



Government of Karnataka

# **English**

## **First Language**

**(Revised)**

**9**

**Ninth Standard**

**Karnataka Textbook Society (R.)**

100 Feet Ring Road,  
Banashankari 3rd Stage, Bengaluru

## PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF - 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and from 5th to 10th there are three core subjects namely mathematics, science and social science.

**NCF - 2005 has a number of special features and they are :**

- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- learning experiences for the construction of knowledge
- making examinations flexible and integrating them with classroom experiences
- caring concerns within the democratic policy of the country
- making education relevant to the present and future needs.
- softening the subject boundaries-integrated knowledge and the joy of learning
- Making the child the constructor of knowledge

The new books are produced based on three fundamental approaches namely.

Constructive approach, Spiral Approach and Integrated approach.

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

The most important objectives of teaching language are listening, speaking, reading, writing and reference work. These skills have been given a lot of importance in all the language textbooks. along with the inculcation of these skills, fundamental grammar, opportunities for learners to appreciate beauty and imbibe universal life values have been integrated in language textbooks. When learners master these competencies, they would stop studying textbooks for the sake of passing examinations. In order to help learners master these competencies, a number of paired and group activities, assignments and project work have been included in the textbooks. It is expected that these activities would help learner master communicative skills. Ultimately, it is expected that students master the art of learning to learn and make use of these competencies in real life.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks. A few works of some writers and poets have been included in these textbooks. The textbook society is extremely grateful to them for giving their consent for the inclusion of these pieces in the textbooks.

**Prof. G S Mudambadithaya**

Co-ordinator

Curriculum Revision and

Textbook Preparation

Karnataka Textbook Society®

Bengaluru, Karnataka

**Nagendra Kumar**

Managing Director

Karnataka Textbook Society®

Bengaluru, Karnataka

## CHAIRMAN'S NOTE

The textbook has been designed in accordance with the language syllabus requirements of class 9 curriculum in Karnataka. This book is meant for those students who have opted for English as First Language in class 9.

The focus of the curriculum in general and the language syllabus in particular at this level has been on facilitating the ability to become communicatively competent, fluent, accurate and appropriate in the use of language, besides developing the ability to think differently and look at issues in the right perspective.

Further, the focus has been on developing the language skills namely listening, speaking, reading and writing in an integrated manner. The recommendations of NCF 2005 and the Karnataka Curriculum Revision Committee include the imparting of core values and ethics through language.

In this background, this textbook has been designed in such a way as to realise the objectives for which the English language is taught. This book includes texts of different types for comprehension and the understanding of core values with the emphasis more on developing language proficiency, and acquiring skills for effective and meaningful communication using the target language, English.

The book has in all ten units and each unit consists of a prose piece and a poem for the teaching of various skills and aspects of the language. There are activities for developing and practising different skills through participation. The book also includes three supplementary lessons for developing reading comprehension and promoting extensive reading.

The activities suggested are communicative in nature and are designed on the principles of participatory and collaborative learning. Pictorial illustrations have been given to aid comprehension and to lead the learners to understand better. Interactive suggestions (if any) for the improvement will be always welcome.

## Textbook Committee

### **Chairperson :**

**Dr. S. Venkateswaran**, Professor, RIE, Jnanabharati Campus, Bengaluru-56.

### **Members :**

**Ms. K. Parveen Taj**, Asst. Teacher, R.V. Girls' High School, 2nd Block, Jayanagar, Bengaluru-11.

**Mrs. Rajani Ramanath**, No. 709, 1st 'B' Main Road, 2nd Phase, 7th Block, Bangashankari 3rd Stage, Bengaluru-85

**Mr. Shivakumar K.R.**, Asst. Teacher, Govt. High School Palace Guttahalli, North Dist, Bengaluru.

**Mr. Sreenivasa Murthy .R**, Shri Ganapati Composite P.U. College, Hebbur.

**Ms. Rebeeca A Salvi**, Lecturer, Govt. P U College, Ullagaddi, Khanapur, Hukkeri Taluk, Belagavi.

**Mr. Jayaram**, Drawing Teacher, VVS High School, Rajajinagar, Bengaluru.

### **Scrutinizer :**

**Mr. Narendranath G**, Retired Principal, No.10/503, Out House, Ashwatha Katte Road, VV Puram, Bengaluru-560004

### **Editorial Board Members**

**Dr. G. Rajgopal**, Professor, Dean School of English and Foreign Languages University, Hyderabad.

**Prof. N.S.Raghunath**, Department of English, Karnataka University, Dharwad-560003,

**Dr. Rajendra Chenni**, Professor and Head, Department of English, Kuvempu University, Shankaraghatta, Shivamogga.

**Dr. Geetha Nagaraj**, 29th Cross, Yadiyur, Jayanagar, Bengaluru.

### **Chief Co-ordinator :**

**Prof. G.S. Mudambadithaya**, Curriculum Revision and Textbook preparation, Textbook Society, Bengaluru.

### **Chief Advisors :**

**Sri Nagendra kumar**, Managing Director, Karnataka Textbook Society, Bengaluru.

**Smt Nagamani C**, Deputy Director Karnataka Textbook Society, Bengaluru.

### **Programme Co-ordinator :**

**Smt. Sowmya N. S**, ADPI, Karnataka Textbook Society, Bengaluru.

## About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation

of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

**Narasimhaiah**

Managing Director  
Karnataka Textbook Society (R)  
Bengaluru.

**Prof. Baraguru Ramachandrappa**

Chairman-in-Chief  
State Textbook Revision Committees  
Karnataka Textbook Society (R)  
Bengaluru.



## Revision Committee

### Chairman-in-Chief :

**Prof. Baraguru Ramachandrappa**, State Textbook Revision Committees, Karnataka Textbook Society, Bengaluru.

### Chairperson :

**Dr.Krishna K Manavalli**, Professor, Department of English, Karnataka University, Dharwad.

### Members:

**Smt.Shobha.S.M**, Lecturer, DIET, Chikkaballapur.

**Smt. Sr.Daisy.A**, Head Mistress, Sacred Heart High School, Bengaluru.

**Sri.Anith Kumar**, Asst. Teacher, GHS, Hejmadikodi, Udupi Dist.

**Sri.Manoj Joyce**, Asst. Teacher, GHS, Shettikere, Shivamogga Tq & Dist.

**Smt. Snehalatha.N.H**, Asst. Teacher, GHS, Yelahanka, Bengaluru.

**Smt. Kavitha B Savadi**, Asst. Teacher, GHPS Bairanahatti, Naragund Tq,

**Smt Suchitha.C**, Asst. Teacher, GHPS Kasambi, Byadagi Tq, Haveri Dist.

### Artist :

**Sri. Hazarat Ali.U**, Lecturer, Department of Fine Arts, Tumkur university, Tumakuru.

### High Power Review Committee Members:

**Dr.Geetha.R**, Professor, Department of English, Bangalore University, Bengaluru.

**Sri. Veerabhadra Kodi**, Professor (Retd) Department of English, P.G centre, Rani Chennamma University, Vijayapura.

**Smt. Elenuru Geethamala**, Professor, Department of English, Rural First Grade College, Faridabad, Kalaburagi.

**Sri. Robert Jose**, Professor, Department of English, Vijayanagara Sri krishnadevaraya University, Ballari.

### Chief Advisors :

**Sri. Narasimhaiah**, Managing Director, Karnataka Textbook Society, Bengaluru.

**Smt.C. Nagamani**, Deputy Director, Karnataka Textbook Society, Bengaluru.

### Programme Co-ordinator :

**Smt. N.S. Sowmya**, Assistant Director, Karnataka Textbook Society, Bengaluru.

## CONTENTS

Unit No.	Prose	Poem	Page No.
1.	The Best Advice I Ever Had	The Grass is Really Like Me	1-21
2.	Mauritius	Africa	22-42
3.	The Collectors	The Village School Master	43-68
4.	The Portrait of a Lady	Tiger	69-86
5.	A Question of Space	The Pencil's Story	87-110
6.	All Stories are Anansi's	The Bold Pedlar and Robin Hood	111-126
7.	On Saying Please	Geography Lesson	127-143
8.	The Story-Teller	Ethics	144-162
9.	An Astrologer's Day	Goodbye Party for Miss Puspha T.S	163-178
10.	A Dream of Flight	Photograph	179-193
<b>Supplementary Reading</b>			
1.	The Goat and the Stars		194-197
2.	Earthquake		198-202
3.	Balai		203-207
	Letter Writting & Determiners		208-214

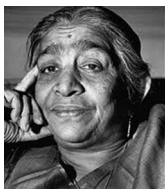
## UNIT 1 PROSE

### THE BEST ADVICE I EVER HAD

- Mrs. Vijayalakshmi Pandit

Warm-up activity :

A. Identify the following great personalities.



- 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_ 4) \_\_\_\_\_ 5) \_\_\_\_\_ 6) \_\_\_\_\_  
\_\_\_\_\_

B. Now using the clues given in column 'A' write the names of the personalities in column 'B' :

- | A   | B     |
|---|-------|
| 1) the first woman President of the UN General Assembly | _____ |
| 2) the first woman judge of the Supreme Court of India  | _____ |
| 3) the first woman IPS officer of India                 | _____ |
| 4) the first woman President of India                   | _____ |
| 5) the first woman Prime Minister of India              | _____ |
| 6) the first woman Governor in India                    | _____ |

[The lesson given below is an article written by Mrs. Vijaya Lakshmi Pandit, one of Pandit Jawaharlal Nehru's sisters. She wrote it for *The Reader's Digest* (a monthly magazine) when she was the High Commissioner for India in the United Kingdom]

1. The best advice I ever had came from one of the greatest souls the world has ever known – Mahatma Gandhi, on a sunny afternoon a decade ago.
2. Most people pass through a period of anguish when their belief in humanity is at a low ebb. I was in such a period. My husband had recently died. My deep sorrow over his loss was followed by the humiliating realization that in the eyes of Indian law I had no individual existence. Along with other Indian women I had participated for years with men in the national struggle for freedom, working and suffering side by side with them until it had finally been achieved – yet in law we women were still recognized only through our relationship to men.
3. Now as a widow without a son, I was not entitled to any share of the family property, nor were my two daughters. I resented this galling position. I was bitter towards those members of my family who supported this antiquated law.
4. At this time I went to pay my respects to Gandhiji and say good-bye before leaving for America to take part in a conference.

After our talk he asked, “Have you made your peace with your relatives?” I was amazed that he would take sides against me. “I have not quarrelled with anyone,” I replied, “but I refuse to have anything to do with those who take advantage of an outworn law to create a difficult and humiliating situation for me.”

5. Gandhiji looked out of the window for a moment. Then he turned to me and smiled and said, “You will go and say good-bye because courtesy and decency demand this. In India, we still attach importance to these things.”
6. “No”, I declared, “not even to please you will I go to those who wish to harm me.”
7. “No one can harm you except yourself,” he said, still smiling. “I see enough bitterness in your heart to cause you injury unless you check it.”
8. I remained silent, and he continued: “You are going to a new

country because you are unhappy and want to escape. Can you escape from yourself? Will you find happiness outside when there is bitterness in your heart? Think it over. Be a little humble. You have lost a loved one – that is sorrow enough. Must you inflict further injury on yourself because you lack courage to cleanse your own heart?”

9. His words would not leave me. They gave me no peace. After some days of severe struggle with myself, I finally telephoned my brother-in-law. “I would like to see you and the family.” I said, “before leaving.”
10. I hadn’t been with them five minutes before I sensed that my visit had brought a feeling of relief to everyone. I told them of my plans and asked for their good wishes before starting on this new stage of my life. The effect on me was miraculous. I felt as if a great burden had been lifted and I was free to be myself.
11. This small gesture was the beginning of a significant change in me. A year and a half later I was in New York, as a leader of the Indian delegation to the United Nations. Important to us was India’s complaint regarding the treatment of people of Indian origin in South Africa. Harsh things were said by both sides. I resented the manner in which my opponents made personal attacks harmful to India’s prestige and to mine. I struck back with the same sharp weapon.
12. Then, after a distressing duel of words, I suddenly thought of Gandhiji. Would he approve? To him, means were as important as the end – in the long run, perhaps more important. What if we succeeded in getting our resolution passed by questionable tactics that injured our self-respect?
13. Before going to bed that night I resolved that, come what might, no word of mine would be lightly used in the UN. From then on, I lifted the debate back to where it belonged, refusing to retaliate to personal attacks or to score a cheap point. Our opponents met us on the new level and from then we argued the case on its merits.
14. Before leaving the committee room on the last day, I went up and spoke to the leader of the opposing delegation. “I have come to

ask you to forgive me if I have hurt you by any word or action in this debate.”

15. He shook my hand warmly and said, “I have no complaint.”
16. It was good to feel right with him, but even better to feel right with myself. Once more, Gandhiji’s advice had saved me from myself.
17. His words have helped me retain perspective even in small matters. Many women, I imagine, share with me a recurring nightmare: someone important to you is coming to dine; the guests have arrived, it is time to eat – but there is no dinner. You wake, perspiring, relieved to find it is only a dream.
18. But recently it really happened to me. My guests of honour, the Prime Minister of Great Britain and Lady Eden, could hardly have been more important to me, High Commissioner for India in the United Kingdom. I had planned everything meticulously from the menu to the colour scheme of the flowers and the candles. When the guests had arrived and drinks had been passed twice, I signalled the butler to announce dinner. But still we waited. When for the third time drinks came round I excused myself and ran downstairs to the kitchen.  
  
My knees felt too weak to support me, but I asked in as normal a voice as I could command: “Why isn’t the dinner ready?”
20. “But it is ready, Madam,” my cook chanted. “All ready. Everybody sit down, sit down...”
21. I was furious. It was on the tip of my tongue to say, “Get out. You’re dismissed!” when I thought of the counsel that had calmed me so many times. If I lost control, I would only hurt myself.
22. I pulled myself together. “Let’s get something on the table,” I said.

23. Everyone pitched in. The food served wasn't quite what the menu described, but when I told my guests what had happened there was a chorus of surprise. "If this is what your cook gives you when he's drunk," someone exclaimed, "what must he provide sober!"
24. The relief in my laughter must have sounded a little hysterical. My perspective restored, I realized that a dinner party, however important, is not the pivot of existence.
25. To retain a sense of proportion is as important as being able to keep one's heart free from hatred. For all of us, no matter what our work, the advice Gandhiji gave me is meaningful: "No one can harm you but yourself."

## Glossary

anguish (n)	: severe mental or physical pain or suffering.
at a low ebb	: being low in spirit/ at low level.
humiliating	: embarrassing.
resent (v)	: feel bitter about.
galling (adj)	: annoying.
antiquated (adj)	: outdated.
courtesy (n)	: good manners, polite speech or action.
inflict (v)	: impose, cause.
gesture (n)	: action, activity.
duel (n)	: fight, clash.
retaliate (v)	: hit back, strike back, react.
perspective (n)	: point of view, outlook.
meticulously (adv)	: carefully.
ladle (n)	: usually, a large-sized spoon.
glazed (adj)	: blank, dull.
hysterical (adj)	: crazy.
the pivot of existence	: the main cause for existence, the centre of existence.

## **Comprehension :**

**C1. Based on your reading of the lesson, answer the following questions by choosing the most appropriate option.**

1. Mrs. Vijayalakshmi resented her galling position. The “galling position” referred to here is
  - a) the death of her husband
  - b) her position as a widow without a son
  - c) she and her daughters not being entitled to any share of the family property
  - d) The hatred of her family members.
2. According to Gandhiji, Mrs. Vijayalakshmi could cleanse the bitterness of her heart by
  - a) making peace with her relatives
  - b) going out of the country for some time
  - c) asking excuse from her relatives
  - d) fighting for her rights
3. Mrs. Vijayalakshmi said, “I thought of the counsel that had calmed me so many times.” The counselling referred to here is
  - a) never hate anyone
  - b) no one can harm you but yourself
  - c) treating others in the same way
  - d) not to be revengeful

**C2. Discuss the answers for the following questions with your partner and then write them in your notebook.**

1. Why was Mrs. Vijayalakshmi Pandit in anguish?
2. In paragraph 3, Mrs. Pandit speaks about “antiquated law.” What is referred to as antiquated law ?



