being written by him. (am/is /are + being + pp)
3-PRESENT PERFECT TENSE	I have written a letter. He has written letters. (have/has + pp)	A letter has been written by me. Letters have been written by him. (have/has + been + pp)
4-PRESENT PERFECT CONTINUOUS TENSE	I have been writing a letter. He has been writing letters. (have/has + been + -ing form of verb)	A letter has been being written by me.* Letters have been being written by him. (have/has + been + being +pp)

PAST TIME

	ACTIVE VOICE	PASSIVE VOICE
1- SIMPLE PAST TENSE	I wrote a letter. He wrote letters. (simple past verb)	A letter was written by me. Letters were written by him. (was/were + PP)
2- PAST CONTINUOUS TENSE	I was writing a letter. He was writing letters. (was/were + -ing form of verb)	A letter was being written by me. Letters were being written by him. (was/were + being + pp)
3-PAST PERFECT TENSE	I had written a letter. He had written letters. (had + pp)	A letter had been written by me. Letters had been written by him. (had + been + pp)
4-PAST PERFECT CONTINUOUS TENSE	I had been writing a letter. He had been writing letters. (had + been + -ing form of verb)	A letter had been being written by me.* Letters had been being written by him. (had + been + being +pp)

FUTURE TIME

	ACTIVE VOICE	PASSIVE VOICE
1- SIMPLE FUTURE TENSE	I shall/will write a letter. He will write letters. (shall/will + base form of verb)	A letter will be written by me. Letters will be written by him. (shall/will + be + PP)
2- FUTURE CONTINUOUS TENSE	I shall/will be writing a letter. He will be writing letters. (shall/will + be + -ing form of verb)	A letter will be being written by me.* Letters will be being written by him. (shall/will + be + being + pp)
3-FUTURE PERFECT TENSE	I shall/will have written a letter. He will have written letters. (shall/will + have + pp)	A letter will have been written by me. Letters will have been written by him. (shall/will + have + been + pp)
4-FUTURE PERFECT CONTINUOUS TENSE	I shall/will have been writing a letter. He will have been writing letters. (shall/will + have + been + -ing form of verb)	A letter will have been being written by me.* Letters will have been being written by him. (shall/will + have + been + being +pp)

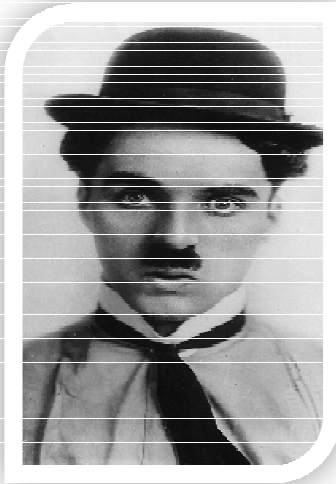
Active	Passive
To write (to infinitive)	To be written (to + be + pp)
To have written (perfect infinitive)	To have been written.(to + have + been +PP)
Modal auxiliaries + base form verb I can write letters.	Modal auxiliaries + be + PP Letters can be written by me.

- *Future continuous passive and all the perfect continuous passives are uncommon.

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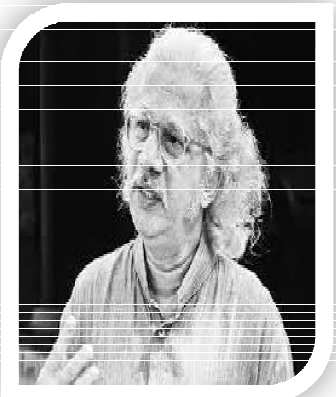
Profiles of three eminent world-renowned filmmakers



Charlie Chaplin (1889 – 1977): Sir Charles Spencer Chaplin was an English comic actor. He was born on 16 April 1889 in Walworth, London, United Kingdom. He was an actor, film maker, and composer. He rose to fame in the era of silent film. He was considered one of the greatest film-makers in the history of American cinema. His most famous films include *The Immigrant (1917)*, *The Kid (1921)*, *The Gold Rush (1925)*, *City Lights (1931)*, *Modern Times (1936)* and *The Great Dictator (1940)*. He also authored two autobiographical books, "*My Autobiography*" (1964) and its companion volume, "*My Life in Pictures*" (1974). He won many awards including the *Academy Honorary Award*, *Golden Lion for Lifetime Achievement*, etc. Chaplin passed away, at the age of 88, on December 25, 1977 at his home in Vevey, Switzerland.



