# ENGLISH

# UNIT 1

# Chapter 6

# Living or Dead- Rabindranath Tagore:

# Kadambini is a widow with no child who has an incredibly close relationship with her brother-in-law’s son. A deep affection develops between them, as strong as the bond between a mother and son. But one night, Kadambini suddenly dies. The family calls for four Brahmins, who take her to a temple, where her body will await ritual cremation. But that very night, while her watchmen are out smoking and looking for firewood, her body stirs. Kadambini awakens from death and walks out.

# Having come back to life, Kadambini finds herself in a strange in-between. She wants to return home, but tells herself that she is not alive, and knows she would not be welcome to return. She realizes that even though the living fear the dead, the dead fear the living as well.

# In her wanderings, she is found by a man who believes she comes from a good family and wants to help her get home. While Kadambini doesn’t think she can return home, she asks the man to take her to the house of her childhood friend, Yogmaya. The man complies, and when Kadambini arrives, Yogmaya is overjoyed. Kadambini offers to work as a servant in her house, but Yogmaya refuses, and invites her to stay.

# But that time Kadambini stays in Yogmaya’s house is strange. Increasingly, the house is visited by ghosts. Kadambini herself feels like she is dead, and can not enjoy living in her friend's house. After a period of time, Yogmaya gets fed up with Kadambini’s presence, and demands to know why her husband has not questioned Kadambini living in their house. So the husband embarks on a journey to Kadambini’s family house to find out why she isn’t living there.

# What he finds out is that Kadambini in fact died. Yogamaya doesn’t believe it, but late at night while the two are quarreling about the matter, Kadambini comes to confirm that she did indeed die. They kick her out of the house and Kadambini returns home. Her brother-in-law’s son is glad to see her, and she finally feels alive again. But everyone else is petrified of her presence, begging her to leave the boy alone. Kadambini tries to convince them that she is alive, but they refuse to believe it. Finally, she throws herself into a well in the courtyard and dies there. It is only by dying that she was able to prove that she was alive

# Chapter 7

# Little girls wiser than men- Leo Tolstoy:

# It was the time of year when the snow started to melt and make nice mud puddles in the street. Two girls, Malasha and Akulya, meet after church on Sunday. Their mothers had dressed them in their Sunday best. There was a muddy puddle, and the girls just couldn't resist. They were careful at first, but eventually Akulya splashed on Malasha's dress. Malasha's mother noticed how her dress was dirty and scolded her. Malasha, of course, blamed Akulya so the mother slapped Akulya on the back of the head. That made Akulya cry, and Akulya's mother came to her defense. Both mothers argued heatedly, and then the men came out and joined in the argument. Eventually a whole crowd was arguing, almost coming to blows over this incident. . An old lady tries to tell them to stop, but she is ignored and practically knocked off her feet.

# In the meantime, the two little girls continue to play with the muddy water and joyfully follow a piece of wood they put into the muddy stream they had dug. The old lady points to the young girls and tells the people not to bother fighting, the little girls themselves have forgotten about it and are playing again and that the others should follow their example. Everyone calms down and goes home.

# Chapter 8

# The Wolves of Cernogratz – ‘Saki’ H H Munro:

# Once a Baron and his sister bought an old Castle. When they came to live in it, the Baron asked his sister if any legend was associated with the Castle. The Baroness replied that there was a legend about the Castle that whenever any person died in the castles, the Wolves and wild beasts of the forest near it howled and Cried, when the soul of the dead person left the body, a tree fell in the park. But she did not believe in such stories because nothing had happened when her mother in law died. At this governess said that the legend was quite true, however wolves and other wild beasts howled only when a member of the Cernogratz family died. On hearing this Baroness was greatly annoyed and thought that governess wanted to give herself too much importance by telling such stories. She asked her angrily how she knew that the legend was true. Governess replied that she was member of that family. On hearing this every member of Baroness’s family burst into laughter because they disbeloved her. Governess told them that when they became very poor and she began to live by teaching she took another name, but his grandfather spent much of his time in that castle and her father used to tell her many stories about it. A silence falls over the company when she finished speaking. The Baron broke this silence and said that governess was very impertinent and he did not believe in a world ever she told. The Baroness’s said that governess was growing old and knew that she would not be able to work in old age and she wanted to get their sympathies, so she made up her mind to serve her a notice to quite as soon as New year festivities were over.

# Unfortunately, governess fell ill, when the house was full of guests, all of a sudden, a woolly lap dog jumped down from its cushion ad crept shivering under the sofa. At the same time all the dogs in the castle began to bark soon everybody in the castle heard the howling of wolves in the distance.