3. Why was Mrs. Pandit going to America, according to Gandhiji?
4. What did Gandhiji want Mrs. Pandit to do before going abroad? What was Mrs. Pandit's response to that?
5. How did Gandhiji make Mrs. Pandit meet her relatives?
6. "Must you inflict further injury on yourself"
  - a) What is the injury referred to here?
  - b) Why did Gandhiji ask Mrs. Pandit not to hurt herself?
7. Why did Mrs. Pandit not meet her relatives in the beginning before she left for America?
8. "I lifted the debate back to where it belonged." What was the debate about?
9. Mrs. Pandit recollected the advice of Gandhiji often. What was the advice?
10. After visiting her relatives, Mrs. Pandit commented, "I felt as if a great burden had been lifted and I was free to be myself." Have you experienced such a situation or a feeling in your life? Discuss.
11. What do you infer about the relationship between Mrs. Pandit and Gandhiji from reading this lesson?
12. Describe the state of mind of the cook referred to in the lesson.

**C3. Following are some extracts from the lesson. Read them carefully and answer the questions that are given below each of them.**

1. "Yet in law we women were still recognized only through our relationship to men."
  - a) Why does the speaker say so?
  - b) What is the mood of the speaker while speaking the above words?
2. "No one can harm you except yourself."
  - a) Identify the speaker.
  - b) Whom is the speaker addressing?
  - c) What does the speaker mean by the above words?
3. "I struck back with the same sharp weapon."
  - a) Who is the "I" here, and at whom did the speaker strike back?
  - b) What was the weapon used by the speaker?
  - c) What was the need to strike back ?

**C4. Discuss the answers for the following questions in a group of 3 or 4 and then present your answers before the other groups :**

1. Mrs. Pandit had to face a lot of humiliating situations in her life. Give a brief account of the situations and comment on them.
2. Comment on the title of the lesson with respect to Mrs. Pandit's experiences in different situations in her life.
3. From a reading of the lesson, write a note on Mrs. Pandit's accomplishments and her contributions to India.
4. "Means are as important as the end," said Gandhiji. Do you agree with this view? Justify your answer.
5. Assume yourself to be a social activist. Write an article suggesting

ways and means of removing gender discrimination that still exists in our society. You can discuss in groups and write down the article.

## LANGUAGE ACTIVITIES:

### Vocabulary

#### V1. Dictionary work

**Complete the words beginning with “re...” which mean the phrases given against each of them.**

1. make a decision : re \_ \_ \_ \_
2. state that one is unwilling to do something : re \_ \_ \_ \_
3. take revenge or hit back : re \_ \_ \_ \_ \_
4. feel bitter about : re \_ \_ \_ \_
5. connected with, concerning : re \_ \_ \_ \_ \_
6. a feeling of reassurance and relaxation after stress is over : re \_ \_ \_ \_
7. latest, fresh : re \_ \_ \_ \_
8. keep, preserve : re \_ \_ \_ \_

**V2. Classify the following qualities into desirable and undesirable. Discuss with your teacher as to why you classify them so.**

sincere	galling	advantageous	decent
quarrelsome	courteous	difficult	bitter
happy	humble	significant	harmful
prestigious	hysterical	diplomatic	

Desirable quality	Undesirable quality
Example: sincere	Example: quarrelsome

## 2. Grammar and Usage

### G1. Formation of Nouns

The following table shows some common suffixes which are used to form nouns from verbs and adjectives :

Root Word	Suffix	Derived Word (Nouns)
assist, exist	-ance, -ence	assistance, existence
act, divide	-tion, sion	action, division
wise, bond	-dom, -age	wisdom, bondage
patriot, just	-ism, -ice	patriotism, justice
child	-hood	childhood
possible, cruel	-ity, -ty	possibility, cruelty
move	-ment	movement
kind	-ness	kindness
leader, please	-ship, -ure	leadership, pleasure
arrive	-al	arrival

**A. Work in pairs and change the following verbs into nouns. Then check your answers in a dictionary.**

perform, continue, react, realize, treat, observe, express, involve,

agitate, interact, confront, explain, enter, allow, achieve, enroll, admit, free, judge.

**B.** The pair “greatest soul” is made up of an “adjective + noun” (the adjective “greatest” qualifies the noun “soul”)

**Pick out such pairs from the lesson and classify them into adjectives and nouns.**

**C.** Read the following examples. Notice how the adjective in the first sentence is changed to its noun-form in the second sentence.

**Example:**

1. He was honest. The Principal commended him at the assembly.  
The Principal commended him at the assembly for his honesty.  
(Or) His honesty made the Principal to commend him at the assembly.
2. They were asked to guess how high the building was.  
They were asked to guess the height of the building.

**Combine the following pairs of sentences by changing the adjective(s) in italics to noun(s).**

1. Rajesh is a very *amiable* person. It has endeared him to his colleagues.
2. The actor was *famous*. It got him many endorsements.
3. The young businessman was *extravagant*. It led to his downfall.
4. James was *silent* during the enquiry. It did not help the police in bringing the culprit to book.

## **G2. Formation of Verbs**

New verbs can be formed by adding a prefix or a suffix to different words. Look at some of the examples given in the table.

<b>Affix Prefix</b>	<b>Root Word</b>	<b>Derived Word</b>
ac-, en-,	company, act	<u>ac</u> company, <u>en</u> act
re-, be-, em-	fine, friend, body	<u>re</u> fine, <u>be</u> friend, <u>em</u> body
<b>Suffix</b>		
-ate, -en, -e	active, black, breath	activate, black <u>en</u> , breathe <u>e</u>
-ise, -ize, -ify	agony, equal, class	agoni <u>se</u> , equali <u>ze</u> , classi <u>fy</u>

**Make new verbs with the following words. Then use them in sentences of your own.**

bath      courage      force      food  
joy      memory      prison      slave  
speech      sympathy      clear      civil

**G3. Observe the following formation :**

- 1) complete + "ly" = completely      2) slight + "ly" = slightly  
verb + ly = adverb      adjective + ly = adverb
- 3) king + ly  
noun + ly = adverb

Note : Most of the adverbs can be formed by adding the suffix "ly" to verbs and adjectives and some nouns.

**A) Pick out the adverbs used in the lesson and frame sentences using them.**

**B) Choose the right word and rewrite the following sentences:**

1. Bill is a careful/carefully driver.
2. Can you please repeat that slow/slowly?
3. The party was very good/well. I enjoyed it very much.
4. Tom didn't do very good/well in his examination.
5. Come on, George! Why are you always so slow/slowly?

6. Our team played bad/badly.

7. John! I need your help quick/quickly.

**G4. In a group of four, share each part of speech and complete the following table by filling the empty columns.**

Noun	Verb	Adjective	Adverb
Ex: continuation	continue	continuous	continuously
1) realization			
2)			powerfully
3)	beautify		
4)		pleasant	
5) agreement			
6)	enjoy		
7)	care		
8) danger			
9)		expressive	
10)			courageously

#### **G5. Words used as Nouns and Verbs**

**There are some words that can be used as nouns, and verbs as well.**

##### **Example : Pause**

**Pause (n) :** The chief guest continued his speech after giving a pause to attend a phone call.

**Pause (v) :** The chief guest paused for sometime before continuing his speech as he had to attend a phone call.

**Make sentences using the words given in the box below as nouns and as verbs.**

view, drop, design, walk,  
distance, need, treat, delight

## Listening and Speaking

### Activities-Let's do it

#### S1. Role Play.

Work in pairs. Given below is a discussion in the note form between a parent and a child. Read through the notes and decide who will take which role. Then act the role.

Background to role play

#### Role A – Daughter/ Son

Your exams start next week – behind with revision – want to go to theatre to see new play – with friend – his birthday – reduced tickets – good play – need rest from work – find it difficult to concentrate on work.

#### Role B – Father/ Mother

Disagree with daughter /son – worried – won't do well in exam – don't want them to waste time – for own good – why not work hard earlier – if had worked, could go out after exam.

#### S2. LET'S PRONOUNCE

##### Consonant sounds /S/ and /Z/

1) Repeat the following words with the target /S/ after your teacher:

city **s**cience      sad    **s**cream      bus  
glasses    concert lost class  
place face taste

2) Read the following aloud - "It's six or seven years since Sydney's sister sang that song."

3) Repeat the following words with the target /Z/ after your teacher:

zoo    zero    lazy    easy    scissors  
exact    size    times    wise  
breeze    bays    rise



4) Read this sentence aloud - "Zebras in zoos are like dolphins in pools."

**A) Find a way from "Start to Finish" by drawing a line. You may not pass a square if the word contains the sound /z/. You can move horizontally (↔) or vertically (↑) only.**

Start



spots	squares	prize	since	six	sports
streets	wise	sells	sits	exact	escapes
rice	rise	sense	science	lose	lost
oasis	desert	smokes	songs	crisps	box
place	face	snacks	seas	voice	boxes
plays	phase	nose	smiles	focus	concert

↓  
Finish

**Writing skill :**

**Dialogue writing :**

**Can money buy happiness? Develop your ideas with the help of the points given below. Use your ideas and write a paragraph on the topic.**

Yes, because money	No, because money doesn't
buys house / clothes / car...	get you health, happiness...

**B) Know Your Idioms :**

1. a penny for your thoughts - What are you thinking about?
2. a chance in a million - either no chance at all or a very slim chance
3. two sides of the same coin - two contrasting characters in the same category

- |                              |   |   |
|------------------------------|---|---|
| 4. a million dollar question | - | a very crucial question                                   |
| 5. as good as gold           | - | very well-behaved   |
| 6. to cash in on             | - | to take advantage   |
| 7. thirty pieces of silver   | - | the money paid to Judas<br>Iscaiot for an act of betrayal |

### **About the Author:**

Mrs. Vijayalakshmi Pandit (1900-1990) was an Indian diplomat, politician, and a sister of India's first Prime Minister, Jawaharlal Nehru. She was active in the Indian freedom movement and held high national and international positions. She was greatly influenced by Gandhiji and became identified with the struggle for independence. She was imprisoned by the British on three different occasions, in 1932-1933, 1940, and 1942-1943.

After her husband's death in 1944, she travelled in the United States from late 1944 to early 1946, mainly on a lecture tour. After India's independence, she entered the diplomatic service and became India's Ambassador to the Soviet Union, the United States, Mexico, Ireland (during which time she was also the Indian High Commissioner to the United Kingdom), and Spain. In 1953, she became the first woman President of the United Nations General Assembly. Mrs. Vijayalakshmi Pandit died on December 1, 1990. President Ramaswami Venkataraman described Mrs. Pandit as a "luminous strand in the tapestry of India's freedom struggle. Distinctive in her elegance, courage, and dedication, Mrs. Pandit was an asset to the national movement."

### **Suggested Reading**

1. Autobiography of Mohandas Karamchand Gandhi - *My Experiments with Truth*.
2. Biography of Mrs. Vijayalakshmi Pandit.

\*\*\*\*\*

## POEM

### THE GRASS IS REALLY LIKE ME

- Kishwar Naheed

#### Warm-up activity :

1. Think of a few things which can be compared to a blade of grass.
2. Discuss your answer with your friends and find justification.

**[About the Poem:** The poem addresses the challenges faced by women in the present context. The poet finds similarity between her life and the life of a blade of grass. Read the poem to understand in what specifics the poet and the grass are similar]



The grass is also like me  
it has to unfurl underfoot to fulfil itself  
but what does its wetness manifest:  
a scorching sense of shame  
or the heat of emotion?

5

The grass is also like me  
As soon as it can raise its head  
the lawnmower  
obsessed with flattening it into velvet,  
mows it down again.

10

How you strive and endeavour  
to level woman down too!

But neither the earth's nor woman's  
desire to manifest life dies.

Take my advice: the idea of making a footpath was a good one. 15

Those who cannot bear the scorching defeat of their courage  
are grafted on to the earth.

That's how they make way for the mighty  
but they are merely straw not grass  
The grass is really like me. 20

**[Translated from Urdu to English by Rukhsana Ahmad]**

### **Glossary**

unfurl	:	open out, spread out
wetness	:	dampness, moisture
manifest	:	reveal
lawnmower	:	a machine used for cutting the grass on a lawn.
endeavour	:	make an effort
grafted (past tense of graft)	:	joined together, united,
merely	:	just, only, simply.
straw	:	dried stalks of grain used as fodder or for thatching, packing etc.

### **Comprehension :**

**C1. Read the poem silently and answer the following questions after discussing your response in pairs or in groups.**

1. What does the poet mean by the phrase, "raise its head?"
2. Explain the phrase, "unfurl underfoot to fulfil itself."
3. Refer to lines four and five. Are they contrasting? Which one do you think is the poet referring to?
4. The poet is associating herself with the grass. Why? When she says "me" is she referring to just herself or the entire womenfolk?
5. Do you think the "lawnmowers" are the same in the case of the grass and the poet?

6. Pick out the line from which the poet shifts the attention from “grass” to “woman.” Who is the “you” in line 11?
7. What does the phrase “scorching defeat” refer to? What does the poet mean by the words “grafted on to the earth?”
8. What is the poet trying to tell us in lines 18 and 19?
9. “But neither the earth’s nor woman’s desire to manifest life dies”

Explain the meaning of the above lines.

**C2. Put the following lines in the table given below according to the figure of speech used in them. The first one has been done for you.**

1. Thy Grass is also like me
2. As soon as it can raise its head  
The lawnmower  
Obsessed with flattening it into velvet,  
Mows it down again.
3. But they are merely straw not grass.
4. Fear is the tax that conscience pays to guilt.
5. Work is food for noble minds.
6. Man needs God as he needs water and oxygen.

Simile	Metaphor	Personification
e.g. The grass is also like me		

## II. APPRECIATION:

**A1. Read the poem silently and choose words from the box that describe the mood of the poet. Give reasons for your answer.**

tranquil    resentful    reflective    pensive  
contended    wistful    dejected    repulsive

**A2. Look at the following phrases that are associated with certain ideas. Match them with the corresponding ideas given in the box below. The first one has been done for you.**

1. unfurl underfoot - try to free itself
2. fulfil itself
3. scorching sense of shame
4. heat of emotions
5. scorching defeat
6. raise its head
7. make way for the mighty

embarrassed    prosper    insult    outgrow  
try to progress    disturbed    be proud  
shameful defeat    outshine    try to free itself

**A3. Discuss the answers for the following questions with your partner and then write them in your notebook.**

1. The poet says “the grass is also like me.” How does she bring out this relationship in the second stanza?
2. Explain the ironical ideas used by the poet in the last stanza. How do you analyze them?
3. The poet has used some unusual words and phrases to evoke images in the reader’s mind as for instance, “scorching sense of shame.” Such a poetic device is called imagery. Pick out such phrases from the poem.

**About the Poet :** Kishwar Naheed was born in Bulandshahr, Uttar Pradesh, in 1940. She is one of the best-known women poets of Pakistan. She has written a collection of traditional ghazals. She has also written for children and for the daily newspaper *Jang*. Her poetry has been translated into English and Spanish. Her well-known poem “We, sinful women” was translated and edited by Rukhsana Ahmad and published in London by The Women’s Press in 1991. She held the position of Director General of the Pakistan National Council of Arts before her retirement. She has founded an organization named Hawwa (Eve) whose goal is to help women without independent income to become financially independent through cottage industries and selling handicrafts.

**Suggested Reading :**

1. “The Yellow Wall Paper” – Charlotte Perkins Gilman.
2. “I Am Not that Woman” – Kishwar Naheed
3. “The Sprouting Grass” – Translated from Oriya by Jayanta Mahapatra.

\*\*\*\*\*

## UNIT 2 PROSE

### MAURITIUS

- R.K. Laxman

#### Warm-up activity :

Your school has arranged for a three-day picnic or an excursion. Suggest place and give them information on the following :

- (a) How to reach there (transport to be used).
- (b) Accommodation/Food arrangement.
- (c) Weather forecast for the days of stay.
- (d) Historical importance of the place (if any).

Now exchange this information with your friends and collect a route map and photos of that place.

1. The World Atlas I have with me has many little dots and specks which have really nothing to do with the world or geography. It is an old one, and time, the weather and generations of cockroaches have put them there. So it was with some difficulty that I was able to locate Mauritius in the vastness of the Indian Ocean. It is a tiny speck of an island situated below the Equator on the Twentieth parallel, some 4,500 km. south-west of Bombay.

2. Our aircraft is bearing us towards it. Through the occasional gloss in the clouds I glimpse the ocean spread like a bluish-grey steel sheet. There are acres and acres of cloud below me having all sorts of funny shapes in an odd abstract way. Curiously they resemble figures in the ancient legends of China, Rome, Greece, India and what-have-you.





3. I cannot help drawing a comparison, albeit ridiculous and rather far-fetched, between my vague observations at 10,000 metres watching the clouds and what I learn of Mauritius later. This tiny island has an astonishingly similar variety, strange juxtapositions, incongruities, odd mixtures of race and language.