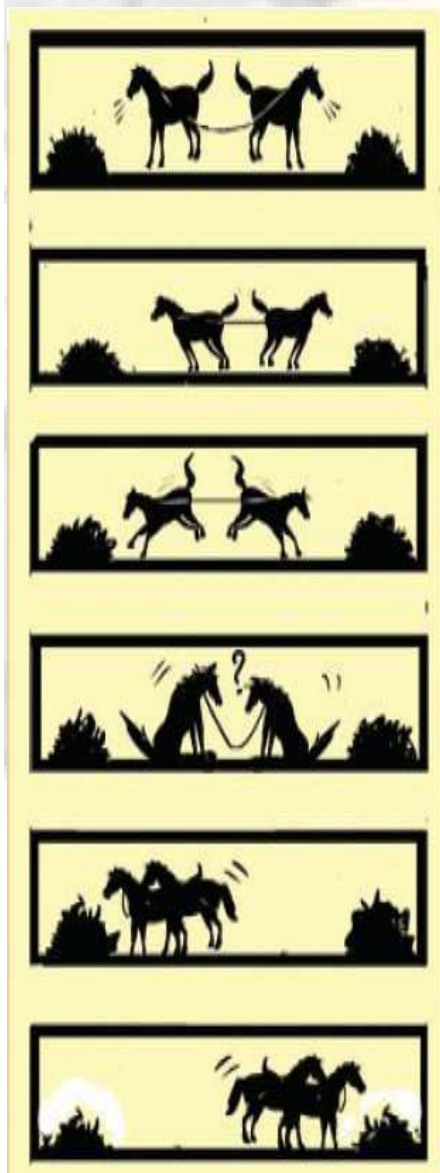
Akira Kurosawa (1910 – 1998): Akira Kurosawa was a Japanese film director and screenwriter. He directed 30 films in a career spanning 57 years. He is regarded as one of the most important and influential filmmakers in the history of cinema. He was born on 23 March 1919 in Tokyo, Japan. His most famous films include *Seven Samurai (1954)*, *Dreams (1990)*, *Throne of Blood (1957)*, *High and Low (1963)*, etc. He was honoured with many prestigious awards for his great contributions to the history of cinema. He won the *Academy Award for Best Foreign Language Film (1976)*, *Golden Lion for Lifetime Achievement (1982)*, etc. Kurosawa passed away on 06 September 1998 and rests in peace at Kanagawa, Japan.



Adoor Gopalakrishnan: Adoor Gopalakrishnan is an Indian film director, script writer, and producer. Adoor Gopalakrishnan had a major role in revolutionising Malayalam cinema during the 1970s and is regarded as one of the most notable filmmakers of India. He was born on 3 July 1941 in the village of Mannadi (Medayil Bungalow) near Adoor, Kerala, India. His most famous films include *Swayamvaram (1972)*, *Elipathayam (1982)*, *Mathilukal (1990)*, *Vidheyan (1994)*, *Kodiyettam (1978)*, *Naalu Pennungal (2007)*, etc. He has bagged many awards including the prestigious *Dadasaheb Phalke Award (2005)*, *Padmavibhushan (2006)*. He won many times the *National Film Awards* and the *Kerala State Film Awards*. He is still active in Malayalam film industry.



Go through the following cartoon carefully and respond to the questions that follow:



Discuss:

1. What were the horses trying to do at the beginning of the story? Did it work?
2. What did the horses do when they found that their first attempt had failed?
3. Did both horses get what they wanted? What did they do to solve their problem?
4. How do you usually solve problems when you have a difference of opinion with your friend?

Develop the points into a readable story; give a suitable title.

Stand United; Win Together

Once two hungry horses happened find two separate heaps of fodder kept apart. They were so hungry that they rushed to the fodder forgetting their bondage.

1. The horses were trying to go to the opposite directions to get the fodder. But their attempts did not work, because each of them was tied at each end of the same rope. They could not overcome each other in their attempts.
2. They tried harder and harder to go to opposite directions even though their first attempt had failed.
3. Despite all their strenuous efforts, they did not get what they wanted; they became tired and disappointed. Finally they decided to sit together and discuss their problem.

They found a solution. They agreed to go to each heap of fodder together, and eat as if from a single pot! They ate their fill from each heap and went home happily.

4. When we have a difference of opinion, we should open our mind and discuss our problems among our friends. We can find solutions for all problems through discussions. "There is no malady without a remedy".

About the Author:



Archibald Joseph Cronin (Dr. A J Cronin) was born on 19 July 1896, in Cardross, Argyll, United Kingdom. He was a Scottish novelist and physician. Dr. Cronin was a Medical Inspector for Mines from 1924 to 1926. After his first novel, *Hatter's Castle*, he gave up medicine to concentrate on writing. His best novels such as *The Stars Look Down* and *The Citadel* were greeted with critical and popular acclaim. His most influential novel *The Citadel* was published in 1937 and later it became the inspiration for the National Health Service, introduced in Britain in the years following the Second World War. He won the prestigious *National Book Awards for Fiction* in 1937 for his novel *The Citadel*. A J Cronin passed away on 6 January 1981, in Montreux, Switzerland.