# The Baroness moved by an impulse went to the narrow dark room of the governess. She found her lying quite still. The window of the room stood open. It was very cold so Baroness rushed to shut the window but governess stopped her by saying that she wanted to hear the death music before she passed away. She further said that she was glad that wolves had come from far and wide to sing the death music for a member of Cernogratz family and she was happy that she was dying in her own castle. Then a noise of something splitting and crashed was heard. A tree fell in the park and soul of the old lady, the last of the Cernogratz family left her body.

# Chapter 9

# The Letter- ‘Dhumaketu’ Gaurishankar Joshi:

# This is the story of an old man named Ali, who was very interested in hunting. His daughter Mariam had married a soldier in the Punjab regiment and had left with him, For the past five years there was no news from Mariam. Every day Ali would sit outside the post office waiting for a letter to arrive from his daughter. He was laughed at by the post man and post master and also by the other staff. Coming to the post office every morning at 4am had become a ritual with Ali. One fine day, he did not come to the post office for several days, and no one really noticed him missing. But, one day when Ali came back, he tried to talk to the post master, who was in a hurry to leave and asked Ali very rudely to stop troubling him about his daughter’s letter. After the post master left, Ali met a clerk outside the post office, and gave him five golden guineas, he told the clerk that today is his last day on earth, and if Mariam’s letter came, he should leave that letter on the grave. After that incident no one saw Ali again, and no one inquired about him either.

# One day, trouble came to the post master, since his daughter lay ill in another town. So, he was anxiously waiting for a letter from her. Therefore, when he saw an envelope of the colour and shape he expected, he felt that the letter might be form his daughter, but the letter was from Mariam, Ali’s daughter. The post master was shocked and asked Lakshmi Das the clerk to find out about where Ali was. That entire day the postmaster’s daughter did not come, and he for the first time understood Ali’s pain and sorrow for his daughter. The postmaster thought that next day he would give the letter to Ali himself at 4am. In the morning the postmaster was waiting with the letter, when Ali arrived. He saw that Ali had become even older, but when he looked into Ali’s eyes he saw a bright light which was not of this earth. The postmaster was horrified and completely scared, in front of his eyes Ali took the letter and walked out of the door and disappeared. When Lakshmi Das returned he said that Ali had died three months ago. The postmaster was terrified, he saw Mariam’s letter on the floor and Ali’s image was still in his eyes. That evening the postmaster and Lakshmi Das laid the letter on Ali’s grave. The story ends with the postmaster still waiting anxiously for a letter from his daughter.

# Chapter 10

# Lemon-Yellow and Fig – Manohar Malgonkar:

# The present lesson depicts a civilian life of a salesman who gets trapped by his over cautiousness.

# The story is narrated by an industrious salesman. With his persuasive talk he captured the minds of his customers. Mr. Rathnam was the proprietor of the shop.One, morning a pretty young lady arrived to his shop. In his most appealing way, he displayed sarees before her. He was caught by the strong fragrance of the perfume she sprayed. Choosing a lemon-yellow saree worth forty rupees, she handled him a crisp new hundred-rupee note. No sooner she left than a prosperous lady arrived. Her perfume seemed to be the same, which the young lady had used.

# He was struck by the trick played on his fellow shopkeeper. One day a young lady arrived to his shop, purchased few articles and paid a hundred rupees note. Soon after another lady, her accomplice bought few more things and coolly demanded her change. Expecting the same to him, the salesman put the note in the envelope and sent it to his brother. But to his surprise, the lady paid him the amount.

# Mr. Rathnam arrived and said that he had sent his daughter and sister to test him. He was satisfied with the salesman. Later Mr. Rathnam recognized that a hundred rupees note missing. As the salesman couldn’t give the explanation the proprietor sacked him.

# Thus, the author gives an ironic twist at the end. This is how the over cautiousness of the shopkeeper turns up his life.

# Unit 2

**PARTS OF SPEECH**

1. **NOUN** – person, place, thing, or idea / The (noun) smiled.

o Nouns can be common or proper

 **Common nouns**: man, book, city, team

 **Proper nouns**: Justin, Lord of the Flies, New York, New York Giants

o Nouns can be concrete (things you can see or touch) or abstract (things you can’t see or touch)

 **Concrete nouns**: dishes, desks, discs, doorknobs

 **Abstract nouns**: love, justice, guilt, anxiety

o Nouns can be subjects or objects

 **A subject noun**: names the person, place, thing or idea that is doing the action or is being talked about.

Our family loved spending afternoons in the park.