4. Here Africans and Chinese, Biharis and Dutch, Persians and Tamils, Arabs, French and English all rub shoulders merrily with one another and emerge with a peculiar sense of oneness. A Tamil, for instance, bears a deceptively South Indian face and a name to go with it to boot; Radha Krishna Govindan is indeed from Madras. I speak to him in Tamil. He surprises me by responding in a frightfully mangled English with a heavy French accent. Mr. Govindan has no knowledge of Tamil and his tongue has ceased curling to produce Tamil sounds centuries ago!

5. Like others of his fellowmen, his ancestors were brought to the islands as slaves or, later, as indentured labourers to work in sugarcane fields and factories or to cut timber in the jungle and haul it to the boats. Their roots in their original homelands withered and disappeared with the passage of time. All of them together happily came to share in the triumphs and defeats of whoever happened to be their masters among the buccaneering trinity of those days - the Dutch, the French and the English - who constantly waged battle for the possession of the island for its spices and sugar or just for the strategic position on the maritime route to the East, conveniently placed as it was for piratical purposes.

6. However, the battle of 1810 ended all that in favour of the English. The French surrendered and handed over the island after extracting a favour from the conquerors that the French influence on the island be left intact. The English kept their word to the last day of their rule, which ended in 1968. And so we still have very musical but unpronounceable names like Trouaux Biches, Beau Bassin, Quarter Bornes, Curepipe, Ross Belle and so on.

7. The people are extremely relaxed and warm towards strangers. In the streets, in the bazaar, in restaurants, it is common to be greeted and smiled at as if you were a long-lost friend. Coming from Bombay, with my pre-cast grim expression of a city-dweller, I react awkwardly at first to such spontaneity and feel ashamed that I am not even able to produce a matching smile.

8. The same atmosphere of friendliness prevails even in Port Louis, the seat of Government. The Cabinet Ministers and others in high positions do not act as if they were born to the grace. They are just like ordinary people one bumps into in an airport lounge or in a hotel lobby. They are unassuming, accessible, communicative and above all, go about without a protective shield of hangers on and security men to repel casual approaches. I am shown a modest looking flat in a busy street lined with shops and crawling traffic. It is the residence of the Prime Minister of Mauritius. Port Louis brings to my mind Joseph Conrad and Maugham. This little port-town seems as if it were built at the suggestion of these writers to suit their novels and short stories. Merchant ships, trawlers, dinghies stand anchored in the harbour with cobwebs of ropes and festoons of flags hanging from their masts. Grimy sailors and dock-hands in seamen's caps lounge on oil drums and packing cases or lean against bleak warehouse walls, smoking pipes. Sugarcane fields like a carpet of green cover the island on all sides as far as the eye can see up to the foot of the distant blue mountains that ring the island - a volcanic happening of geological ages. These mountains do not have the traditional monotonous pyramidal shapes. Their outlines are freakish and whimsical with unexpected sweeps and perpendicular drops and pin-pointed peaks precariously doing a balancing act with boulders as big as a skyscraper.

9. There is no railway in Mauritius. Well-maintained trunk and arterial roads connect various villages and towns, cutting through the ubiquitous sugarcane fields. Although the whole country is only 64 km by 50 km in size, driving round the island for sight-seeing makes me feel curiously that I am in a place as sprawling as India. But the excellent weather and breathtaking landscapes all round make up for many hours spent just sitting inside a car. It is very common for people to drive up and down an average 70 km to a cocktail party or dinner with friends.

10. I note the trees here are so unlike the gigantic specimens I have seen in Andaman Islands. Disappointingly enough, they are short and gnarled even in the interior of jungles, looking just like abnormally overgrown bonsai. These jungles have no tigers or lions or elephants or any kind of wildlife. There are not even poisonous snakes or insects. The bat was the only mammal before man

arrived on the island with the monkey and the deer centuries ago. Unfortunately the birds are dwindling in number and variety. The dodo, a bird which could not fly and which certainly had no claims to beauty and elegance, was a native of this island and mercifully is extinct now. And so are the giant tortoises of the Aldabra variety, of which a few specimens have been brought and kept in an enclosure in the botanical gardens at Pamplemousses.

11. The people of Mauritius shudder to think of the night the King cyclone struck them. On February 6, 1975, a 320 km broad howling wind moved in at some 255 km per hour. The eye of the cyclone alone, I am told, was 48 km. wide and it churned the country for two days, relentlessly flattening everything that stood, smashing windows and doors, tearing up rooftops, uprooting trees and bringing them down on buildings.

12. Now, of course, the island has recovered from the devastation. But the valley of the dead trees gives me a fair idea of the enormous violence with which the cyclone had struck these people, who are actually quite used to facing these storms as they are an annual event in Mauritius. But the big ones come only once in 15 years. The sad part of it is by the time the next one is due, the memory of the previous disaster fades or nearly comes to be believed as a myth. So, again, trees are planted in congested areas, tall buildings come up, plateglass picture windows are fixed and rooftops are put up with an eye on elegance. But, sure enough, at the end of the 15-year period, the King cyclone appears promptly on the horizon to surprise the people of Mauritius.

13. A coral reef runs all round the island parallel to the shore line keeping the hysterical waves away at a safe distance from the beaches. The calm turquoise-blue lagoons of Mauritius thus have become world-famous. They are still and calm like lotus ponds and are a delight to those who like water sports such as scuba-diving, swimming, surf-riding, speedboat racing and yachting. In some places the sea is so shallow there is even horse-riding.

14. My wife and I, not being aquatic, we watch with amusement the avidity of the tourists from all parts of the world extracting every bit of fun that the magnificent beach could yield.

15. We step into a glass-bottomed boat carefully without getting our feet wet and go on a cruise to observe submerged coral reefs

and marine life. I see sea-shells on yellow sands. To start with , little undefinable creatures, stray bits of seaweed float by. Alarmed crabs scurry for shelter. Then comes the skeleton - like formation of coral. The sea deepens; pale green bushes, slimy white blobs big as pumpkins, lobsters, slithering snaky forms.

16. As the boat moves further into the sea the scene below turns eerie. Among the jagged rocks the coral jungle becomes dense and huge and is draped with a brownish moss. I see shapeless ugly creatures crawling in the dark depths of the sea covers. I feel unblinking eyes are watching us from below the giant mushroom like growth all over; headless animals pretending to be plants, stuck in one place sway from side to side in a ghostly manner. A cold shiver runs down my spine.

17. All of a sudden, standing out against the darkness, a school of fish - coloured bright lemon yellow with black bars all along their sides - pass majestically by, cheering up the whole world of overwhelming gloom. Further on I see the coral branches tipped with a peculiar blue light like hundreds of candles dying out; plenty of colours coming now, violet, yellow, pink, green, post-box red. Fishes with hideous spikes all over their body, fishes with long tails, fishes with battered faces, all of them with the damned look of condemned souls, criss-cross our path in a weird twilight against a nightmarish landscape.

18. Fastening my seat belt preparing for my return flight I vaguely think of the future of Mauritius. Will it be able to preserve its pristine charm? It has no population problem now, with its 8,50,000 people evenly spread over. There is hardly any unemployment question yet. People seem to live fairly well at all levels. The government is aware of all these advantages but seems to feel a certain nervousness about an economy so dependent basically on a single commodity - sugar. So it is eager to have foreign entrepreneurs start their industries here.

19. With industrial growth, the living space will shrink. Cars and trucks will increase. Their roads will have to be widened to take the load. The price of land will go up and flats will appear. Cost of living, pollution, unemployment, slums, taxation, controls.... Oh, all these thoughts come to me from force of habit! An enlightened people can,

of course guide themselves away from all such evils and still preserve this paradise on earth.

20. I turn hopefully to the window for clouds to entertain me. But the sun has set. It is dark outside and I shall be in India in a few hours.

### **Glossary**

bearing (v)	:	carrying
albeit	:	although
juxta position	:	put side by side
incongruities	:	out of place, absurd
indentured	:	bound by
strategic	:	important
spontaneity (n)	:	resulting from natural impulse not forced or suggested or caused from outside.
whimsical	:	capricious, fantastic
precariously (adv)	:	dependent on chance, uncertain, risky
ubiquitous	:	omnipresent, seeming to be everywhere
sprawling	:	be of loose, irregular form.
gnarled	:	ragged
dwindling	:	diminishing gradually
buccaneering (buka-neering)	:	piratical
relentlessly (v)	:	unrelenting
trinity	:	A whole consisting of three parts (here the three countries)
avidity (n)	:	eagerness.

## **Comprehension :**

**C1. Read the lesson silently and answer the following questions.**

1. Where is Mauritius?
2. Name the people of different origins found in Mauritius.
3. Who are referred to as the “buccaneering trinity” of those days? Why are they called so?
4. List out some “very musical but unpronounceable names” as found by the author.
5. What are the “flora and fauna” found in Mauritius?
6. How is Nature cruel to the people of Mauritius?
7. Name some aquatic creatures sighted by the author.

**C2. In groups of 3 or 4, discuss the answers for the following questions and then present your answers before the other groups.**

1. Why was it difficult for the author to locate Mauritius in his Atlas?
2. What is the reason for the people of different countries to settle in Mauritius?
3. How does the author explain the absence of protocol among the government officials and ministers in Mauritius?
4. Give the description of mountains as given by the author.
5. How are the people of Mauritius described fighting against the cruel jaws of Nature?
6. What would be the future of Mauritius as opined by the author?

**C3. Compare and contrast the arriving and departing experiences of the author during his flight. Does it suggest anything to you?**

### **LANGUAGE ACTIVITIES:**

#### **Grammar and Usage**

##### **G1. The order of adjectives :**

**Read the following sentence :** This is a beautiful wooden picture frame.

In the above sentence the noun “frame” is described by several adjectives like beautiful, wooden and picture.

**When there are several adjectives to a noun, a certain word order is followed. Here is the order :**

- |             |           |                         |
|-------------|-----------|-------------------------|
| 1. Opinion  | 2. Size   | 3. Most other qualities |
| 4. Age      | 5. Colour | 6. Origin               |
| 7. Material | 8. Type   | 9. purpose              |

- eg :-** (a) A small green insect (size, colour)  
(b) A beautiful wooden picture frame (quality, material, type)

**Ex. 1 :** Now arrange these adjectives for the nouns provided in the correct word order. One is done for you.

- Vase – glass, old, lovely.  
This is a lovely, old glass vase.  
(quality, age, material)
- Basin - sugar, antique, silver
- Game - family, new, exciting
- Computer - business, Japanese, powerful
- Fire - electric, excellent, small
- Chocolate bar - new, big
- Comedy - American, television, terrific
- Doors - aluminium, garage, stylish

9. Shoes - modern, sports, wonderful

10. Phone - mobile, German, good.

**Ex. 2 :** Now, from the lesson, pick out the multiple adjectives used to describe the following :

1. Clouds like \_\_\_\_\_
2. Trees \_\_\_\_\_
3. Cabinet ministers \_\_\_\_\_
4. Mountains do not have \_\_\_\_\_
5. Lagoons \_\_\_\_\_

## **G2. MODALS**

Modals are auxiliary verbs which are 13 in number. They are used frequently in our speech. They play a vital role in conversation. They are used to indicate moods like request, permission, command, promise, threat, refusal, hope, wishes, obligation, intention, probability, possibility, ability, suggestion, preferences etc.

will – would, shall – should, can – could, may – might,  
must, used to, ought to, need, dare

**A. Given below are some dialogues. Circle the modals.**

a) A : Raju has fractured his arm.

B : But still he can write.

b) A : I have still some shopping to do. May I leave my bag in your store?

B : Yes, but please collect it before 8-00 pm.

c) A : The coffee is rather bitter. Would you please pass some sugar?

B : No, you must not take any sugar.



- d) A : My feet get swollen in the evening.  
B : Then you must consult a doctor.
- e) A : I'll not be able to finish my assignment on time.  
B : Shall I do the drawings for you?

**The table provides the modals with their uses**

[Note: A negative modal is formed by adding “not” immediately after the modal, e.g. Cannot or can't, may not, should not or shouldn't etc.]

Modal	Functions	Examples
Can/Could	seeking permission / request / offer / ability etc.	Can/ could I borrow your book? She can read and write.
May	request/offer/ permission/possibility/ wish/ desire etc.	May I have some water? May I help you? May I shut the door? May God bless you.
Might	Future possibility / probability	They might sell their house as they are in need of money.
Will	intention/prediction/ offer/promise etc.	I am tired so I will not play today. It will rain today.
Would (more polite form)	preference/request/ making arrangements	Would you prefer tea or coffee?
Shall	offer/making arrangement	Shall I help you? Shall we meet at 3-00 pm.
Should	advice/recommended action	You should listen to the advice of elders.
Ought to (obligation)	advice/probability	You ought to do your duty. The bus ought to be here any minute.
Must (strong obligation)	obligation/necessity	We must make a move now. You mustn't tell lies.
Need	necessity /compulsion/ insistence	He need not go to the market.

**B. Match the modals in bold in column A with their corresponding functions and attitude given in column B.**

<b>A</b>	<b>B</b>
1. .... he <b>can</b> write.	offering (help)
2. .... <b>would</b> you please pass ....	necessity
3. .... you <b>must</b> not .....	requesting
4. <b>Shall</b> I do ....	asking for permission
5. She <b>may</b> come ....	advising
6. .... it <b>ll</b> be the maid.	logical deduction
7. .... you <b>must</b> consult .....	ability
8. <b>May</b> I leave .....	possibility.

**Do you know?**

- can, could, may, might, shall, should, will and would are called “pure modals” because they
  - a) are followed by a main verb in its bare infinitive form (e.g. I must go)
  - b) don’t change in the third person (e.g. “He will help” and not “He wills help”.)
- “need” and “dare” are used both as modal verbs and main verbs.
  - e.g. 1) They need a lot of practice to win the match. (main verb)
  - 2) They need not practise so much to win the match. (modal verb)

**C. Read the following letter and choose the most suitable alternative from the modals given in brackets. Underline your choice. Sometimes more than one alternative is suitable.**

**Dear Mohit**

It was pleasing to get your letter and to hear the good news that you are going trekking with your friends. You (ought to/ would/ should) have a break after your exams! You asked me what you (can/ should/ will) take. Well, you (might/ can't/ mustn't) fit everything in a backpack so you must be selective. You (will/ can/ must) take at least one sweater because it (ought to/ should/ can) get very cold in the mountains. You (needn't/ could/ should) pack a gas stove because there (could/ may/ will) be plenty of firewood from dead trees.

I'm sure you (will/ should/ could) have a wonderful time but I (may/ would/ should) give you a word of warning. Don't get stuck in the Laki Pass at night. Once you're there you (won't be able to / can't be able to/ not be able to) get down and it's very dangerous at night. By the way, you (should/ should have to/ should have) told me earlier that you were going and I (should have/ would have/ will have) given you walking boots!

Anyway, look after yourself and enjoy your holiday.

With love  
Daddy

**D. Sara does not understand a concept her teacher has just taught. Complete the dialogue given below using appropriate modals.**

Sara : Excuse me Madam, \_\_\_\_\_ you repeat the explanation again, please?

Teacher : Why do you want me to repeat it? You \_\_\_\_\_ be very attentive when I am teaching.

Sara : Sorry madam, I \_\_\_\_\_ hear you properly.

Teacher : You \_\_\_\_\_ have a hearing problem Sara, check your ears. You \_\_\_\_\_ sit in the front row from tomorrow. I \_\_\_\_\_ now explain it again. Pay attention.

Sara : Thank, you madam.

## Language Skills :

**L1. Read the situations given in column A and complete the likely responses to them in column B.**

SITUATION	LIKELY RESPONSE
1) Your neighbour is playing loud music, which is disturbing you.	Can you please .....
2) You could not visit your friend who was ill at the hospital.	I am sorry.....
3) You have lost the book you had borrowed from your friend.	I am extremely sorry.....
4) You are late to school by an hour.	Excuse me, Madam, I am....
5) You are unable to help your friend financially in his need.	I am afraid I cannot.....

## L2. Listening and Speaking

**The sounds :**

/i:/ and /e/

**Ex :1**

Listen to your teacher reading the following words aloud. Classify them into two groups according to the /i:/ and /e/ sounds.

wheel	bend	check
breed	read	men
mend on	sweat	seal
bleak	feed	red
present	lead	these
east	beat	them

**Ex : 2**

Change the vowel sound from /e/ to /i :/ in these words.  
Write the new words.

Example : met – meat

- |                |                |
|----------------|----------------|
| 1. check ..... | 6. sweat ..... |
| 2. red .....   | 7. bed .....   |
| 3. bet .....   | 8. set .....   |
| 4. men .....   | 9. fed .....   |
| 5. sell .....  | 10. led .....  |

**Ex. 3. Find a way from “Start to Finish” by drawing a line. You may pass a square only if the word in it has the sound /i:/ you can move horizontally (↔) or vertically (↑) only.**

**Start**



leave	earth	health	reach	teach	meat
dream	dead	cream	jeans	steak	cheat
east	bread	tea	death	heat	peak
beach	break	peace	search	leaf	meant
seat	please	team	early	beat	bean
head	bear	wear	dreamt	sweat	clean

↓  
**Finish**

**L3. Role-play :**

With one of your friends, role-play the author and a man of Mauritius who has his roots in a foreign country. Begin thus...