Glossary:

1. **Promenade:** a public place for walking
2. **Deck:** (especially) the upper floor of a ship
3. **Aware:** knowing, having the knowledge of
4. **Gaze:** look steadily and intently, stare
5. **Tedium:** boredom, dullness
6. **Casual:** (here) easy-going, not serious
7. **Importunate:** repeatedly asking for something in an annoying way, persistent
8. **On the contrary:** on the other hand, in contrast, conversely
9. **Diffidence:** shyness, lack of confidence
10. **Recede:** go or move back (antonym: proceed), (here) stop growing hair at the front of the head.
11. **Sober:** (here) plain and not bright in colour; not drunk or affected by alcohol.
12. **Disposition:** a person's qualities of mind and character.
13. **Bugle:** a musical instrument like a trumpet.
14. **Observe:** notice
15. **Voyager:** (here) traveller
16. **Earnestly:** seriously
17. **Obviously:** clearly
18. **Intrigue:** (here) fascinate, arouse the interest or curiosity. Make secret plans to do illicit things.
19. **Steward:** attendant, helper, servant
20. **Suburb:** an area on the edge of a large city.
21. **Carry out:** do something, perform a job
22. **Urge:** persuade, prompt, induce, influence
23. **Awkwardness:** difficulty, nervousness
24. **Spare:** give, provide
25. **Occupy:** use, reside. (here) sit
26. **Haltingly:** hesitatingly



27. **Recreational:** enjoyable or entertaining
28. **Settlement houses:** institutions providing educational, recreational and other social services to the community.
29. **Maladjusted:** mentally and emotionally disturbed and failing to adjust with normal social order.
30. **Delinquent:** showing a criminal tendency
31. **Disarming:** making someone like you, pleasing.
32. **Instinctively:** not by deliberate thought, naturally
33. **Solicitor:** lawyer
34. **Slum:** a very untidy crowded city area dwelled by poor people.
35. **Derelict:** in a bad condition
36. **Adolescent:** a growing young person, teenaged
37. **Juvenile:** related to a young person not yet an adult
38. **Heal:** cure, improve
39. **Handicraft:** an occupation requiring skill with the hands
40. **Redemption:** an action of saving from sin or evil.
41. **Stir:** (pt stirred) move
42. **Tensely:** nervously, anxiously
43. **Veil:** cover
44. **Parted:** (here) removed
45. **Speed:** (pt, pp Sped or speeded) move quickly
46. **Sole:** one and only
47. **Banging:** noise created by hitting something heavily.
48. **Dripping:** very wet
49. **Cape:** a sleeveless coat fastened at the neck
50. **Mistily:** like in mist, unclearly
51. **Outlined:** (here) appeared
52. **Abruptly:** suddenly
53. **Muffle:** make sound quieter and less clear
54. **Creaking:** making creaky sound
55. **Mounted:** climbed
56. **Nostrils:** openings of the nose
57. **Sting:** (pt, pp stung) (here) feel upset
58. **Odour:** smell
59. **Illuminating:** burning
60. **Storey:** floor or level of a building
61. **Agitated:** worried, distressed, nervous
62. **Attic:** a room just below the roof
63. **Apparently:** seemingly, in appearance
64. **Barest chance:** the slightest chance
65. **Resuscitation:** the act of someone bringing back to life or consciousness.
66. **Strenuous:** needing a lot of efforts and energy
67. **Exertion:** effort, struggle, endeavour
68. **Give up:** stop doing something

69. **Exhausted:** (here) tired
70. **Shallow:** taking in little air in breathing, not deep
71. **Convulsive:** uncontrollable, violent
72. **Gasp:** a quick, deep breath
73. **Dazedly:** in a shocked manner
74. **Pledged:** mortgaged
75. **Bookmaker:** a person whose job is to take bets pay out winnings; the manager of a betting firm.
76. **Disastrous:** tragic, (here) very huge and unbearable
77. **Recoup:** regain money lost or spent
78. **Last resort:** a final course of action when everything has failed.
79. **Prosecution:** the legal proceedings
80. **Throb:** vibrate
81. **Confession:** admitting guilt or crime
82. **Gruffly:** roughly
83. **Paltry:** very small or meagre
84. **Resolved:** determined
85. **Tender:** soft
86. **Gesture:** a bodily signal by the movement of a hand or the head.
87. **Reflect:** (here) think seriously
88. **Dividend:** a profit share
89. **Speculation:** investment in stocks, property, etc. in the hope of gain but with the risk of loss.
90. **Material gain:** worldly profit.
91. **Frustration:** the feeling of being annoyed as a result of being unable to achieve something.

Questions and Answers based on the textual passages

Read the paragraphs 1 - 3 in pages 85 and 86 of the textbook and answer the following questions.

Q 1-5

1. What did Dr. AJ Cronin become aware of on the second day of his voyage?
2. Why did Dr. Cronin give no sign of having noticed the man?
3. How did the man watching Dr. Cronin look like?
4. What did Dr. Cronin discover from his steward about the other man?
5. On their final day of journey, how did the wife of the man decide the matter?