 **An object noun**: is used as the direct object, indirect object, or object of the preposition.

We would often eat our lunch there.

 **A predicate noun**: follows a linking verb or a form of the be verb and repeats/renames the subject.

Our favorite game was football.

1. **PRONOUN** – substitutes for nouns and function as nouns / Jess said the hat was \_\_(pronoun)\_\_.

o **Personal pronouns** – refers to specific people, places, or things

 I, you, be, she, it we, they

I want to go home.

o **Indefinite pronouns** – do not substitute for specifics

 everybody, some

Everybody speaks.

**o Relative pronouns** – relate groups of words to nouns or other pronouns

 who, whoever, which, that

The book that won is a novel.

o **Interrogative pronouns** – introduce questions

 who, which, what

Who will contribute?

o **Demonstrative pronouns** – identify or point to nouns

 this, that, such

This is a problem.

o **Intensive pronouns** – a personal pronoun + self/selves

 himself, ourselves

He himself asked that question.

o **Reflexive pronouns** – same form as intensive but indicate that the sentence subject also receives the action of the verb

 themselves

They injured themselves.

1. **VERB** – action or state of being

o Janie \_\_(verb)\_\_ five miles.

o You/He/She/They/We \_\_(intransitive verb)\_\_ often.

o I/You/It \_\_(linking verb)\_\_ happy.

o Let’s \_\_(transitive verb)\_\_ it.

o **Transitive verbs** pass the action on to a receiver (person, place, or thing)/object

 The receiver is the object

I threw the pen.

 HINT: if there are questions left (who, where, what), it’s probably transitive

o **Intransitive verbs** don’t pass the action on to a receiver

o Linking verbs link subjects to word(s) that describe the subject

 Any form of the be verb (am, is, are, were, was, be, being, been).

o Verb Phrases consist of a main verb and a helping verb

 **Helping verbs** = can, could, did, do, does, had, has, have, may, might, must, shall, should, will, would

She had always been thinking of her future.

1. **ADVERB** – modify/describes verbs, adjective, or other adverbs; answers the question HOW? WHEN? WHERE? or TO WHAT EXTENT?

Who ran \_\_(adverb)\_\_ in the relay?

I ran \_\_(adverb)\_\_.

o HINT: -ly ending is a clue

o **Adverbs have 3 forms: positive, comparative, and superlative.**

** Positive**

Performing fleas train vigorously. (“Vigorously” modifies the verb “train” without making any comparisons.)

 **Comparative**

Jumping frogs train more vigorously than performing fleas. (“More vigorously” modifies the verb “train” and compares how “frogs” train to how “fleas” train.)

 **Superlative**

Fido’s flea is the most vigorously trained insect in the world. (“Most vigorously” modifies the adjective “trained” and compares one “flea” to all other insects.)

o Good vs. Well

 “Good” is used only as an adjective

 “Well” can be used as an adverb (many different meanings) or an adjective (only meaning “fit” or “healthy”)

Her health was good. “Good” is an adj. describing her health.

Decker trained well. “Well” is an adv. telling me HOW Decker trained.

1. **ADJECTIVE** – modifies/describes a noun or pronoun; answers the questions WHAT KIND? HOW MANY? WHICH ONE?

The (adjective) girl/boy is very (adjective).

o **4 Types of Adjectives**

** Demonstrative**: points out a particular noun

This kitten is mean, but that cat is meaner.

 **Compound**: made up of more than one word

Scar-faced Bronty is no scaredy-cat guard.

** Indefinite**: gives an approximate number/quantity

Some cats enjoy having many mice around.

** Predicate**: follows a linking verb and describes the subject

A frustrated kitten is unpleasant and unpredictable.

o Forms of Adjectives

 **Positive**: describes noun/pronoun without comparing it to anything

Frozen yogurt is a light dessert.

 **Comparative**: compares 2 nouns/pronouns

Frozen yogurt is a lighter dessert than ice cream.

 **Superlative**: compares 3 or more nouns/pronouns

Frozen yogurt is the lightest dessert of the five on this menu.

1. **PREPOSITIONS** – show position or direction

Kate tossed a penny (preposition) the fountain.

o Gives more information and explains things. Explains relationships.

o Prepositions always exist in phrases

 A prepositional phrase can be left out of a sentence and the sentence still makes sense.