**Author :** Hello, I am from India. Pleased to meet you. Mauritius is a great place. I just love it.

**Radha Krishna Govindan :** Hello! Actually I am from Madras, but...

#### **L4. Writing Skill :**

The year is 2020. A distant planet has just entered into radio communication with Earth. The people of this planet are eager to discover what kind of animals exist there. Choose a type of animal that you have often observed and list its important qualities. Then use your list to write a description of it that will satisfy the curiosity of these extra-terrestrial creatures. In your writing, make sure that your description gives them a clear picture of the animal you have chosen.

#### **About the author :**



R.K. Laxman was born on 24th of October 1921 in Mysuru. His father was a headmaster and Lakshman was the youngest of six sons. One of his older brothers, R.K. Narayan, is a very well-known novelist.

While still at college, Lakshman started drawing cartoons for *The Hindu*, *The Koravanji* (Kannada humour magazine) and later for *The Times of India*.

He is known for his distinctive illustrations, most notably for *Malgudi Days* written by R.K. Narayan.

He has won many awards that include the Padma Bhushan, Padma Vibhushan and Ramon Magsaysay award.

“Mauritius” is a travelogue adapted from *Idle Hours* by R.K. Laxman (IBH Publishing Co. 1982).

Suggested Reading : R.K. Laxman’s *Impressions of Kathmandu*.

\*\*\*\*\*

## POEM

### AFRICA

- DAVID DIOP

#### Warm-up activity :

Look at the following personalities.

What do you think they are known for?

Discuss their contribution to the world and humanity with your friends in groups.



**[About the Poem:** The poem is a reminiscence of Africa, a land about which the poet heard from his grandmother's song. He paints a vivid picture of the history of European colonialism in Africa and the strength of African people].

Africa my Africa

Africa of proud warriors in ancestral savannahs

Africa of whom my grandmother sings

On the banks of the distant river

I have never known you

But your blood flows in my veins

Your beautiful black blood that irrigates the fields

The blood of your sweat

The sweat of your work



The work of your slavery 10  
 The slavery of your children  
 Africa tell me Africa  
 Is this you this back that is bent  
 This back that breaks under the weight of humiliation  
 This back trembling with red scars 15  
 And saying yes to the whip under the midday sun  
 But a grave voice answers me  
 Impetuous son that tree young and strong  
 That tree there  
 In splendid loneliness amidst white and faded flowers 20  
 That is Africa, your Africa  
 That grows again patiently obstinately  
 And its fruit gradually acquires  
 The bitter taste of liberty. 24

### **Glossary**

impetuous (adj) : acting quickly and without thinking  
 splendid (adj) : grand, majestic  
 obstinately (adv) : stubbornly

### **Comprehension :**

**C1. Read the poem silently and answer the following after discussing your response with your partner.**

1. How does the poet come to know about the history of Africa?
2. The poet did not spend much of his life in Africa. Pick out the line/lines that express this feeling.
3. Despite staying away from Africa, how is he able to describe Africa?
4. "Red scars" - what does this term in the poem refer to?



5. Pick out the lines that talk about the humiliation suffered by the Africans.
6. “That tree there in splendid loneliness” - Explain this phrase with reference to the feelings of the poet about his country.
7. “That grows again patiently obstinately / And its fruit gradually acquires The bitter taste of liberty.”
  - a) What does “That” refer to?
  - b) How does it grow?
  - c) What does “bitter taste of liberty” refer to?

**C2. Complete the table listing the poetic devices (figures of speech) used by David Diop in the poem. Two examples are given for you.**

Poetic Device	Lines from the poem
Personification	Your beautiful black blood that irrigates the field
Alliteration	Your beautiful black blood
Metaphor	
Simile	
Oxymoron	

**C3. Work in pairs and complete the summary of the poem given below. Use the expressions given in the box.**

distance, part of him, descent, never known, beautiful black blood, angry and accusatory, for the benefit, exploited, loves his country, blood and sweat, as slaves, colonialists

The poet continues to say that he has \_\_\_\_\_ Africa, but despite the \_\_\_\_\_ he cannot deny how much it is a \_\_\_\_\_. The phrase \_\_\_\_\_ which flows in his veins describes his African \_\_\_\_\_ and shows how much Africa is a part of him and how much he \_\_\_\_\_ and its people. The next verses are \_\_\_\_\_ as he stresses that it is the \_\_\_\_\_ of his people which is irrigating the fields \_\_\_\_\_ of other people. Here he is pointing a finger at the \_\_\_\_\_ who \_\_\_\_\_ the black people and used them \_\_\_\_\_ to profit from their hard labour.

**APPRECIATION**

**A1. Find the words or phrases in the poem that are used -**

- a) to describe the beauty and strength of Africa
- b) to depict the humiliations suffered by the Africans.

Africa - Description	Words and Phrases
a) beauty and strength	e.g.-beautiful black blood.
b) humiliations and sufferings	e.g.- back that is bent.

**A2. Read the lines of the poem given in Column A and fill in Column B that depict the mood of the poet. One example is given for you.**

Lines of the poem	Mood/feeling
Africa my Africa Africa of proud warriors in ancestral savannahs	Pride for the country, patriotism
I have never known you But your blood flows in me	
Is this you this back that is bent This back that breaks under the weight of humiliation	
But a grave voice answers me Impetuous son that tree young and strong	
In splendid loneliness amidst white and faded flowers That is Africa, your Africa	
And its fruit gradually acquires- The bitter taste of liberty	

**[About the poet :**

David Mandessi Diop (1927-1960) was a revolutionary African poet born in France to parents of West-African descent. He lived in France through his childhood and visited Africa only in the 1950s. His poems highlighted the problems of Africa brought about by colonialism and gave a message to Africans to bring about change and freedom. He was known for his involvement in the negritude movement in France, a movement started by Black writers and artists protesting against French colonialism and its effects on African culture and values. His views and feelings were published in *Presence Africaine* and in his book of poems *Coups de pillon* which was published in 1956. Diop died at the age of 33 in a plane crash]



### **Suggested Reading:**

**Read the following poem by Rabindranath Tagore and find out the similarities and differences between this poem and the poem “Africa.” Say how the two poets have expressed their patriotic feelings and thoughts.**

Freedom from fear is the freedom  
I claim for you my motherland!  
Freedom from the burden of the ages, bending your head,  
breaking your back, blinding your eyes to the beckoning  
call of the future;  
Freedom from the shackles of slumber wherewith  
you fasten yourself in night's stillness,  
mistrusting the star that speaks of truth's adventurous paths;  
freedom from the anarchy of destiny  
whose sails are weakly yielded to the blind uncertain winds,  
and the helm to a hand ever rigid and cold as death.  
Freedom from the insult of dwelling in a puppet's world,  
where movements are started through brainless wires,  
repeated through mindless habits, where figures wait with patience  
and obedience for the master of show,  
to be stirred into a mimicry of life.

**- Rabindranath Tagore**

\*\*\*\*\*

## UNIT 3 PROSE

### THE COLLECTORS



#### Warm-up activity :

##### Activity 1.

Look at the picture above. Can you identify the objects in it?

What are they called?

Have you come across them anywhere?

Who uses them?

##### Activity 2.

Look at this picture.  
Is this a picture of a human? If no, what makes you think so? How does this alien differ from humans?



Now read the play to find out how aliens tried to abduct some humans and what happened to them.

CAST           **Pete**  
                  **Carol**  
                  **Tracy**  
                  **Glenn**  
                  **Wayne**  
                  **Dawn**  
                  **Mr. Hunt**  
                  **Miss Swann**  
                  **Mrs. Jones**  
                  **Mrs. Brown**  
                  **Mr. Brown**

**SCENE : Lonely countryside.**  
***The children are out for an adventure walk with teachers.***  
***It is raining hard.***

Miss Swann       : Isn't there somewhere we can shelter?  
Mr. Hunt           : Not until we get to the village.  
Mrs. Jones        : How far is that?  
Mr. Hunt           : Nearly three miles.  
Dawn               : Three miles!  
Tracy               : I'm soaked.  
Miss Swann        : The children are getting very wet.  
Mr. Hunt           : I can't help that. We'll just have to press on.  
Pete                : Can't we shelter over there, Sir?  
Mr. Hunt           : Where?  
Pete                : There. In that house.  
Mr. Hunt           : That's not a house, surely? Hard to see in all the rain.  
Miss Swann        : Of course it is. Try wiping your glasses.  
Mr. Hunt           : You're right. Lonely place to choose for a house.  
                          It certainly wasn't there when I was here walking last summer.

Mrs. Jones : Funny - looking place.  
 Miss Swann : Are we just going to stand here in the downpour  
 gaping at it?  
 Dawn : Yes. Can't we go up there and ask for shelter, sir?  
 Mr. Hunt : We can't take all you crowd into a private house.  
 You're dripping wet.  
 Mrs. Jones : There's probably a shed or garage. We could  
 shelter there.  
 Miss Swann : We can at least ask.  
 Wayne : Yes, sir. Why not?  
 Tracy : I'm freezing.  
 Mr. Hunt : Oh, all right.

*SCENE: Inside the kitchen of the house.*

***Mrs. Brown is standing with all the children and teachers.***

***Mr. Brown comes in through the outer door.***

Mr. Brown : I've hung up all the wet clothing in the porch.  
 Mr. Hunt : I don't know why I'm still holding this walking stick.  
 Mr. Brown : Give it to me. I'll put it outside with the other things.  
 Mr. Hunt : It's all right. I'll hang it on the back of this chair.  
 Mrs. Brown : Now that we've all introduced ourselves, why don't  
 you children sit down?  
 Mr. Brown : And the grown-ups can come through into the  
 sitting room.  
 Mrs. Brown : You children will be all right here, won't you?  
 There isn't room enough there for everyone.  
 Carol : Yes, thanks.  
 Glean : Oh, yes.  
 Pete : We'll be fine.  
 Mrs. Jones : Thank you very much for taking us in like this.  
 Mr. Brown : Our pleasure.  
 Mrs. Brown : There's a fresh pot of tea made in the other room.  
 Would you like a cup?  
 Miss Swann : I'd love one.  
 Mrs. Jones : So would I.  
 Mrs. Brown : Would you like to come through, then?

**Mr. and Mrs. Brown and the three teachers go out.  
The children are silent for a moment or two, looking round.**

Wayne : You can't hear any sound of that wind in here.  
Tracy : No. It's terribly quiet. Weird.  
Dawn : I can just hear their voices in the sitting room.  
Glenn : It's cold in here too.  
Wayne : May be we feel cold because we're tired from all that walking.  
Tracy : And we did get wet.  
Glenn : No. Not just that. It is cold.  
Pete : And empty. This kitchen reminds me of a hospital. Where do they wash up?  
Dawn : In the sink.  
Tracy : Or the washing-up machine.  
Pete : There's nothing like that.  
Carol : There's nothing standing about, either. No plates  
No pots and pans. Things like that.  
Dawn : They'll put away in cupboards.

**Wayne opens a cupboard near the back door.**

Wayne : This one is quite empty.  
Dawn : Don't go poking about, Wayne.

**Pete opens the fridge door.**

Pete : There's nothing at all in this fridge. And the light's not on. It's not even working.  
Tracy : Leave things alone, you two. It's cheeky to snoop. Besides, they might come in and catch you.  
Carol : I thought there was something a bit strange about Mr. and Mrs. Brown.  
Pete : Funny you should say that, so did I.  
Glenn : Perhaps they're crooks. This is their hide-out.  
Tracy : They'd hardly have let us in if they were crooks, would they?  
Dawn : No. That's silly.



Carol : May be we ought to have gone on walking to the village.

Dawn : We'd have got drenched.

***Mrs. Brown comes back into the room.***

Mrs. Brown : All right here? Good.

***She notices the partly open cupboard door.***

Oh! were you looking for something in that cupboard?

Dawn : It was Wayne. He was being nosy.

Mrs. Brown : I see.

***She closes the door, looking at Wayne.***

Wayne : I didn't mean any harm. We just wondered where you put your plates and things.

Mrs. Brown : I'd rather you didn't touch anything. We've just moved in and haven't had time to sort things out. That's why this place looks rather deserted.

Pete : We only wondered—

Mrs. Brown : Yes. Well—would you all like a drink?

Tracy : I would.

Glenn : Me. too,

Mrs. Brown : Will orange juice be all right?

Wayne : Yes, please.

Dawn : Fine, thanks.

***The others nod.***

Mrs. Brown : Good. And remember—please leave these cupboards alone.

Wayne : We will.

Pete : Don't worry, Mrs. Brown.

Mrs. Brown : Hmmm.

***She looks at the closed doors of a larger cupboard on the opposite wall.***

Do remember that. I'll go and get those drinks.

***She goes out.***

Carol : Did you see her hand?

Dawn : No. What?

Carol : When she closed that cupboard door, I looked;  
She has seven fingers. On both hands!

Tracy : Ugh! Horrid!

Pete : I was watching her eyes.

Glenn : Yes, as far as I could see they were all one colour  
They didn't have any black—sort of—centers.

Wayne : Go on. She could be something weird like a  
vampire.

Tracy : Oh, shut up!

Dawn : Yes, shut up! You're making all this up to scare  
us.

Pete : No, we're not.

Tracy : I don't want to stay here.

Wayne : I'll tell you something. That rain has changed to  
thick fog outside. I've been watching it.

Glenn : Yes. You can't see anything out of that window.

Carol : No. I hope it doesn't mean we're going to have to  
stay here all night.

Tracy : Stay here? All night? Not me.

Dawn : I don't fancy that, either. Let's go.

Glenn : We can't just slide off.

Pete : I'll go and tell Mr. Hunt and the others how we  
feel.

***He goes out.***

Wayne : It is all a bit mysterious. I wonder what's in that  
other cupboard.

Dawn : Leave it alone.

Tracy : If she catches you, she'll be mad.

Wayne : She won't catch me.

***He opens the cupboard door. Behind it are dials,  
digital read-outs, coloured lights and a mass of  
other electronic equipment.***

Glenn : What on earth is all that doing there?

Wayne : Is it some kind of computer?

Carol : Those things—are they figures or words?

Glenn : Some kind of foreign language.

Tracy : Look at all those lights!

Dawn : It's real space-age stuff.  
Glenn : What could it be for?  
Wayne : Spying.  
Glenn : You think so?  
Carol : Close the door. Someone's coming.

***They close the door but it doesn't quite shut.***

***Pete comes back in.***

Pete : I think we need help.  
Carol : What did Mr. Hunt say?  
Pete : Nothing. He couldn't.  
Wayne : Couldn't?  
Pete : I went quietly. I was a bit scared. The door of the other room was partly open. I saw Mr. Hunt first, sitting there—not moving—staring at nothing.  
Glenn : You mean he was thinking about something? He was tired.  
Pete : No, I do not. He was drugged. Miss Swann and Mrs. Jones are the same. I crept a bit closer. Then I could see them, too. They were sitting there—blank—as if they'd been turned to stone.  
Carol : And Mr. and Mrs. Brown?  
Pete : They were looking at them and – I don't know talking.  
Carol : What were they saying?  
Pete : No idea. They weren't really talking. It sounded they were just sort of hissing and clicking at each other.  
Tracy : I want to get out of here.  
Wayne : I am getting out – right now!

***He goes to the back door and tries to open it.***

It is locked. There's no key.  
Dawn : Let me try. No. It just won't open.  
Glenn : How about the window?

***Wayne tries the window.***

Wayne : No chance. It won't move.  
Tracy : Smash the glass! We've got to get out!

Carol : Here. Try Mr. Hunt's walking stick. Use that, Wayne.

**Wayne tries to break the glass with the stick.**

Wayne : It won't break.

**He hits the glass again.**

It just bounces off.

Glenn : Let me try.

**He takes the walking stick and uses it.**

It's no use. That glass is like steel.

Pete : Come on. We'll see if there's a way out through the front.

**They begin to crowd towards the kitchen door when**

**Mrs. Brown comes in with a tray of drinks.**

Mrs. Brown : Good heavens! What's all this row? What on earth have you children been doing?

Carol : We want to leave.

Mrs. Brown : In this fog? How can you?

Pete : What have you done to Mr. Hunt and the others?

Mrs. Brown : Done? Nothing. We've been having a cup of tea.

Carol : Pete says you have drugged them.