Read the paragraphs 4 - 6 in pages 86 and 87 of the textbook and answer the following questions.

Q 6-10

6. How did the man try to introduce himself to Dr. AJ Cronin?
7. What was the purpose of their visit to America?
8. What did Dr. Cronin learn more about them after questioning him further?
9. How did the couple help derelict adolescents to lead normal lives?
10. Find out a word that means 'showing a tendency to commit crimes'.

Read the paragraphs 7-9 in page 87 of the textbook and answer the following questions.

Q 11-15

11. What kind of a work were the two people doing?
12. You still do not remember me,.....? Add a suitable tag question.
13. How did Dr. Cronin recognize the man?
14. What could be the matter that the man spoke in Cronin's ear?
15. "Went on" is a phrasal verb used here in paragraph 9. What is a suitable single verb form that can be used in place of it?

Read the paragraphs 10 - 12 in page 87 and 88 of the textbook and answer the following questions.

Q 16- 21

16. "I was awakened by a loud banging on the door". Who was banging on the door? Why?
17. What smell did Dr. Cronin get when he mounted the staircase?
18. Where did they find the body of a young man?
19. What did the doctor do to save the life of the young man?
20. Find out a word that is synonymous to "smell", from the passage.
21. Finally what improvement did come to the young man's condition?

Read the paragraphs 13 and 14 in page 88 and 89 of the textbook and answer the following questions.

Q 22-25

22. "He told us his story". Tell the story in first person narrative from your perspective.
23. Why did the young man decide to commit suicide?
24. What did the sergeant ask him gruffly after having heard the story?
25. Why did his answer sound pitiful?

Read the paragraphs 15- 17 in page 89 of the textbook and answer the following questions.

Q 26-30

26. Who were the sole witnesses of the tragedy?
27. What did the trio decide to do in the young man's case?
28. How did each of the three people contribute to help the young man?
29. Dr. AJ Cronin says he made the least contribution. Still he thinks it was the best investment he ever made. Why?
30. After reading the story, what is your impression of Mrs. S-?

Answers

1. Dr. AJ Cronin became aware that one of the passengers was watching him closely.
2. He wanted to take rest and he was not interested in making any ship-board contacts.
3. He was in his early forties, short-built with a fair complexion and clear blue eyes. His thin hair had begun to recede from his forehead.

4. Dr AJ Cronin discovered from his steward that the person watching him and his wife were Mr. and Mrs. John S- from a small suburb of London.
5. She urged the man towards Dr. Cronin holding firmly on his hand and whispering something in his ears.
6. The man tried to introduce himself by asking politely and formally for permission and holding out his visiting card to Dr Cronin.
7. The purpose of their visit to Americas was to study the methods employed in dealing with cases of backward, maladjusted and delinquent youth.
8. Dr Cronin learned that Mr. John and his wife had been active for the past 15 years in the field of youth welfare.
9. They took the derelict adolescents from the juvenile courts, placing them in a healthy environment, healed them in mind and body and sent them back into the world. They trained them in a useful handicraft which helped them to be worthy members of the community.
10. 'Delinquent' means 'showing a tendency to commit crimes'.
11. It was a work of redemption.
12. You still do not remember me, do you?
13. The man spoke tensely a few words in the ear of Dr Cronin. Then he recognized the man.
14. It could be about the tragedy that happened 25 years ago to the man and was witnessed by Dr. Cronin.
15. 'Continued' is a single word for 'went on'.
16. A police sergeant was banging on the door. There was a suicide attempt in the lodgings around the corner and the doctor should go and see the victim.
17. He got the sick-sweet odour of illuminating gas.
18. In the bare little attic of the lodge the body lay on a narrow bed.
19. Dr. Cronin did the work of resuscitation with the help of the sergeant.
20. 'Odour' is a synonym of 'smell'.
21. After the redoubled efforts, Dr AJ Cronin and the sergeant succeeded in having the man sitting up. Slowly he came to realize the horror of his situation.
22. I am an orphan. My uncle found a job for me. It's been only six months since I'm here. I made a bad companion and ran after pleasures of life like a fool. I gambled for making more money. I pledged all my belongings and I lost everything. As a final attempt I took some money from the office safe and gambled. I lost it too. Being disappointed and afraid of the prosecution I decided to end my life.
23. He had taken some money from his office safe. But he lost it too in his final attempt of gambling. He became terrified of the prosecution and decided to end his life in utter despair.
24. The sergeant asked him gruffly how much money he had stolen from the office.
25. He took from the office safe a meager amount of seven pounds and ten shilling. For this paltry amount he almost threw away his life. This sounded pitiful.
26. The landlady of the lodge where the young man stayed, a police sergeant and Dr. AJ Cronin were only the witnesses.
27. They decided to give the young man a fresh start of life.