 A prepositional phrase starts with a preposition

 A phrase contains a subject or a verb – not both

o Without prepositions, we lose visuals in writing as well as our orientation in time and space.

1. **CONJUNCTIONS** – connects ideas or joins words, phrases, or clauses

Fred finished his math (conjunction) science.

o Connects words, phrases/clauses, and sentences

o Allows us to say more without repetition

o **Subordinate Conjunctions**:

 as, after, although, while, when, until, before, because, if, since

o **Coordinate**:

 for, and, nor, but, or, yet, so

1. **INTERJECTIONS** – word or phrase used to express strong emotion or surprise

“\_\_(interjection)\_\_, Joe, guess where I’m going next week?”

o Shows intense emotion

o Exists in single words or VERY short phrases.

o Usually set off with a comma, exclamation point, question mark, or period.

o Examples:

 Ahhh! Oh. Hey, Oh my gosh! Huh? Oh, man! Dude! Dude. Dude?

**Unit 3**

# Paragraph writing:

# \* How to write an effective paragraph:

# I. Topic Sentence

What is the topic sentence? The topic sentence is the first sentence in a paragraph.What does it do? It introduces the main idea of the paragraph.How do I write one? Summarize the main idea of your paragraph. Make clear what yourparagraph will be about.Example: Canada is one of the best countries in the world to live in. First, Canada has anexcellent health care system. All Canadians have access to medical services at a reasonableprice. Second, Canada has a high standard of education. Students are taught by well‐trainedteachers and are encouraged to continue studying at university. Finally, Canada's cities are cleanand efficiently managed. Canadian cities have many parks and lots of space for people to live. Asa result, Canada is a desirable place to live.

**II. Supporting Details**

What are supporting sentences? They come after the topic sentence, making up the body of aparagraph.What do they do? They give details to develop and support the main idea of the paragraph.How do I write them? Youshould give supporting facts, details, and examples.

**Example:** Canada is one of the best countries in the world to live in. First, Canada has anexcellent health care system. All Canadians have access to medical services at a reasonableprice. Second, Canada has a high standardof education. Students are taught by well‐trainedteachers and are encouraged to continue studying at university. Finally, Canada's cities are cleanand efficiently managed. Canadian cities have many parks and lots of space for people to live. Asa result, Canada is a desirable place to live.

**III. Closing Sentence**

What is the closing sentence? The closing sentence is the last sentence in a paragraph.What does it do? It restates the main idea of your paragraph.How do I write one? Restate the main idea of the paragraph using different words.

**Example:** Canada is one of the best countries in the world to live in. First, Canada has anexcellent health care system. All Canadians have access to medical services at a reasonableprice. Second, Canada has a high standard of education. Students are taught by well‐trainedteachers and are encouraged to continue studying at university. Finally, Canada's cities are cleanand efficiently managed. Canadian cities have many parks and lots of space for people to live. Asa result, Canada is a desirable place to live.

**Sample 1**

**Alexander the Great**

**Start with a topic sentence that clearly identifies the main point(s) of the paragraph:**

Alexander the Great was a successful ruler because his actions created long lastingeffects on cultures that continue to the present day.

**Example (Think of an example that supports your point statement):**

One example of his legacy was the creation of a Hellenistic society.Explanation of Example (What does this specific example mean? Be specific.

**Expand yourexample by providing additional important details):**

Hellenism was the combination of Greek, Persian, and Egyptian cultures. During thisremarkable time period, people were encouraged to pursue a formal education andproduce many different kinds of art. New forms of math, science, and design made agreat impact on society.

**How does the example prove your point (Why is this example important? How does it support**

**the main claim of your thesis statement?):**

If this new way of life had not been as successful as it was, Alexander’s legacy would notbe as memorable and groundbreaking.

**Concluding Sentence (Sum up the main argument of your paragraph in one sentence):**

Because he conquered many countries and blended together many different cultures,Alexander the Great is widely recognized for his achievements and credited with beingone of the greatest rulers in history.

**Putting it altogether:**

Alexander the Great was a successful ruler because his actions created long lastingeffects on cultures that continue to the present day. One example of his legacy was thecreation of a Hellenistic society. Hellenism was the combination of Greek, Persian, andEgyptian cultures. During this remarkable time period, people were encouraged topursue a formal education and produce many different kinds of art. New forms of math,science, and design made a great impact on society. If this new way of life had not beenas successful as it was, Alexander’s legacy would not be as memorable andgroundbreaking. Because he conquered many countries and blended together manydifferent cultures, Alexander the Great is widely recognized for his achievements andcredited with being one of the greatest rulers in history.