Mrs. Brown : Nonsense! Where in the world did you get that idea?

**She notices the cupboard left partly open.**

I do wish you'd have the courtesy not to interfere with these cupboards.

Glenn : What is that stuff in there?

Mrs. Brown : What do you mean 'stuff'? It is electronic equipment. It belongs to my husband. He's a scientist. It's part of his work.

Pete : And why is the backdoor locked?

Mrs. Brown : It always locks when you close it. It is a burglar proof lock. The windows are burglar-proof too. My husband doesn't want to run the risk of having any expensive equipment stolen.

Tracy : They've been trying to scare us – saying there was something strange about this house and about you.

Mrs. Brown : How dare you? After we've taken you in and looked after you! After I've gone through the trouble of getting these drinks for you! The least you can do is to sit quietly and drink them.

Pete : I bet they're drugged. Just like the tea you gave Mr. Hunt and the others.

Mrs. Brown : Now—just stop that kind of talk!

Pete : I saw them. You've got them in the other room—drugged.

Mrs. Brown : You saw nothing of the sort. They're all chatting to Mr. Brown right now.

Carol : Ask them to come in here then, so we can see them.

Mrs. Brown : Certainly not. I'm not dragging them in here just because of a lot of children's silly fantasies.

Glenn : Well—let us go in there and see them.

Mrs. Brown : No, you don't. I'm not going to be ordered about by children.

***She bars the way through the door.***

Carol : She can't stop us on her own if we all try to go.

Mrs. Brown : All right! All right! I'll go and fetch one of your teachers. Stupid children!

***She goes out.***

Dawn : See! She's going to bring them.

Tracy : They aren't drugged at all. You were trying to scare us.

Dawn : You're stupid, Pete.

Tracy : It's an ordinary house and they're ordinary people.

Dawn : Frightening us like that! You're rotten!

Pete : I know what I saw. Give us that walking stick, Glenn.

Glenn : Here you are.

***As Glenn gives Pete the stick, both Mr. and Mrs Brown come in.***

Carol : Where's Mr. Hunt?

Mr. Brown : He won't be coming. and you had better drink.

Pete : Don't! Don't anybody touch that stuff!

Mr. Brown : It will make no difference. You can't escape, anyway.

Wayne : Oh no? Come on, Glenn. Let's get past them.  
Glenn : Right.

***He and Wayne make a rush for the door.  
One-armed, Mrs. Brown brushes them away.  
They are sent flying across the kitchen.***

Mr. Brown : Stop that! We don't want any of you damaged.  
And either one of us alone is more than a match  
for any five feeble Earth children.

Carol : If you try to keep us here, the police will come  
looking for us.

Mr. Brown : Will they? They won't find you. You're going away.

Tracy : No! Where are you taking us?

Mrs. Brown : Shall I tell them?

Mr. Brown : Why not? It might calm them to know there's no  
avoiding their fate.

Mrs. Brown : We're taking you to our home planet.

Glenn : Home planet?

Carol : You're not from Earth? You're aliens.

Mr. Brown : Exactly!

Wayne : But you're human. You look human.

Mrs. Brown : We can take on any shape we wish – for a time.  
So can our spaceship.

Mr. Brown : At the moment, as you have seen, it looks like an  
Earth house – very useful for our mission.

Mrs. Brown : In a few moments we shall convert it to a spaceship  
again and return to our normal shape.

Mr. Brown : So you had better drink. It will make the shock of  
take-off easier for you.

Tracy : But you mustn't take us. You can't!

Mr. Brown : How wrong you are!

Wayne : But why us? Why pick on us?

Mrs. Brown : You were available. We collect creatures from  
other worlds like you.

Carol : Why? What for?

Mr. Brown : For experiment and scientific study. You will be  
useful to us.

Pete : Oh, no, we won't.

***Flinging the cupboard door open, Pete holds up the walking stick, two-handed.***

Come one step nearer and I smash this equipment.

Mr. Brown : No!

Mrs. Brown : Do nothing yet. Too dangerous!

Pete : Grab a chair, Glenn, and come over here. If they so much as move – smash all this!

Glenn : Right.

***He joins Pete with the chair raised and ready.***

Mr. Brown : Smash any parts of those panels and you can kill us all.

Pete : I'll take that chance. Carol, you and the rest get near that outer door.

Carol : Yes. Come on, you lot. Quick!

***All the children, except Pete and Glenn, cluster against the door to the outside.***

Mr. Brown : They're only children. We can rush them. Attack!

Mrs. Brown : No. They're wild. Keep still!

Mr. Brown : We can't let this happen. Beaten by inferior creatures!

Mrs. Brown : We must. If they break any part of that equipment, we are stranded here on Earth. We can do no repairs here.

Pete : You! Go and bring Mr. Hunt and the others out here.

Mr. Brown : No.

***Pete taps the panel with the stick and swings it back for a real blow.***

Mrs. Brown : Go! Go and fetch them!

***Mr. Brown goes out.***

Pete : You! How do we open the backdoor and the door in the porch!

Mrs. Brown : Yes. All right, it's that control down there on the left. It's marked with yellow light. Press it.

Glenn : Don't trust her, Pete.

Pete : I won't. Listen – if those doors don't open at once,

Glenn and I start wrecking!  
Mrs. Brown : I'm telling the truth. Press the control. Press it.  
Pete : Watch her, Glenn. And – if this is a trick – use that chair.  
Glenn : Don't you worry, mate.

***Pete presses the control and the doors open.***

Carol : It's all right, Pete. It worked.

***Mr. Hunt, Miss Swann and Mrs. Jones stagger dazedly into the room.***

***Mr. Brown is behind them.***

Pete : Help them. Get them outside and well away from the house.

Wayne : What about you?

Pete : Don't worry. Get going.

***The children help the adults out through the back door, leaving Pete and Glenn facing Mr. and Mrs. Brown.***

Glenn : What now, Pete? They'll grab us as we run for it.

Pete : No, they won't. I've got a plan. You go first.

Glenn : Not without you.

Mrs. Brown : We underestimated these creatures. They were never so fierce before.

Mr. Brown : They were all drugged before.

Pete : Go through that other door behind you and close it!

Mr. Brown : And – if we refuse?

Pete : You'll be very sorry.

***He taps the panel again with the stick.***

Mrs. Brown : Do as he says. Quickly. We've no choice.

***The two aliens go out and close the door behind them.***

Pete : Run for it, Glenn, Now!

Glenn : Right.

***Glenn and Pete dash for the backdoor and disappear through it.***

***SCENE: Moorland – a little later.***

***The whole party is sitting on the grass. It is neither raining nor foggy. The sun is out.***

Mrs. Jones : I can't believe any of it.



Carol : But you remember being drugged, Miss, don't you?

Dawn : And all our anoraks were left in that house spaceship thing.

Glenn : And the house isn't there anymore.

Pete : Just vanished in a soundless flash.

Miss Swann: I know! I know! But it's mad. It's incredible.

Mr. Hunt : We have to report it.

Miss Swann : Don't be silly! How can we? It'll sound utter nonsense.

Mr. Hunt : People disappear. May be they were – collected – as we were. Surely we've got to tell the story – believable or not – as a warning.

Wayne : It'll sound crazy.

Tracy : I don't want people thinking I'm potty.

Mrs. Jones : I agree. Say nothing.

Mr. Hunt : I don't know. Swear everybody to secrecy? Anyway, I'm cold. Let's get on down to the village. Talk it over as we go, eh? The party moves off, arguing.

### **Glossary :**

porch : covered entrance, portico.

weird : strange, unusual.

cheeky : disrespectful

snoop : poke around

stranded : trapped

anoraks : A waterproof jacket, typically with a hood, of a kind originally used in polar regions.

potty : foolish, silly.

## Comprehension :

**C1. Read the play silently. With your friend, find and discuss the answers to the following questions.**

1. Why was the group looking for a shelter?
2. How far was the village from the place the group was living in?
3. Why did Mr. Hunt hesitate to seek shelter in the house?
4. Name the occupants of the house.
5. On what pretext did the occupants of the house separate the teachers from the children?
6. What seemed unnatural in the house to the children?
7. What was unnatural with Mrs. Brown's hand?
8. What did the children find in the larger cupboard?
9. When Pete went to Mr. Hunt, Mr. Hunt was not moving and was staring blank because
  - a) he was thinking
  - b) he was drugged
  - c) he was meditating.
10. When Pete went to Mr. Hunt, Pete heard the Browns talking to each other but could not understand what they were saying. Why?
11. Why did Pete prevent the other children from taking the drink?
12. Where were the aliens taking the children?
13. Why were the aliens collecting the creatures from other planets?

14. Where was the control of the backdoor located?
15. After sending all the others out of the spaceship, how did Pete and Glenn manage to escape from the aliens?

**C2. Work in pairs and answer the following questions. Compare your answers with those written by others.**

1. What circumstances forced the party to take shelter in the spaceship?
2. List the things that made the children feel uncomfortable in the kitchen.
3. Why couldn't the children escape either through the backdoor or the window?
4. List the following:
  - a) Things that were in the kitchen.
  - b) Unusual features of the Browns.
  - c) Language used by the Browns.
  - d) Different ways in which the children tried to get out of the house.

**C3. Discuss in groups and answer the following questions. Read out the answers to the class.**

1. What suspicion did the children have about the Browns and their 'house'? What convincing reasons did Mrs. Brown come up with?
2. How did Pete become instrumental in saving the teachers and his mates?

## LANGUAGE ACTIVITIES:

### Vocabulary

**V1.a) Look at the following describing words and phrases.**

**Group them under words or phrases describing the place and describing the Browns. Write two different paragraphs describing the place and the Browns.**

terribly quiet, aliens, had seven fingers, eyes had no center, weird, weird like a vampire, cold, strange, spoke strange language, deserted, empty.

Words describing the place

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Words describing the Browns.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**b) Look at the synonyms of the word “wet”.**

drenched, dripping, drizzling, foggy, humid, misty, soaked, sodden.

These are all describing words. However, these synonyms do not mean the same. Work in pairs and using a dictionary find out the meaning of each word, and see how they differ in their meaning. Write a sentence each for every word. Read it out to the class.

### **V2. A) PREFIX**

**Prefix is an addition to the beginning of a word which changes its form and meaning. Below are some examples of prefixes. You add some more (at least three each) to them.**

Prefix	Meaning	Examples	More examples
bi-	two, twice	bicycle	
co-	together, with	co-operate	
multi-	many	multipurpose	
mono-	single	monosyllable	
pre-	before	preschool	
re-	again	rewrite	
post-	after, later	postpone	
il-, im-, in-, ir-non-, un-, mis- dis-	not (antonyms of the words)	illiterate, impos- sible, inactive, irresponsible, non- violence, unlock	
over-	too much	overeat	
semi-	half	semicircle	
under-	not enough	underweight	

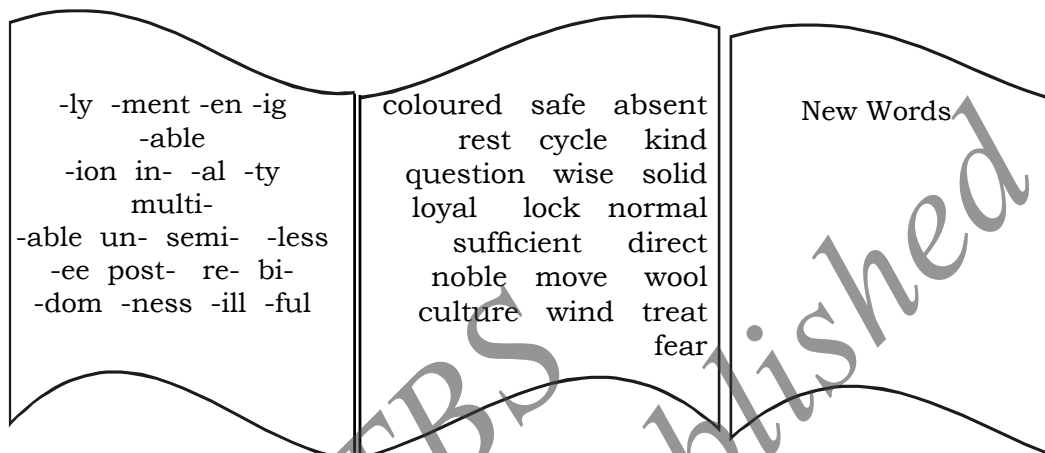
## B) SUFFIX

**Suffix is an addition to the end of a word which changes its form and meaning. Suffixes are mainly used to make nouns, adjectives, adverbs and antonyms.**

**1. The table shows some examples for the same. You add at least two more in the last column.**

Suffix	Examples	More examples
-er, -or, -ist, -ee	teacher, editor, tourist, employee	
-ance, -ence, -ism, -dom, -ity, -ty, -ship	performance, existence, patriotism, kingdom, possibility, cruelty, hardship.	
-al, -en, -ful, -ly, -less, -ous	national, golden, joyful, friendly, fearless, nervous	
-en, -ise (or) -ize	broaden, nationalise, modernize	
-ly	quickly, boldly	

**2. Form new words using the appropriate prefixes or suffixes. One example is given for you : Safe – unsafe, safely, safety**



### **Grammar and Usage** **First Conditionals**

e.g. If the battery is charged, the light will shine.

If clause: if + present tense  
(is charged)

Main clause: will, won't, can,  
can't, shall, shan't, may, might

**G1. Match the following Main clauses and "if" clauses :**

<b>If clause</b>	<b>Main clause</b>
If you waste water	he will be punished
If you lend me some money	I won't be able to attend the class
If Ravi is late	I shall get wet
If the bus breaks down	I can buy a new car
If it rains	you will suffer

## Second Conditionals

e.g

If he worked hard, he would pass.

If clause: If + past tense

**Main clause :** would, wouldn't etc.

**G2.A. Use the words provided and write sentences using “if” clauses.**

Look at the example to help you.

(money/Reshma/buy/car) If Reshma had money, she would buy a car.

1. Tajmahal/Chaya/Agra/visit
2. rained/the plants/not wither
3. had/Payalan/new shoes/jog faster
4. had/Kalai/a cycle/ reach school earlier

**B. Match the phrases in Column A with those in Column B :**

Example :

If she asked me, I would help her.

If clause : If + past tense (asked)

Main clause : would or wouldn't.

A	B
1.If he studied well	I would buy a BMW car
2.If he went late	he would pass the exam
3.If I won a lottery	the dog would bite us
4.If it got out of the gate	he would not get water
5.If I had more money	I would feed a lot of people

**Note : You use “if” to denote events and situations :**

- i) that happen often
- ii) that may happen in the future
- iii) that could have happened in the past but did not happen.
- iv) that are unlikely to happen.

### **Third Conditionals**

e.g : If we had seen the water tankers we would have swarmed to siphon at least a bucket of water.

**If clause :** If + past perfect (had seen)

**Main clause :** would have + past participle  
(would have swarmed)

Couldn't it happen ..... ?

When you are talking about something which could have happened in the past, but which did not actually happen, you use the **past perfect** in the conditional clause. In the main clause, you use “**would have**” and a **past participle**.

### **G3. Exercise**

**Complete the following sentences with suitable clauses given in the box below :**

1. If Raj had got enough water, .....
2. Prajwal would have found a job, .....
3. If Ramya hadn't started early, .....
4. Christopher would have got a prize, .....
5. If we had saved more rain water in ponds and lakes,  
.....



She would have been late to work  
we could have survived the drought  
if he had attended the interview  
if he had performed well  
he would have shared it with his neighbour.

## **Listening and speaking**

### **Language function : Giving Suggestions.**

#### **L.1. Listen to your teacher reading the following dialogue.**

- A : Why are you looking so dull ?
- B : Tomorrow, I have to submit my homework. Today there is the 20-20 final match between India and Pakistan. I love to watch the cricket match. If I prefer to watch the cricket match, I cannot do the homework. If I concentrate on the homework, I cannot watch the cricket match. I do not know what to do.

**A : If I were you, I would concentrate on the homework.**

#### **The above sentence can also be said in the following ways.**

- Why don't you concentrate on your homework?
- I think you should concentrate on your homework.
- Do your home work first.
- How about concentrating on doing the homework first?

#### **L.2. Read the following situations :**

Your teacher has come to your house, and he wants to meet your father. But your father is not at home and will be back only late in the evening.

You would say,

**Excuse me sir, I am afraid you will have to wait for him for a few hours.**

Here, you are trying to suggest in a polite manner that the teacher should wait for your father.