28. The landlady offered one month's free board, the sergeant was ready to take risk of his job by not reporting the crime case, and Dr Cronin gave him the exact amount to put back in his office safe.
29. The monetary value of the amount he gave to the young man was very small comparatively. But later it proved to be the best investment he had ever made in his life. His investment saved a man and that man became the savior of the poor youths and a champion of the charity work.
30. Mrs. S- is a bold and benevolent better-half of Mr. John. She has always been an encouragement and a helping hand to Mr. John. She exemplifies the saying that 'behind every successful man, there is a woman'.

Textual Activities and Solutions

➤ Textbook Page 81

<i>Persons who helped Mr. John</i>	<i>How they helped</i>	<i>The risks involved</i>
Sergeant	Resolved to make no report upon the case of the suicide attempt and stealing money from the office safe.	Not to report upon such criminal cases is also a criminal offence, and it is risky to his job.
Landlady	Offered a month's free board.	She would not get the payment.
The Narrator	Gave seven pounds and ten shillings.	Loss of seven pounds and ten shillings

Let's Revisit

Activity 1, Page 81

How does the writer contrast the past and the present lives of Mr. John?

Pick out appropriate sentences/expressions from the story and complete the following table.

Past	Present
The young man had fallen victim to the loose society of the streets.	Interested to study the methods employed in dealing with cases of backward, maladjusted and delinquent youth.
Eager to taste pleasure far beyond his means, he made bad companion like a young fool.	He and his wife have been active for the past 15 years in the field of youth welfare.
To get money for his pleasures, he began to bet on horses and pledged all his belongings. He even stole some money from his office safe.	After his practice at the courts as a solicitor, he finds time to act as director of a charitable organization taking care of boys and girls from city slums.
Lost everything, he became sick at heart and sunk in despair, made a suicide attempt.	He takes derelict adolescents from juvenile courts, heals them in mind and body, trains them in a useful handicraft and makes them as worthy members of the community.
But the three kind-hearted people-the sergeant, the landlady and the narrator-saved his life.	It is a work of redemption that he has been doing for the society.

➤ **Activity 2, Textbook page 82**

Do you think the title 'The Best Investment I Ever Made' is appropriate to the story? Why?

Consider the following questions.

- a) What does the word 'investment' mean with special reference to the story?
- b) What are the other meanings of the word 'investment'?
- c) Why does the narrator describe his investment 'the best'?

You may also write a paragraph on the appropriateness of the title

The word 'investment' literally means the act of putting money, time, efforts etc. into something to make a profit or an advantage. But Dr A J Cronin used the word in connection with his story in a different sense. He invested his money, time and efforts not for any worldly gain. He intended only to help a poor young man. His timely help changed the young man's life and he became later a great social worker. Thus his investment turned out to be the best investment he ever made in his life by bringing good results both to the young man and to the society. So we can say for certain that the title 'The Best Investment I Ever Made' is very apt and appropriate to the theme of the story.

➤ **Activity 3, Textbook page 82**

Read the following description from the story.

Discuss:

- a) How does Cronin describe the general appearance of Mr John?
 - b) What are the words which the author uses to describe the hair, eyes and complexion of Mr John?
-
- a) Dr A J Cronin talks about Mr John's age, his physique, colour of his skin and eyes. He also talks about the nature of his hair, way of dressing and typed of his spectacles. He describes the character traits of Mr John as he appears to be a man with a serious and reserved disposition.
 - b) Dr AJ Cronin uses the adjectives 'thin' to describe Mr John's hair, 'clear blue' to talk about his eyes and 'fair' to describe his complexion.
- Now, prepare a Character Sketch of Mr John making use of these personal descriptions of him.

Mr. John in the anecdote ‘The Best Investment I Ever Made’

Mr. John appears in the story as a middle-aged man in his early 40s. He is short-built with a fair complexion and clear blue eyes. He has started getting bald as his thin hair began to recede from his forehead. He is rather reserved in temperament and serious in appearance, especially in his dark suit and sober tie. He has earnestly been in search of Dr AJ Cronin for the past 25 years. But when he comes across him unexpectedly during a ship journey, his timidity prevents him from approaching Dr Cronin. His wife persuades and encourages him to meet and talk to Dr. Cronin. Mr. John is a respectful person with high regard to his life saviour. He tries to remind Dr. Cronin the tragic incident that took place about 25 years ago.

Mr. John had an unpleasant and miserable past. In his youth he led a loose life and lost everything he possessed. He gambled, borrowed money hugely and spent extravagantly. He even stole some money from his work place. Lost everything, became distressed and anguished he decided to end his life. From the suicide attempt he was saved by three kind-hearted people – Dr. AJ Cronin, a police sergeant and the landlady of the lodge where he had stayed. After gaining a second life, he decided to become a new man with a fresh start. He pledged the rest of his life for charity and social work. For the last 15 years he and his wife have been in the field of the social service. Mr. John remembers the three people in utmost gratitude and believes that he is indebted to Dr. Cronin for every breath now he takes.