**Sample 2**

**Magellan’s circumnavigation [of the globe]**:

Magellan’s circumnavigation [of the globe] forever altered the Western world’s ideas aboutcosmology – the study of the universe and our place in it – as well as geography. Itdemonstrated, among other things, that the earth was round, that the Americas were not partof India but were actually a separate continent, and that oceans covered most of the earth’ssurface. The voyage conclusively demonstrated that the earth is, after all, one world. But it alsodemonstrated that it was a world of unceasing conflict, both natural and human. The cost ofthese discoveries in terms of loss of life and suffering was greater than anyone could haveanticipated at the start of the expedition. [The voyagers] had survived an expedition to the endsof the earth, but more than that, they had endured a voyage into the darkest recesses of thehuman soul.

**(Lawrence Bergreen, Over the Edge of the World)**

**Sample 3**

**Civil War**

During the Civil War era many factions sought to change America. Remarkable speakers spreadtheir ideas through oratory, thrilling their audiences through powerful speeches that appealedto both emotion and logic. Frederick Douglass, a black American, fought for black civil rightsthrough compelling speeches like “What to the slave is the Fourth of July?” which depicted theterrors of slavery in graphic detail. Abraham Lincoln, on the other hand, spoke peacefully andoptimistically during his Second Inaugural Address to demonstrate his desire for peace andreconciliation with the Confederate states. Both speakers captivated their audiences throughpersuasive diction, tone, and argumentative methods in an effort to win them over and gaintheir support.

Conflicts within the middling orders were more pronounced than peaceful cooperation. Tariffson imports were a boon to domestic manufacturers but a burden on merchants. Distribution oflargesse from the central government, whether paintings donated to provincial museums orsubsidies provided to struggling industries let to disputes about favoritism among cities andregions. The issue of state support for sectarian schools became a contentious issue betweendevout and secular citizens. The location of the railroad network, which speedily spreadthrough most of Europe in the 1840s and 1850s, became a matter of virtual economic life anddeath across the map. And, … limitations on the right to vote on the basis of income were sorepoints between bourgeois safely at home in the political elite and bourgeois aspiring to jointhem Some of these contests were trivial: in the late nineteenth century, Munich and Berlinengaged in a rivalry, carried on mainly in the press, over which was the cultural capital ofGermany. But most of the time, the stakes were higher than this. Economic self‐interest,religious agendas, intellectual convictions, social competition, [and] the proper place of womenbecame political issues where bourgeois battled bourgeois.

**(Peter Gay, Schnitzler’s Century)**

**Unit 4**

**Information transfer:**

**A. Note Making:**

**Features of Good Notes**

Notes are brief. The relevant details or facts are included. All illustrations, descriptions, explanations, examples, repetition are left out. Full sentences are not used. Key words or broken sentences are used. Abbreviation, can be used. Notes are presented in tabular form, tree diagram and point form. As an examination point of view, Students need to read an extract and make notes or complete notes in the suitable format.

**Sample 1**

**Read the following extract and complete the table diagram:**

What is soil? The original materials from which it has been formed through long ages are the earth's crust. There are three kinds of rocks, made in three different ways. Igneous rocks were made when the molten material of which the earth consisted long ago become cooler and solidified; granite, a very hard rock, is one of these. Another kind of rock is sedimentary rock, formed when rivers brought down small pieces of material with them as they flowed into the sea. The matter which they brought down with them fell to the bottoms of the sea, and this sediment was slowly pressed and cemented together by other substances into rock. Then the crust of the earth moved; the bottoms of the seas were raised, and when they reached a sufficient height become dry land. Sedimentary rocks found in all kinds of places, even on high mountains. Shale, limestone, and chalk are sedimentary rocks.  
The third kind of rock is metaphoric, a rock which has been made by change due to heat. This was formed, for instance, when the lava thrown out by volcanoes affected the material over which it flowed. The heat changed the surface underneath and produced different kinds of rocks, of which slate and marble are two.

|  |  |  |
| --- | --- | --- |
| **Types of Rocks** | **Made in the ways** | **Examples** |
| 1. Igneous Rocks | molten material become cooler and solidified | granite |
| 2. Sedimentary Rocks | rivers brought down small pieces of material bottoms of the sea, and this sediment was slowly pressed and cemented together by other substances into rock. | Shale, limestone, and chalk |
| 3. Metaphoric Rocks | made by change due to heat, when the lava thrown out by volcanoes affected the material over which it flowed. | slate, marble |