**Work in pairs and decide what/how you would suggest in the following situations :**

1. Your friend's eyes are red and watering. ( \_\_\_\_\_ go to a doctor)
2. Your neighbour is suffering from toothache. ( \_\_\_\_\_, I would go to a dentist)
3. Ramesh wants to improve his English. ( \_\_\_\_\_ join a crashcourse)
4. The local MLA wants to meet your H M but the H M is away for a meeting, ( \_\_\_\_\_ come tomorrow)
5. Salim wants to buy a dictionary but has no money. ( \_\_\_\_\_ borrow from the library)

**Pair Work :**

- a) Take the role of a stranger and Miss Swann in the play. Miss Swann will narrate her experience to the stranger. Write a dialogue between Miss Swann and the stranger.
- b) Assume that Mr. Brown and Mrs. Brown are discussing the reasons for their failure in their attempt at collecting human specimens. Write a dialogue and role-play it.
- c) Mr. Hunt suggests telling the story to the people so alert them. Do you agree with him? Have a debate on the topic.

\*\*\*\*\*

## POEM

### THE VILLAGE SCHOOL MASTER

- Oliver Goldsmith

#### Warm-up activity :

Recall how many teachers have taught you. Whom do you like the most among them? What traits in him /her make you like this person. Share your answer with your friends in the class / your group.

Beside yon straggling fence that skirts the way  
With blossom'd furze unprofitably gay,  
There, in his mansion, skill'd to rule,  
The village master taught his little school; 4  
A man severe he was, and stern to view,  
I knew him well, and every truant knew;  
Well had the boding tremblers learn'd to trace  
The day's disasters in his morning face; 8  
Full well they laugh'd with counterfeited glee,  
At all his jokes, for many a joke had he:  
Full well the busy whisper, circling round,  
Convey'd the dismal tidings when he frown'd: 12  
Yet he was kind; or if severe in aught,  
The love he bore to learning was in fault.  
The village all declar'd how much he knew;  
'Twas certain he could write, and cipher too: 16  
Lands he could measure, terms and tides presage,  
And e'en the story ran that he could gauge.  
In arguing too, the person own'd his skill,  
For e'en though vanquish'd he could argue still; 20

While words of learned length and thund'ring sound  
 Amazed the gazing rustics rang'd around;  
 And still they gaz'd and still the wonder grew,  
 That one small head could carry all he knew.

24

### **Glossary :**

yon	:	over there
straggling	:	spread out
skirts	:	goes round
furze	:	grass
severe	:	strict
stern	:	strict
truant	:	one who stays away from school without permission.
boding	:	predicting
trace	:	mark
day's disasters	:	misfortune they have to face on that day
counterfeited glee	:	pretending joy
dismal	:	miserable
aught	:	in any degree
cipher	:	code, secret message
presage	:	foretell
gauge	:	measure
vanquish	:	defeat
rustics	:	villagers

## **Comprehension :**

**C1. Based on your reading of the poem, find answers to the questions and write them in your notebook.**

1. Where was the school located?
2. How did the children react to the school master's jokes?
3. How could the children find the morning disaster?
4. The schoolmaster was
  - a) kind
  - b) severe
  - c) kind as well as severe.
5. Which of the following is not true of the village school master?
  - a) He could write and cipher.
  - b) He could write poems and songs.
  - c) He could measure lands
  - d) He could argue even when he was defeated.
6. What puzzled the villagers?
7. Why does Oliver Goldsmith say that the "blossom'd furze" was "unprofitably gay?"

**C2. Answer the following questions in two or three sentences each.**

1. What is the children's view of the teacher?
2. Why did the villagers respect the schoolmaster?
3. What impression does the poem give you of the
  - (a) qualities and (b) abilities of the village school master ?
4. Pick out the words that convey the different emotions of the poet.

5. Describe the skills of the village schoolmaster which made the people wonder.
6. Can you identify the mood of the speaker? Do you know consider this poem a serious piece or a humorous one? Justify your answer.

**C3. Share your views on the following questions with your friends. Based on the discussion, write the answers in the notebook and read them out to the class.**

1. Would you consider the village schoolmaster an ideal teacher in the present context?
2. What are the abilities/qualities of the teacher whom you like most in your school?

**About the poet :**

Oliver Goldsmith was born in Longfield and was educated at the Trinity College, Dublin. He was awarded the Degree of Doctor of Medicine, but he never practised as a doctor. His major works are *The Traveller* (1764), *Vicar of Wakefield* (1766), *The Deserted Village* (1770) and *She Stoops to Conquer* (1773). This extract gives a character-sketch of the village schoolmaster who taught the villagers there. It also gives an account of the views of the children and of the villagers of Auburn about the *schoolmaster*.

\*\*\*\*\*

## UNIT 4

### THE PORTRAIT OF A LADY

- Khushwant Singh

#### Warm-up activity :

Make groups of five or six students. Talk to your friends about your grandparents using the hints given below :

- Name of your maternal / paternal grandparents / or any aged relative in your family - their age - do they live with you - if not, where else - the way you help them - the way you celebrate their birthdays - their favourite food and past-times.
- Plan how you would celebrate your "Grandparents day" - the day, date and time - people you would like to invite.
- Collect photos if any and prepare a speech - share your experiences with them - discuss their importance in the family.

1. My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and even had a husband. But that was hard to believe. My grandfather's portrait hung above the mantelpiece in the drawing room. He wore a big turban and loose-fitting clothes. His long white beard covered the best part of his chest and he looked at least a hundred years old. He did not look the sort of person who would have a wife or children. He looked as if he



could only have lots and lots of grandchildren. As for my grandmother being young and pretty, the thought was almost revolting. She often told us of the games she used to play as a child. That seemed quite absurd and undignified on her part and we treated it like the fables of the Prophets she used to tell us.

2. She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere. No, we were certain she had always been as we had known her. Old, so terribly old that she could not have grown older and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful. She hobbled about the house in spotless white with one hand resting on her waist to balance her stoop and the other telling the beads of her rosary. Her silver locks were scattered untidily over her pale, puckered face and her lips constantly moved in inaudible prayer. Yes, she was beautiful. She was like the landscape in the mountains, an expanse of pure white serenity breathing peace and contentment.

3. My grandmother and I were good friends. My parents left me with her when they went to live in the city and we were constantly together. She used to wake me up in the morning and get me ready for school. She said her morning prayer in a monotonous sing-song while she bathed and dressed me in the hope that I would listen and get to know it by heart; I listened because I loved her voice but never bothered to learn it. Then she would fetch my wooden slate which she had already washed and plastered with yellow chalk, a tiny earthen ink-pot and a red pen, tie them all in a bundle and hand it to me. After a breakfast of thick, stale chapatti with a little butter and sugar spread on it, we went to school. She carried several stale chapattis with her for the village dogs.

4. My grandmother always went to school with me because the school was attached to the temple. The priest taught us the alphabet and the morning prayer. While the children sat in rows on either side of the verandah singing the alphabet or the prayer in a chorus, my grandmother sat inside reading the scriptures. When we had both finished, we would walk back together. This time the village dogs would meet us at the temple door. They followed us to our home growling and fighting with each other for the chapattis we threw to them.



5. When my parents were comfortably settled in the city, they sent for us. That was a turning point in our friendship. Although we shared the same room, my grandmother no longer came to school with me. I used to go to an English school in a motor bus. There were no dogs in the streets and she took to feeding sparrows in the courtyard of our city house.

6. As the years rolled by we saw less of each other. For some time she continued to wake me up and get me ready for school. When I came back she would ask me what the teacher had taught me. I would tell her English words and little things of western science and learning, the law of gravity, Archimedes' principle, the world being round etc. This made her unhappy. She could not help me with my lessons. She did not believe in the things they taught at the English school and was distressed that there was no teaching about God and the scriptures. She said nothing but her silence meant disapproval. She rarely talked to me after that.

7. When I went up to University, I was given a room of my own. The common link of friendship was snapped. My grandmother accepted her seclusion with resignation. She rarely left her spinning-wheel to talk to anyone. From sunrise to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the verandah breaking the bread into little bits, hundreds of little birds collected round her creating a veritable bedlam of chirrupings. Some came and perched on her legs, but she never shooed them away. It used to be the happiest half-hour of the day for her.

8. When I decided to go abroad for further studies, I was sure my grandmother would be upset. I would be away for five years, and at her age one could never tell. But my grandmother could. She was not even sentimental. She came to leave me at the railway station but did not talk or show any emotion. Her lips moved in prayer, her mind was lost in prayer. Her fingers were busy telling the beads of her rosary. Silently she kissed my forehead, and when I left I cherished the moist imprint as perhaps the last sign of physical contact between us.

9. But that was not so. After five years I came back home and was met by her at the station. She did not look a day older. She still had no time for words and while she clasped me in her arms I could hear her reciting her prayers. Even on the first day of my arrival, her happiest moments were with her sparrows whom she fed longer and with frivolous rebukes.

10. In the evening a change came over her. She did not pray. She collected the women of the neighbourhood, got an old drum and started to sing. For several hours she thumped the sagging skins of the dilapidated drum and sang of the home-coming of the warrior. We had to persuade her to stop to avoid overstraining. That was the first time since I had known her that she did not pray.

11. The next morning she was taken ill. It was a mild fever and the doctor told us that it would go. But my grandmother thought differently. She told us that her end was near. She said that, since only a few hours before the close of the last chapter of her life she had omitted to pray. She was not going to waste any more time talking to us.

12. We protested. But she ignored our protests. She lay peacefully in bed praying and telling her beads. Even before we could suspect, her lips stopped moving and the rosary fell from her lifeless fingers. A peaceful pallor spread on her face and we knew that she was dead.

13. The sun was setting and had lit her room and verandah with a blaze of golden light. We stopped half-way in the courtyard. All over the verandah and in her room right up to where she lay dead and stiff wrapped in the red shroud, thousands of sparrows sat scattered on the floor. There was no chirruping. We felt sorry for the birds and my mother fetched some bread for them. She broke it into little crumbs, the way my grandmother used to, and threw it at them. The sparrows took no notice of the bread. When we carried my grandmother's corpse off, they flew away quietly. Next morning the sweeper swept the bread crumbs into the dustbin.

## Glossary :

puckered (adj)	:	tightly gathered or contracted into wrinkles or small folds.
serenity (n)	:	the state of being calm, peaceful and untroubled.
monotonous (adj)	:	dull, tedious and repetitious, lacking in variety and interest. (monotonously – adv)
veritable (adj)	:	used for emphasis, often to qualify a metaphor.
bedlam (n) confusion.	:	home for mad people a scene of uproar and confusion.
rebuke (v)	:	express sharp disapproval or criticism (of someone) because of their behaviour or actions (rebuke is also a noun)
pallor (n)	:	an unhealthy pale appearance.
turning point (n)	:	the time at which a decisive change in a situation occurs, especially one with beneficial results.
frivolous	:	not having any serious purpose or values.

## Comprehension :

### C1. Discuss in pairs and find answers for the following questions.

1. Read paragraph 2. There are a few sentences which speak about the grandmother's features. Pick out those sentences and write them.
2. "... she used to get me ready for school." How did the grandmother get the author ready for school?
3. Why did the grandmother accompany the author to the school?
4. "That was a turning point in our friendship." What was the "turning point"?
5. What made the grandmother unhappy? Why?

**C2. In groups, discuss the answers for the following questions and present them before the class.**

1. "The thought was almost revolting." What is "the thought" referred to? Why does the author use the word 'revolting' to describe the thought?
2. How did the grandmother help the author as a boy during his school days?
3. Describe the relation between animals/birds (dogs and sparrows) and the grandmother.
4. Describe the three stages of relationship between the author and his grandmother (before he went abroad).
5. Grandmother and prayer were inseparable. Find instances from the lesson to justify this observation.
6. "She thumped the sagging skins of the dilapidated drum." Has the description of the drum anything to do with the grandmother? Explain.
7. Did the grandmother predict her death? How?
8. How did the sparrows react to her earlier in her life and later after her death?
9. What picture of the grandmother do you get from the lesson?

**LANGUAGE ACTIVITIES:**

**Vocabulary**

**V1. In the lesson, the word "tell" has been used under different contexts to mean differently. Now match the usage of the word "tell" with its meaning as used in the lesson.**

**The use of the word "tell"**

	<b>Usage of the word</b>	<b>Its meaning</b>
1.	Her fingers were busy telling the beads of her rosary	be sure

- |    |                                    |   |
|----|------------------------------------|---|
| 2. | I would tell her English words ... | Make something known to someone in spoken or written words. |
| 3. | She told us that her end was near  | Give information to somebody                                |
| 4. | At her age no one could tell       | Counting while reciting                                     |

### Grammar and Usage

#### G1. Note the form of the verbs which are underlined.

1. My grandmother was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and even had a husband, but that was hard to believe.
2. When we both had finished, we would walk back together.
3. When I came back she would ask me what the teacher had taught me.
4. It was the first time since I had known her that she did not pray.
5. The sun which was setting had lit her room and verandah with a golden light.

In the above sentences, the verbs are used in the past perfect forms. Notice that they are used to describe things in the distant past. Also note that we form the past perfect with 'had' followed by the main verb in a past participle form.

e.g : had known ; had returned ; had gone, had eaten.

#### A. Fill in the blanks with the past perfect form of the verbs given in brackets :

I \_\_\_\_ (fail) to catch the train on that fateful day. If I \_\_\_\_ (come) five minutes earlier, I \_\_\_\_ (tell) myself that I would never be late again.

**Pick out five more sentences from the lesson having the verbs in past perfect form.**

We use the past perfect form when we want to draw attention to the fact that something took place and finished before something else in the past. We use the past perfect in clauses connected by a conjunction (e.g. when, and, that, because, so) to clauses containing a verb in the past simple.

- e.g. 1) I knew I had seen her before.  
2) It had stopped raining, so they didn't bother to put the car away.

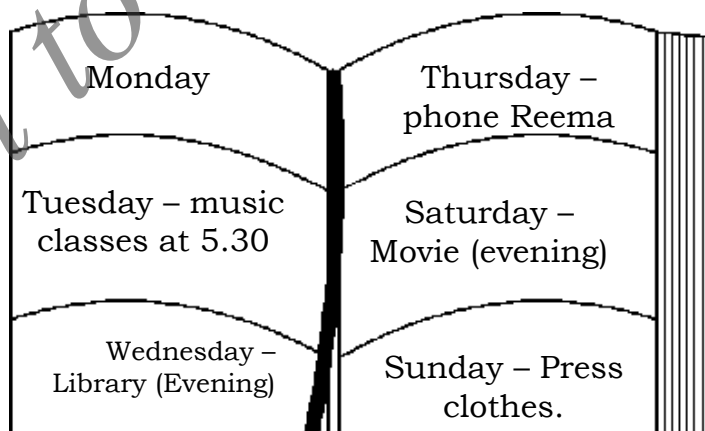
**B. Fill in the blanks using the past perfect form of the verbs given in brackets.**

1. When I reached the station, the train ..... (leave) already.
2. By the time the teacher entered the class, the students ..... (stop) talking.
3. I would have failed, if I ..... not ..... (work) hard.
4. If I ..... (walk) faster, I would have won the race.

## **G2. Prepositions :**

**Ex. 1. Here is a page from Renu's diary. It talks about what Renu did in a week in August 2011. Read carefully and complete the following :**

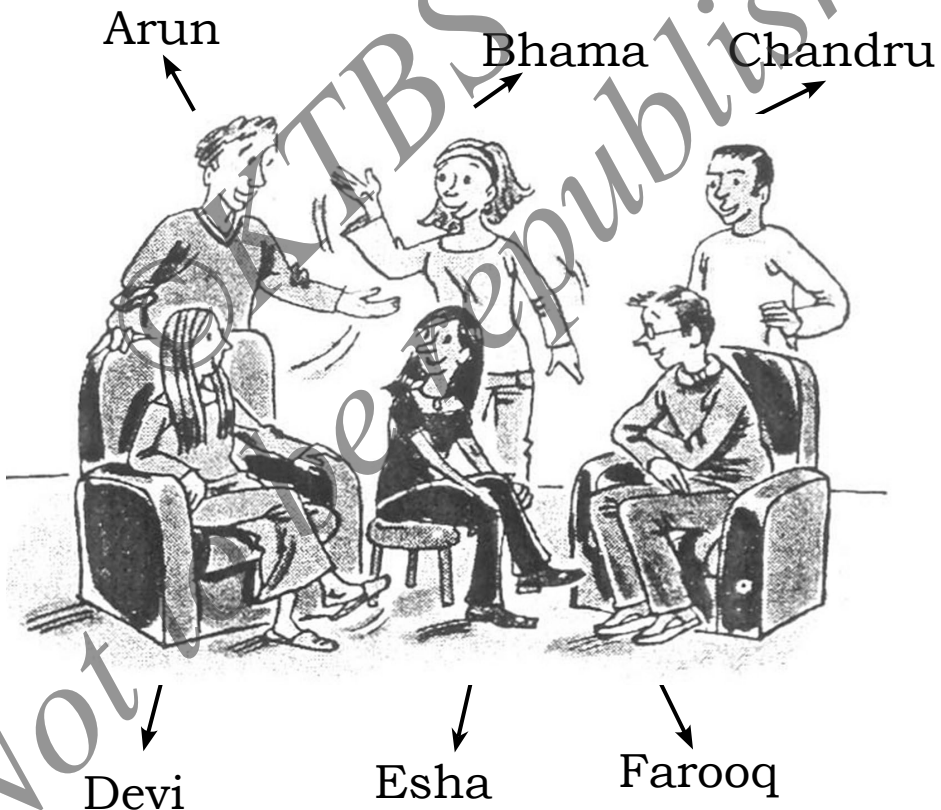
First one is done for you.