➤ Activity 4, Page 83

From a state of loss and despair, John came to a life of success and joy. He intervened wholeheartedly to bring about a change in the miserable life of many young men. What helped him do so? What lesson do we learn from the eventful life of John?

Discuss.

In the light of the discussion, prepare a **speech** on the topic - 'Self help is the best help.'

Honourable principal, respected teachers and my dear friends: I wish you all a very warm good morning. I am very delighted and proud to be here to speak a few words about the topic ‘Self help is the best help’.

What is self help? Self help means that we should do our part without always waiting for the help of others in everything. It does not mean that we should not cooperate with others or seek advice or help from others. It simply means that we need not rely on others to do things that we can do on our own. All of us have read the story by Dr AJ Cronin, ‘The Best Investment I Ever Made’, and we have learned about the transformation happened in the life of Mr. John. Instead of doing his part honestly and working hard to solve his problems, Mr John had sought evil ways to find money and led a loose life. He borrowed money, gambled and even stole some amount from his work-place. He lost everything and finally committed a suicide attempt. Dr AJ Cronin and the other two people did their part well and saved Mr. John. Their timely acts of kindness later transformed Mr. John to a great social worker. He determined to make a fresh start and pledged the rest of his life for the care of boys and girls from the city slums.

This story tells us the importance of self help or doing our part well without waiting for others. As students, we should practise this quality from our school days. We need not always wait for our parents to do things for us. Whenever and wherever possible, we should practise doing simple things for us. There are students who do part time jobs to meet the expenses of their education, without depending on parents for all their needs.

I would like to conclude my speech here once again reminding you of the importance of the self help.

We should remember that God helps those who help themselves!

Thank you for your time and listening to me. Have a nice day!

➤ Activity 5, page 84

The story is told from the point of view of the narrator. This is called 'the first person point of view'. The pronoun used here is 'I'.

Now, change the perspective of the narrative to the third person point of view using the pronouns 'he' and narrate the events in the story.

The Best of All Investments

It was the second day of Dr. AJ Cronin's voyage out from New York. Suddenly he became aware that one of the passengers was watching him closely. As he was not interested to make an importunate ship-board contact, he gave no sign of having noticed the man. The man was in his early 40s, rather short in build, with a fair complexion and clear blue eyes. He appeared to be affected by a troubled and touching diffidence to approach Dr. Cronin.

On the following forenoon, he again observed the man earnestly watching him. This time his wife was also there with him. From the steward Dr. Cronin realized that they were Mr. and Mrs. John S_ from a small suburb of London.

On the final evening of their voyage, urged by his wife, Mr. John approached Dr. Cronin with utmost timidity. He introduced himself by offering his visiting card to Dr Cronin. He said that he and his wife had been active in the field of youth welfare for the past 15 years. They took derelict adolescents from the juvenile courts, healed them in mind and body, trained them in a handicraft and made them worthy members of the community.

Still, Dr. Cronin could not recognize Mr. John. Then, bending near, he spoke tensely a few words in Dr. Cronin's ear. That parted the veils. Cronin's thoughts sped back a quarter of a century. When Cronin was practicing in a working-class district of London, one night a sergeant took him to attend a suicide case in the lodgings nearby. In the attic of the building, they found a young man lying apparently lifeless. After long hours of strenuous efforts, the trio -Dr. Cronin, the sergeant and the landlady of the lodgings – managed to bring him back to life.

As he regained his strength, he told his story. He was an orphan and his uncle had found him a job in the town. Soon he had fallen victim to bad companions and started running after pleasures of life beyond his means. To get more money he started gambling and even stole some amount from his office safe. Having lost everything, sick at heart and sunk in despair he tried to commit suicide.

Hearing his pathetic story, the three people decided to help him. The sergeant risking his job, resolved not to report upon the case, the landlady offered a month's free boarding and Dr. Cronin gave him 7 pounds and 10 shillings to put back in the office safe.

Thus, a timely act of kindness changed the young man's life, and later he became a great social worker. Dr. AJ Cronin firmly believed that his investment of a meagre amount finally turned out to be the best of all his investments, though it did not bring any worldly gain personally to him.

➤ Activity 6, Page 84

Go through the following diary entry.

In which period of his life do you think Mr John wrote this diary entry? Why?

His words in the diary shows his terrible experience of attempting suicide. He wrote it after being saved by the three kind-hearted people – Dr AJ Cronin, the Sergeant and the landlady. He expresses in the diary his regrets upon his loose life, foolish attempt of committing suicide and his determination to start a fresh and fruitful life.

Saturday
23 August 2019

What a terrible experience...!