**Sample 2**

**The Bhabha Atomic Research Centre (BARC)**

The Bhabha Atomic Research Centre (BARC) which is located at Trombay in Mumbai, was the brainchild of Dr. Homi Bhabha, the father of India’s nuclear programme. Dr. Bhabha took a personal interest in designing the centre because he felt that with an indigenous nuclear programme India would become a powerful nation. This centre, which was started on January 3, 1954, was originally called the Atomic Energy Establishment. It was renamed Bhabha Atomic Research Centre on January 12, 1966 after Dr. Bhabha’s death. Over the years, BARC has done work in different scientific disciplines, including medicine and agriculture. BARC has played a major role in increasing the share of the nuclear power programme for generating electricity and lighting up the rural areas of the country. BARC is, however, chiefly known for successfully conducting the Pokhran  
tests both in May 1974 and May 1998.

**THE BHABHA ATOMIC RESEARCH CENTRE**

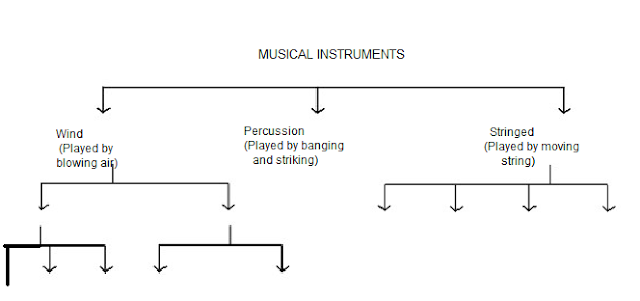
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| --- | --- |
| **Location** | Trombay, Mumbai |
| **Names** | Originally named ‘Atomic Energy Establishment’ renamed Bhabha Atomic Research Centre on 12 January 1966 |
| **Date of establishment** | 3 January 1954 |
| **Works Done** | In different scientific disciplines including medicine, agriculture; chief work in nuclear power for generating electricity, lighting up rural areas of the country; chiefly known for conducting the Pokhran tests, May 1974 and May 1998. |

**B) Note Taking:**

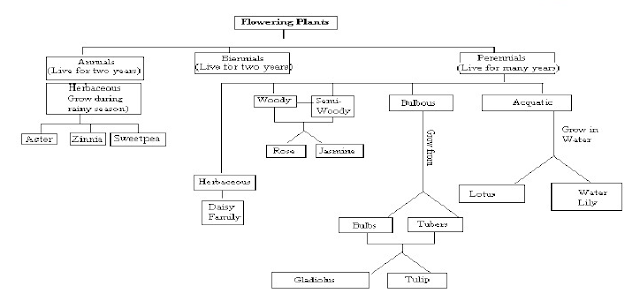
**Sample 3**

**Write paragraph from given diagram:**

[](https://4.bp.blogspot.com/-fotpZNJ0ARU/VpezZrmnRxI/AAAAAAAABwM/NJcC36_3Epg/s1600/tree.png)

There are many different kinds of musical instruments. They are divided  
into three main classes according to the way that they are played. Some instruments  
are played by blowing air into them. These are called wind instruments. Some of  
these are said to be of the woodwind family. Examples of woodwind instruments  
are the flute, the clarinet and the horn. There are also various other wind  
instruments such as the mouth-organ and the bagpipes. Some instruments are  
played by banging or striking them. Instruments like this are called percussion  
instruments. The last big group of musical instruments have strings. There are  
two kinds of stringed instruments. Examples are the harp and the guitar, the violin  
and the cello.

**Sample 4**

[](https://2.bp.blogspot.com/-3-dtptb1MQ4/VpeuI1huCII/AAAAAAAABv8/TROtRPzpGlU/s1600/treedi.png)

Flowering plants are of various types. Herbaceous flowering plants grow, set seed  
and die within one year; biennial plant complete their life cycles in two years;  
Perennials on the other hand, can live and grow for many years once they have been  
planted. Plants that flourish and flower during the rainy season are mostly herbaceous  
annuals such as the Aster, Zinnia, and Sweet pea. Of the herbaceous perennials the most  
common are members of the Daisy family. The beautifully scented Rose and Jasmine  
are both Woody and Semi-Woody perennials. There are two other types of plants;  
bulbous plants and aquatic plants. The former grow from bulbs and tubers planted in the  
ground; examples of this type are Gladiolus and Tulip. The latter, as their name  
suggests, grow in water, the most exquisite example being the Lotus or Water Lily.