Eg. Renu went to a movie on Saturday evening.

1. She telephoned Reema\_\_\_\_\_
2. She isn't doing anything special\_\_\_\_\_
3. She has to press her clothes\_\_\_\_\_
4. She went to the library \_\_\_\_\_
5. She went to the music class\_\_\_\_\_

**Ex. 2**



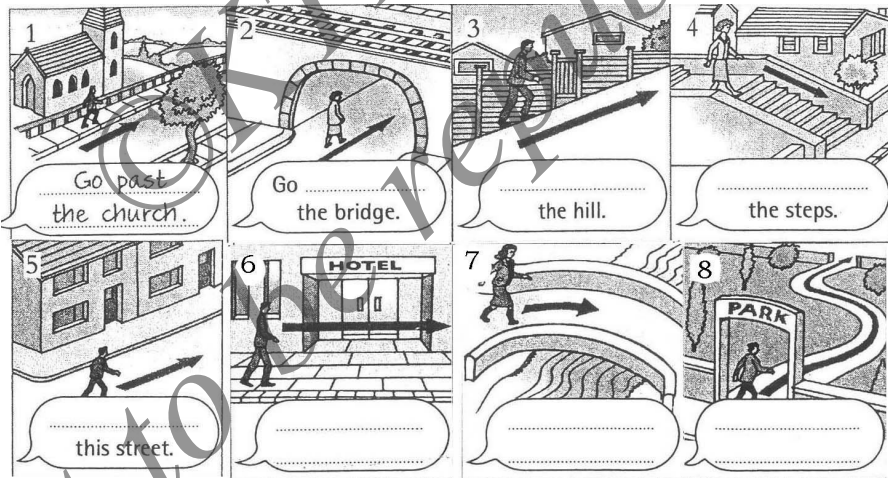
Where are the people in the picture ? Complete the sentence. The first one is done for you.

Eg. Chandru is standing behind Farooq

1. Farooq is sitting \_\_\_\_\_ Esha.
2. Esha is sitting \_\_\_\_\_ Devi and Farooq.
3. Devi is sitting \_\_\_\_\_ to Esha.
4. Farooq is sitting \_\_\_\_\_ Chandru.
5. Esha is sitting \_\_\_\_\_ Bhama.
6. Arun is standing \_\_\_\_\_ Devi.
7. Bhama is standing \_\_\_\_\_ Arun and Chandru.

**Ex. 3**

Mr. Peter asks you how to go to the park from the church. Now, direct him using the picture clues. Write the sentences in the blanks given.



Now, rewrite the sentences framed above using bubbles as given here.

Excuse me,  
where is ..... ?

Go .....  
.....



**Ex. 4 : Read the information and complete the sentences :-**

(Sandeep/Tumakuru/2000-2007) Sandeep lived in Tumakuru 2000 to 2007.

(Sandeep/Tumakuru/2007) Sandeep lived in Tumakuru.....2007.

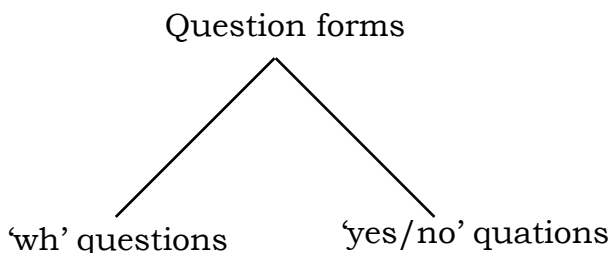
(Sandeep/Bengaluru/2007-) Sandeep has lived in Bengaluru ..... 2007.

**Ex. 5 : Now, fill in the blanks using “until/since/for” :**

Eg. My uncle and aunty have been married since 1985.

- 1) I was tired this morning. I stayed in bed .....10 O clock.
- 2) We waited for Usha ..... half an hour, but she did not come.
- 3) “Have you just arrived”? No, I have been here ..... half past seven.
- 4) “How long did you stay in the office yesterday?”..... 8P.M.
- 5) Don't open the door of the train ..... the train stops.
- 6) This is my house. I have lived here ..... I was seven years old.
- 7) Sumana has gone away. She will be away ..... Wednesday.
- 8) Next week, I am going to Delhi ..... three days.
- 9) I usually finish work at 5-30, but sometimes I work ..... six.
- 10) “How long have you known Harshitha ?”..... we were at school together.
- 11) Shwetha and I are good friends. We have known each other ..... ten years.
- 12) “I am tired. I am going to lie down ..... a few minutes.”

### G3. Question forms



‘wh’ question - Questions which begin with “where”, “when”, “what”, “why”, “who”, “whose”, “whom”, “which”, ‘how’ are called “wh” questions.

eg : Where is your house?

What is the colour of the sky?

#### 1. Now, frame questions to get the underlined words as answers.

1. We have our annual exams during summer.
2. Mr. Rao and his family went to Andaman during vacation.
3. Sorry, I am late because of heavy traffic.
4. My friend walks to school.
5. Sheetal had toasted bread for breakfast.
6. The Indian Ambassador visited the Western countries.
7. This is our school's property.
8. The doctor talked to the patient yesterday.
9. Masala dosa is my favourite dish.
10. The red - coloured bag is mine.

#### 2. Yes/No questions

**Answer these with Yes / No**

Eg: 1. Was the grandmother happy in the company of sparrows?

Ans : Yes, she was.

2. Did you complete your homework?

Ans : Yes, I did.

or

No, I didn't.

3. Shall we go now?

Yes, we shall.

or

No, we shall not.

The above questions begin with auxiliary verbs. They are answered either with "Yes" or "No".

**3. Now answer these questions with "Yes" or "No" :**

1. Do you like mangoes?
2. Has the doctor arrived?
3. Is the train running on time?
4. Can Rani swim?
5. Will your mother accompany us?

**Question tags :**

**Read the following examples :**

1. We all love ice-cream, don't we?
2. She cannot drive, can she?

Question tags are used either for agreement or for seeking clarification. Usually positive statements (as in eg. 1) have negative question tags and negative statements (as in eg. 2) have positive question tags. A question tag consists of a positive or a negative auxiliary verb and the pronoun of the subject, followed by the question mark.

- eg. : i) He is tall, isn't he?  
ii) You have a car, don't you?  
iii) She has visited the place, hasn't she?  
iv) They will be here tomorrow, won't they?  
v) You are good, aren't you?  
vi) They are not going to school today, are they?

**4. Now add question tags to the statements given below :**

1. It is a beautiful day, \_\_\_\_\_
2. You have been to Paris, \_\_\_\_\_
3. The film wasn't very good, \_\_\_\_\_
4. Anu lives near your house, \_\_\_\_\_
5. You don't know French, \_\_\_\_\_
6. The policeman directs the traffic, \_\_\_\_\_
7. Some species are getting extinct on earth day by day,  
\_\_\_\_\_
8. He has a Benz car, \_\_\_\_\_
9. We should not tell lies, \_\_\_\_\_
10. Indians love peace, \_\_\_\_\_



**About the author :**

Khushwant Singh is an Indian writer in English. He was born on 2nd February 1914. He is a prominent Indian novelist and journalist. Singh's weekly column - "With malice towards one and all", carried by several Indian newspapers, is among the most widely read columns in the country.

Singh, is best known for his penchant for secularism, his humour, and an abiding love of poetry. He is the recipient of the Padma Bhushan in 1974 and Padma Vibhushan in 2007. He was one of the editors of the famed *"Illustrated Weekly of India"*.

His works include *A History of the Sikhs*, *Train to Pakistan*, *Delhi* etc.

**Suggested Reading :**

**My Grandmother's House**

There is a house now far away where once  
I received love. That woman died.

The house withdrew into silence, snakes moved  
Among books I was then too young

To read, and my blood turned cold like the moon  
How often I think of going

There, to peer through blind eyes of windows or  
Just listen to the frozen air,

Or in wild despair, pick an armful of  
Behind my bedroom door like a brooding

Dog.. you cannot believe, darling,  
Can you, that I lived in such a house and

Was proud, and loved ... I who have lost  
My way and beg now at strangers doors to

Receive love, at least in small change?

**- Kamala Das**

\*\*\*\*\*

## POEM

### TIGER

#### Warmup activity :

#### Discuss in pairs or groups

- List some endangered animals.
- Why are they considered endangered?
- Do you think it is right to kill animals ?
- What happens if the wild life is endangered ?

The tiger isn't burning bright  
Either in shadow or in sun,  
The tiger family is thinking  
Two by two and one by one. 4

The tiger isn't burning bright  
In the forests of the night  
Or in the wilderness of day,  
We need to understand his plight. 8

The father Sheru's missing now.  
Sheru has been shot and skinned,  
Poachers ground his bones to powder  
For some Chinese medicine. 12

Bones would bring them power, they thought,  
Put life into some sickly man.  
Their souls were sick. Killing tigers  
Is something we won't understand? 16

His skin is hanging on a wall;  
 His bones are packed in plastic white  
 And shipped out. A gecko on the wall  
 Is hunting insects on his hide. 20  
 Once jungles trembled at his roar;  
 Tree tops flew up - birds disappeared!  
 Monkeys screamed (what an uproar!),  
 Now geckoes nibble on his ear! 24  
 Lord God had stamped upon his skin  
 In equal stripes both night and dawn.  
 His black-and gold won't shimmer now.  
 Boar-hunter, forest King-he's gone 28

### Glossary :

wilderness	:	an uncultivated region
their souls were sick	:	they were bad human beings
gecko	:	a small tropical lizard
night and dawn	:	black and golden stripes

### Comprehension :

**C1. Get into pairs/groups and discuss the answers for the following questions :**

1. What does the phrase "burning bright" mean?
2. What is not burning bright?
3. What is the "plight" referred to in the poem?
4. According to the poet, what are we not able to understand?
5. How was the tiger in the forest, according to the poet?
6. Where is the gecko hunting?
7. How did the tiger rule the forest?

**C2. Get into pairs / groups and discuss the answers to the following questions:**

1. "Their souls were sick. Killing tigers."
  - a) Whose souls were sick?
  - b) Why are their souls described as sick?
  - c) Why were the tigers killed?
2. "Once jungles trembled at his roar."
  - a) At whose roar did the jungles tremble?
  - b) Why do they no longer tremble?
  - c) Who is responsible for the tiger's fate?

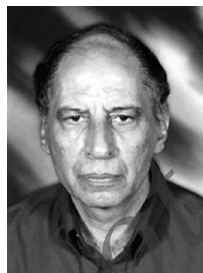
**C3. Working in pairs, discuss the answers to the following questions and write them in your notebook.**

1. What is the poet's view about killing animals? Is he condemning the killers or speaking in appreciation of them?
2. How can you protect the tigers from extinction?

**Project work :**

Find out about Karnataka's "Project Tiger".

**About the poet :**



Keki N. Daruwalla is a contemporary Indian writer, who uses a lot of imagery from Nature. He is winner of 1984 Sahitya Academy Award for *The Keeper of Dead*, *Apparation in April*, *Crossing of Rivers*. The Common wealth poetry award in 1987 for another literary work *Landscape*. While pursuing his craft of writing, Keki N. Daruwalla served in Indian Police Service, and he became special Assistant to the Prime Minister on International affairs. Some of his important works are *Under Orion*, *A Summer of Tigers* and *The Minister for Permanent Unrest and Other stories*.

**Suggested Reading :**

"Tiger, Tiger, Burning Bright" - by William Blake



## UNIT 5 PROSE

### A QUESTION OF SPACE

- Neera Kashyap

**Warm-up activity :**

**Work with your partner. The following “Word Search Puzzle” has the names of different professions. Find them out. One (photographer) has been done for you. Would you like to choose any one of them? Give reasons for your answer.**

P	A	R	T	I	S	T	C	A	T	E	R
I	H	M	U	S	I	C	I	A	N	U	A
L	I	O	J	O	C	K	E	Y	O	R	T
O	A	C	T	O	R	M	A	P	S	Q	R
T	E	N	D	O	C	T	O	R	U	V	E
A	C	D	M	N	G	K	E	R	M	T	N
T	E	A	C	H	E	R	L	R	T	I	G
A	K	S	H	S	E	M	A	K	S	I	I
P	M	O	E	K	S	F	Q	P	W	Y	N
S	N	P	F	S	E	M	U	X	H	Z	E
S	C	I	E	N	T	I	S	T	P	E	E
J	O	U	R	N	A	L	I	S	T	K	R

**[Introduction:** This lesson demonstrates how self-observation leads to self-improvement and change in attitude.]



1. Despite maintaining a consistent rhythm, Vikrant found himself completely out of breath at the end of the 3.2 km jog. His head pounded with the effort, and with thoughts of the pressure his parents were mounting on him to gear up for the medical entrance tests, still a year-and-a-half away! Both successful doctors themselves, his parents were anxious that Vikrant ready himself to cope with the intensely competitive environment that had to be scaled for getting admission to a prestigious medical college.
2. Class XI had started with his mother's constant harping on the importance of the year for getting a good grip on science and maths; for viewing this as a foundation year for Class XII; for using this as a practice year for launching into the Twelfth Board and medical entrance exams. His father quizzed him constantly – on math, physics, biology – till his head spun. The conflicts had acquired a distinct edge ever since he had met Anuj who had spun into his life like a new universe, right here on this jogging track.
3. Anuj was not just a person with dynamic ideas on photography, on the connectedness between human beings and all other living

species, on self-improvement as a part of human evolution, on the cosmos. He had turned into a friend very quickly, a much older friend.

4. While reading a book borrowed from Anuj and experimenting with Anuj's old Kodak camera, Vikrant knew that his parents had watched his new interest with growing dismay. His class grades had dropped; he had started skipping group tuitions, even the extra school classes designed for the week ends. An only child, as tension grew between Vikrant and his parents, so did his identity with Anuj.
5. Panting, Vikrant flopped on to a concrete bench just beyond which Anuj was exercising on the metal swing-bars grouted into the earth.
6. "Nothing like a good workout under the blue sky. Much better than an air-conditioned gym," said Anuj with satisfaction, leaping off the bars to drop onto the bald grass. "Hey! What's up? You look grim."
7. Vikrant shrugged and there was silence. Then he asked, "Did your parents put pressure on you to become a photo-journalist?"
8. "Oh no!" laughed Anuj. "I started on my own with journalism and then took up photography much later to make the stories alive visually." Then after a pause he said, "Is the pressure at home bad?"
9. Vikrant tried to shrug, but nodded instead. "It seems to me that the pressure is worse for children of doctors, perhaps because medicine is considered the noblest of professions and gives prestige. But tell me, how do you react to pressure?"
10. "Oh, I explain, I argue, I snap! Sometimes I even walk out. It is worse when I lose control."
11. "Yeah, but have you noticed how your body reacts?"
12. "My body? It...no, not really."
13. "If you want to get control over a situation, you could start by first observing your body's reaction - your posture, body temperature, muscle contractions, breathing, the taste in your mouth."

14. "How will that help?" asked Vikrant, doubtfully. "It will help you witness your reactions as if they were happening to someone else. By observing your body and its reactions, you also distance yourself from them. This distance will help you first see, then control your reactions," said Anuj.
15. "Then why not observe your body when you are feeling happy or excited or adventurous? Why only when you are under pressure?" quizzed Vikrant.
16. "Sure... why not? Actually, our range of expression is quite limited. If we get familiar with our full range, we will become aware of all our habitual expressions. But the next step is to practise expressions when there are no feelings to be expressed. I know this sounds daft but think, if you can express emotions without expressing them," said Anuj.
17. "Like how?" asked Vikrant.
18. "Okay. Suppose you get news that you have won a free trip to the US, how would you react?" urged Anuj.
19. "The US? Wow!" exclaimed Vikrant, giving to his hands, body and face such an exaggerated expression of glee that both collapsed laughing.
20. Self-observation happened on its own much sooner than Vikrant expected. At dinner that night his father asked, "Vikrant, have you found out which is the most suitable coaching centre for your medical entrance tests?"
21. "No," said Vikrant.
22. "No? What do you mean, no? If you still have not found out, when do you intend to enrol?"
23. "I don't know. I am already full up with tuitions – Bio, Maths, Physics, Chemistry. It is tough. I cannot do tuition." Vikrant noticed that his mouth was dry, his head tight at the temples, his body slightly hunched.
24. "Tutions for medical entrances are not just tuitions. They coach you for a career, for a highly competitive exam. One wrong answer could make all the difference. It would be better if you turned your attention to investigating a coaching centre rather

than spend time with junkies and irrelevant things,” finished Vikrant’s father.