In that moment of despair, I tried to embrace death. Hope came in the form of the sergeant and the doctor. They saved my life. The landlady also helped me. I will never again follow that dark and evil life of mine. Definitely I will change.... Just like the doctor, the sergeant and the landlady, I will also try to change the lives of many....thus bringing light to others. Now I see that the light never fades out!

- **Imagine that Mr John, after meeting the narrator for the second time, writes his diary. What would be the possible diary entry? Write it down.**

Saturday, 14 Sep 2019
11:00pm.

How can I ever forget this day! Today I met the man who gave me this life 25 years back. God brought us together on the same ship. At the very first glance I recognized him. But my excitement or embarrassment, I don't know exactly, what prevented me from approaching him. My wife encouraged me to meet and talk to him. When I told Dr. AJ Cronin about my charity work, he showed interest to talk; but he couldn't still recognize me. Then I whispered in his ears about the foolish attempt of suicide that I had committed 25 years before, he could distinguish me. What a play of fate! For 7 pounds 10 shillings I tried to take my life; like an angel this man came, saved me and gave me that paltry sum, which made me a new man. Now putting an end to my 25 years' search, God brought him in front of me again. Oh God, You're Great! This is the happiest day in my life!

➤ Activity 7, page 85

Drug addiction and alcoholism are major social issues today.

A programme is to be held in the school campus to make the children aware of the dangers of these issues.

Some slogans for making Posters

It's No Lie; Drugs Will Make Your Mama Cry
DEAD: Drugs End All Dreams
You don't need Heroin to be a Hero
Think Before Drink
A big loser in life is a drug user in life
Don't Let Your Cheers End in Tears
Say NO to Drugs

Let's learn more about words

➤ Activity 1, page 85

Accountant	A person who works with money and accounts.
Astronomer	A person who studies stars and the universe.
Botanist	A person who studies plants.
Carpenter	A person who makes things from wood.
Dentist	A person who can fix problems with your teeth.
Electrician	A person who works with electric circuits.
Firefighter	A person who puts out fire.
Hairdresser	A person who cuts your hair or gives it a new style.

Activity 2, textbook page 86

Open and Closed word classes

In English grammar, the parts of speech or word classes are further classified as *Open Word Classes* and *Closed Word Classes*. Open word classes include *Nouns, Verbs, Adjectives* and *Adverbs*.

Closed word classes are Determiners, Pronouns, Prepositions and Conjunctions. *The determiners broadly include the articles (the, a/an), the demonstratives (this, that, these, those etc.), the possessives (my, your, their, etc.) and the quantifiers such as many, all, two, few/a few, little/a little, some, a lot of etc.*

The closed category is so called because it does not easily accept or add new words to this class. Whereas, the open category is always open to accept and add new words.

- Look how the words in the first paragraph of the story are categorised into two word classes in the following table.

On the second day, out from New York, while making the round of the promenade deck, I suddenly became aware that one of the passengers was watching me closely, following me with his gaze every time I passed. I wanted to rest, to avoid the tedium of casual and importunate ship-board contacts. I gave no sign of having noticed the man.

<i>Closed word classes</i>			
<i>Determiners (Articles/demonstratives/possessives/quantifiers)</i>	<i>Pronouns</i>	<i>Prepositions</i>	<i>conjunctions</i>
<i>The, his</i>	<i>I, me,</i>	<i>On, out, from, of, with,</i>	<i>And, that</i>

<i>Open word classes</i>			
<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Adverbs</i>
<i>Day, New York, round, deck, promenade, passengers, gaze, time, tedium, contacts, sign, man</i>	<i>Make, became, watch, follow, passed, waned, gave, noticed</i>	<i>Second, aware, casual, importunate, shipboard</i>	<i>suddenly, closely,</i>

- Activity 3, Page 87

Read the following sentences.

Listening to a single story is the **refusal** of truths.
 Applauds of the audience **energise** the athletes.
Racism had deeply affected the life of the African Americans.
Freedom is the birthright of an individual.
 Nightingales have a **musical** voice.
 Climate changes **threaten** the life on earth.
 These paintings are very **creative**.
 Each of us should be a **protector** of nature.
 The **argument** against fossil fuel consumption is stronger nowadays.
 He seemed affected by a troubled, rather touching **diffidence**.
 Education will **enlighten** the minds of people.
 He went on with the same **awkwardness**.
 He found time to act as director of a charitable **organisation**.

Pick out the words highlighted in these sentences and complete the table.

Word	Root Word	Suffixes
Refusal	Refuse	-al
Energise	Energy	-ise
Racism	Race	-ism
Freedom	Free	-dom
Musical	Music	-al

Threaten	Threat	-en
Creative	Create	-ive
Protector	Protect	-or
Argument	Argue	-ment
Diffidence	Diffident	-ce
Enlighten	Enlight	-en
Awkwardness	Awkward	-ness
Organisation	Organise	-ation

➤ The root words had changed its form or class after suffixation. Categorise them on the basis of derivation as shown in the table below.

Noun Suffixes	Verb Suffixes	Adjective Suffixes
Refusal	Energise	Musical
Racism		
Freedom	Threaten	
		Creative
Protector		
Argument		
Diffidence		
	Enlighten	
Awkwardness		
Organisation		

➤ Activity 4, Page 88

Fill in the following passage using appropriate words from the box below.

maladjusted, paltry, disarming, go on, awkwardness, genuine, importunate, given up, tedium, apparently

The **tedium** of life in old age homes has been pointed out by many. The **embarrassment** old people face there, is mainly out of the **importunate** curiosity of the visitors who come there. Many of the old people are **maladjusted** because of the long and solitary lives they have to lead there. **Apparently** there are no **genuine** cases of abandoned parents because of the financial conditions of the family. Most of them are **given up** by their wealthy children. We have to **go on** enlightening our youths against the tendency to fly away from their parents. The **paltry** sum they send is nothing if they really know the value of the **disarming** smiles that bloom on the faces of their parents when they are properly cared for in their old age.

Prepared by Mahmud K Pukayoor (englisheduspot.blogspot.com)

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Additional Activities

Prepare a Review of the Story ‘The Best Investment I Ever Made’.

‘The Best Investment I Ever Made’ – a review

The Scottish writer Dr. A J Cronin’s story ‘The Best Investment I Ever Made’ is a typical short story with all its ingredients. It has suspense in the beginning, a fantastic flash-back to develop the plot and a moral lesson which is exemplary.

Dr Cronin was on a voyage back from New York. On the second day, he noticed that one of the fellow passengers was closely watching him. He evaded his attention as he was not interested to make an annoying ship-board contact. On the following forenoon, the man with his wife was seen again earnestly watching him. This time Dr. Cronin also had some interest to know about the person and his intention. Here the story creates suspense and arouses eagerness also in the minds of readers to know about the person. Induced by his wife, finally the man approached Dr. Cronin and introduced himself very timidly.

In the beginning Dr. Cronin could not recognize him. When he said something in his ears, he got a clear picture of this man and his mind went back to an incident that had happened 25 years before. Here starts the flash back of the plot in the story. Dr. Cronin started his practice in a working-class district of London. One night, around at one o’clock he was awakened by a police sergeant. In a nearby lodge a man had attempted to commit suicide. In the attic of the lodge, on a narrow bed lay an apparently lifeless body of a young man. After more than an hour’s hard work Dr. Cronin could bring him back to life. The young man told them his pathetic story. His name was John and was an orphan. His uncle found him a job in the town. Soon he began to lead a loose life, spent lavishly for pleasure beyond his means and gambled to find more money. He lost everything and stole some money from his office. Being afraid of the prosecution, in great despair and anguish, he decided to end his life. Having heard of John’s story, the trio- Dr. Cronin, the sergeant and the landlady decided to help him. Dr. Cronin gave him seven pounds and ten shilling to put back in the office safe.

Mr. John determined to change his life fully dedicating himself for the care of the derelict and delinquent youths from the city slums. He and his wife had been for the last 15 years in charity work and thus he paid off his debt to the society. For Dr. Cronin, though his investment did not bring any worldly gain to him, it turned out to be immensely profitable. Through this story, Dr. Cronin teaches the world that a tiny but timely help sometimes will bring unpredictable goodness to the whole society.

The Youth Welfare Organization has decided to honour Mr John for his valuable contributions in the field of social work. You are delivering a felicitation speech attending the function. Prepare the likely speech.

Honourable dignitaries on the dais, our esteemed chief guest Mr. John and my dear friends: A very warm good morning to all of you.

I am very much delighted in having got an opportunity to share a few words with you on this occasion. We have assembled here to witness a noble function of honoring Mr. John for his unique services he has been rendering in the field of charity work.

A timely act of kindness can transform a man’s life! Mr. John’s life substantiates that great truth. Once he had transgressed and led a loose life in his youthful days. He gambled to find money for his pleasures. He lost everything and he even stole some amount from his work-place. Finally having lost everything, he decided to end his own life. Luck alone saved him. Kind-hearted persons like Dr A J Conin helped and brought him back to a normal life.

I’m very proud and happy to tell you that Mr. John has already paid all the debt he owed to the society. He and his wife have been travelling to different parts of the world to experience and execute the charity work among the maladjusted and delinquent youths. We have a lot to learn from the life-story of Mr. John. A timely intervention of three good people saved a young man and the young man in return keeps on serving our society!

A tiny deed of kindness can sometimes change the life of a man. That’s what has happened in the case of Mr. John. Let me congratulate Mr. John on behalf of our Youth Welfare Organization on his achievements and let me conclude my speech with much pleasure. Thank you all, thanks a lot!