25. Vikrant noticed that his father’s last remark sent a strong wave of heat through his otherwise weary body, galvanizing him to leave the room without another word. Vikrant knew these conflicts were not getting him anywhere. It was not as if he felt Medicine was all wrong for him. He just did not want to be bulldozed like this. Bulldozed into working three shifts a day, six days a week. He felt he needed time to pursue his own interests and pleasures, especially after his meeting with Anuj. Anuj spoke to him on various issues – of the beginnings of life, the places he travelled to, the elements he used to compose, a photograph, self-observation. “If you can express yourself without feeling, you can feel as well without expressing,” he had said.
26. When alone, Vikrant tried to practise emotions he had not experienced. At first these were of joy, spontaneity, excitement. When he felt more neutral, he practised a wider range – suspicion, hostility, daring, joy, scorn – each with its accompanying posture and gestures.
27. His experiments with self-observation helped him see a whole range of his body reactions, the effect that different emotions had on the body, and how the mind got involved with these. But things did not seem to change with his parents who, he realized, would continue treating him like a child so as long as he just chafed and reacted.
28. “Don’t worry too much about the change,” advised Anuj, noting Vikrant’s discouragement one evening. “You cannot really change anything till things are ready for change. Just do your part.”
29. “Ye...h, but it does not help,” said Vikrant with dejection.
30. Anuj thought for a long while. Then he spoke, “If you really want to get control over a situation, there are two more steps for you to practice. The moment an active feeling comes which you

think should be controlled, make a note of it, but don't express it."

31. "What is the last step?" asked Vikrant, almost mechanically.
32. "The last one is difficult," replied Anuj. "This step involves expressing an emotion opposite what you feel, and can be done only if you are agitated. You observe this, but choose to express calm or warmth instead of coldness."
33. "As simple as that?" laughed Vikrant, a little hopelessly.
34. Vikrant kept up his exercises in self-observation, practising emotions he did not feel, even attempting not to express feelings that came up hot and strong. He felt small stirrings of change. He could see things more objectively even when he could not control his reactions. His parents were pushing less, listening more. He noticed that instead of both of them speaking in one voice at points of control or friction, one spoke while the other refrained. This was leading to much more interaction except on the subject of Anuj.
35. "Are you still hobnobbing with that character ...what is his name?" asked his mother at breakfast one morning. His father's silence was expectant. Vikrant observed his temples tighten, his hunched shoulders straighten out in confrontation, his pulse become irregular. "His name is Anuj, Mummy," he replied, "Anuj Jain. Anuj is a friend ... in fact more ... he teaches ... From him I have learnt many things. Things that are hard to explain."
36. "Yes, but he will not be sitting for your entrance tests, will he? If you lose your grip on Class XI, you will never catch up in Class XII," said his mother, assertively.
37. As Vikrant felt his temples throb, a sudden calm entered his heart. "If I am allowed space for new interests, I will also find space for what is important for a career," he said, quietly.
38. This time it was his father who spoke. "Fine. Try to achieve a balance. We will be with you."

39. At the end of Class XI, Vikrant enrolled for classes at a coaching centre for medical entrance tests. He did this with an awareness that it was the right thing for him to do.

### Glossary

pounded (ppt)	:	hit, throb
cosmos (n)	:	everything (universe)
daft (adj)	:	silly, foolish
glee (n)	:	happiness, delight
junkies (n)	:	useless, unwanted
weary (adj)	:	tired, exhausted
galvanising (v)	:	provoking, stimulating
scorn (n)	:	contempt, disrespect
chafe (v)	:	irritated, annoyed
dejection (n)	:	sadness, depression
agitated (adj)	:	disturbed
objectively (adv)	:	without prejudice, without bias
refrain (v)	:	avoid doing, abstain
hobnob (v)	:	associate, go around with
confrontation (n)	:	disagreement

### Comprehension :

**C1. Read the lesson silently. The sequence of events in the lesson has been given below in a jumbled order. Rearrange them and complete the chart given below. (Refer Paragraphs 1-25)**

- 1) Anuj had started journalism on his own and took up photography later.
- 2) "It will help you witness your reactions as if they were happening to someone else."
- 3) He felt he needed time to pursue his own interests and pleasures, especially after he met Anuj.
- 4) The conflict had acquired a distinct edge ever since he had met Anuj.
- 5) "If you still have not found out, when do you intend to enroll?"
- 6) Anuj had turned into a friend very quickly, a much older friend.

- 7) "It seems to me that the pressure is worse for children of doctors."
- 8) His class grades had dropped; he had started skipping group tuitions.

1.	.....
2.	Anuj had turned into a friend very quickly, a much older friend.
3.	.....
4.	.....
5.	.....
6.	.....
7.	.....
8.	.....

**C2. The extract given in the second column tells us about the persons mentioned in the first column. Write your response in the third column. The first one has been done for you. Discuss your responses with your partner.**

Person	Extract from the story	What this tells us about them
Vikrant	I am already full up with tuitions	He is finding it difficult to cope with the pressure of his studies.
Vikrant's father	It would be better if you turned your attention to investigating a coaching centre rather than spend time with junkies and irrelevant things.	
Vikrant's mother	Mother was harping on the importance of the year for getting good grip on Science and Maths.	
Anuj	If you want to get control over a situation, you could start by observing your body's reaction	



**C3. Read the lesson and share your responses before answering the following questions in three or four sentences each:**

1. Vikrant's mother was harping on the importance of the year. What was she anxious about Vikrant?
2. Anuj had spun into Vikrant's life like a "new universe." Why did Vikrant feel so? Who was Anuj?
3. The identity of Vikrant with Anuj created tension between Vikrant and his parents." How did it happen?
4. Vikrant said, "Medicine is considered ..... gives prestige." Is this thought prejudiced? Do you agree with this opinion?
5. What was the reply of Anuj when Vikrant asked him how his suggestions would help him?
6. When did Vikrant start his self-observation? What did he observe? (Refer to paras. 23-25)
7. How did Vikrant's father try to convince him to join tuitions for medical entrance?
8. What are the last two steps of self-observation suggested by Anuj to Vikrant?
9. "He did this with awareness that it was the right thing for him to do." What does "awareness" refer to here?
10. The word, "Space" in the title of the lesson has a significant reference. Comment on the title.

**C4. Read the following extracts from the lesson carefully and explain each of them with reference to the context.**

1. "Hey! What's up? You look grim."
2. "But tell me, how do you react to pressure?"
3. "Sure... why not? Actually, our range of expression is quite limited."
4. "If you still have not found out, when do you intend to enroll?"
5. "You cannot really change anything till things are ready for change."

**C5. Discuss the answers for the following questions in groups and then present them before the other groups.**

1. Compare and contrast the characters Vikrant and Anuj. Who would you like to be? Vikrat or Anuj? Justify your answer.
2. After Vikranth follows Anuj's advice, we observe a change in his attitude and behaviour. Trace the chain of these changes.
3. What is the role played by Anuj in this lesson? What message does the author convey to the reader through this character?
4. Assume you are Vikrant. Write a letter to a friend discussing the ways in which you transformed yourself.
5. Do you have a dream/ or a desire to do something? If yes, say how you would like to realize the same in 10-15 sentences.

**LANGUAGE ACTIVITIES:**

**Vocabulary**

**V.1. The nouns such as pleasure, spontaneity, excitement etc. are used to express actions, emotions or feelings and the quality of actions. Pick out such words from the lesson which express emotions and put them under the following columns.**

Pleasant	Unpleasant
e.g. glee	e.g. dejection

**V2. Match the words in column A (they are words related to professions and the people who do them) with the corresponding meaning given in column B. You can use a dictionary to verify your answers.**

**A**

- 1) Stevedore
- 2) Chauffeur
- 3) Geologist
- 4) Juggler
- 5) Anthropologist
- 6) Auditor
- 7) Curator

**B**

- a) one who studies rocks and soils
- b) one who loads and unloads ships
- c) one who drives a car for someone else
- d) one who is in charge of a museum
- e) one who performs tricks with the hands to amuse others
- f) one who studies human development
- g) one who examines the financial records of a company

**V3. Phrasal Verbs :**

**Read the following phrases carefully and you will notice that they are a combination of two different words giving different meanings.**

Examples - give up = verb + preposition  
come down = verb + adverb

The above are phrasal verbs that are made up of a “verb” with a preposition or adverb. The phrasal verb “give up” means “stop doing something” which is very different from “give in” meaning “yield”.

**A) Complete the following sentences with a phrasal verb that includes one of the particles and one of the verbs given below.**

**Particles** are words which can be used as adverbs or prepositions in other contexts.

**Particles :** down, in, out, up

**Verbs :** turn, come, slow, let, go, drop, grow, warm, plug.

Example – a) Please \_\_\_\_\_ for a cup of coffee whenever you are passing. Ans : drop in

b) Would you \_\_\_\_ (turn) the television \_\_\_\_, please.

It's very loud.

Ans : turn down

1. The dentist says John will have to \_\_\_\_ two teeth \_\_\_\_.

2. Videos are cheaper now. Prices have actually \_\_\_\_ since the 1980s.

3. He could play the guitar when he was six. I think he's going to be musical when he \_\_\_\_.

4. \_\_\_\_ ! You are driving much too fast!

5. Smoking is not allowed in here. Please \_\_\_\_ that cigarette \_\_\_\_.

6. You must be very cold. Sit by the fire and \_\_\_\_.

7. There's someone at the door. Can you \_\_\_\_ them \_\_\_\_, please?

8. Look, there's the plug on the floor. You haven't \_\_\_\_ the television \_\_\_\_.

**B) Find the meanings of the following phrasal verbs and use them in sentences of your own using a dictionary.**

come across, get on, take part, get away, get through, keep out, think over, take down, look into.

**C) Using the dictionary match the meanings of the phrasal verbs in column A with their meanings in column B.**

i)

**A**

**B**

call on	postpone
call in	visit
call at	allow
call off	speak

ii)

**A**

**B**

come by	meet
come into	inherit
come about	happen
come off	succeed
come across	obtain by accident

**Grammar and Usage**

**Comprehension :**

**Introduction :** When we compare, estimate, measure or note the similarity or dissimilarity between two or more people, places, things or ideas.

We often compare them in terms of size, shape, weight, colour, quality, manner, number, quantity, grade, action, age, looks, feelings etc.

**Observe the comparisons made in the following sentences:**

1. The dog is beautiful. It is not as beautiful as the cat.

Positive degree.

The cat is more beautiful than the dog. Comparative degree.

2. India is quite a crowded country. It has 294 people per square kilometer. But Bangladesh has 763 people per square kilometer. Bangladesh is more crowded than India.

3. The Excalibur Hotel in Las Vegas has over 4,000 rooms. No other hotel in the world is so large. The Excalibur Hotel is the largest hotel in the world.

[**Note:** From the examples above we can note that - a) to compare two people, things, concepts, or actions, the comparative form is used as in examples 1 and 2.

To compare three or more entities the superlative form with the is used as in example 3.]

Rules to be followed in sentence patterns.

- a) When we use the “as ..... as” pattern, the ordinary form of the adjective or adverb must be used. (**Positive degree**)
- b) The comparative form of the adjective or adverb must be followed by “than” (**Comparative degree**)
- c) The superlative form of the adjective or adverb takes the definite article “the” + **superlative** form of adjective or adverb.

**GI. Comment on the information using a comparative and superlative adjective.**

1. Venus has a diameter of 12,104 kilometers. It isn't as big as the Earth, which has a diameter of 12,756 kilometers.

The Earth is.....

2. The Mona Lisa is worth many millions of dollars. No other picture in the world is so valuable.

The Mona Lisa is .....

3. Telecom Tower is 180 metres tall, but Canada Tower in East London is 250 metres tall.

Canada Tower is .....

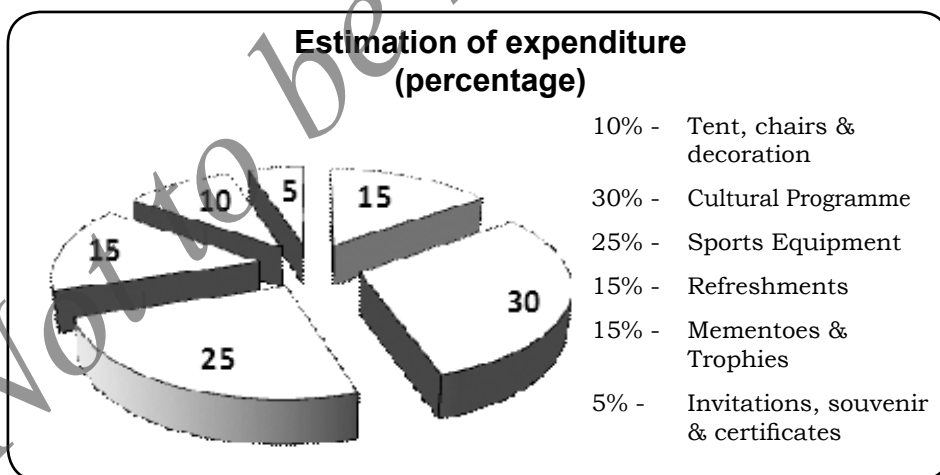
4. Cambridge University dates from 1284, but it is not as old as Oxford University, which dates from 1167.

Oxford University is .....

5. Toby, who lived in New York, was a much-loved dog. When his owner died, she left \$75 million, which made him a world record breaker among wealthy dogs.

Toby was .....

**G2. A) The chart below shows information on the expenses incurred in conducting the Annual Sports Meet in a school. Study the chart carefully.**



**The total cost estimated for the Annual Meet is Rs. 90,500.**

- 1) No. of events : 70 (50 Track and Field events and 20 Throws and Jumps)
- 2) No. of athletes : 750 (450 girls + 300 boys)
- 3) Staff on duty : Teachers-65 (25 men + 40 women),  
Support Staff 20 (10 men + 10 women)  
Staff on Parking and Security duty 15 (10 men + 5 women)
- 4) Medals : 70 Gold, 70 Silver, 70 Bronze
- 5) Best Athlete Trophies : Boys 3, Girls 3
- 6) Best House Trophies : 4 (1 for each category and 1 overall)

Assume you are the Sports Secretary in charge of the School Annual Sports Meet. Taking information from the chart, prepare an oral presentation for the Management Committee of the school. Use as many expressions of comparison as you can. The examples below will help you.

Examples : 1) More girls are participating than boys.

2) As much as quarter of all the money will be spent on sports equipment.

3) More than a quarter part of the money is earmarked for organizing cultural programmes during the opening and closing ceremonies.

**B) Read the following article in which the writer compares the treatment of boys and girls.**

**Complete the article by filling in the spaces with appropriate words from the box given below.**

than      few      less      much      as      many

For many parents, especially those who are poor and illiterate, a girl is a 'lesser child'. Doesn't it make you mad to know that girls

aren't given an equal chance to be born? Though female infanticide was banned by law over a century ago, thousands of girls are still killed before they are born or when they are babies.

Even the girls who are allowed to survive, live with less of everything.

\_\_\_\_\_ girls are sent to school \_\_\_\_\_ boys. They get \_\_\_\_\_ medical care, so \_\_\_\_\_ girls die. Boys get \_\_\_\_\_ nutritious food and also \_\_\_\_\_ time to play. \_\_\_\_\_ jobs are open to girls, and even if they are employed, they are not paid \_\_\_\_\_ as boys. Most of all, they get \_\_\_\_\_ respect. They are not given as \_\_\_\_\_ opportunities as boys to speak out on matters that concern them.

And yet a girl usually does twice as \_\_\_\_\_ work \_\_\_\_\_ a boy, not only in the house, but also in the fields.

This discrimination and bias must end, and end now! Can we count on your support?

**C) Read the information and complete the sentences using *more, most, less, least, fewer, or fewest*.**

**Examples :** 1) Workers in the Third World don't earn as much money as those in Europe.

Workers in the Third World earn less money than those in Europe.

2) Sarah took lots of photos at the wedding. None else took as many.

Sarah took the most photos.

1. There isn't as much crime in country as there is in the cities.  
There's ..... than in the cities.
2. No other state of the US has as much rain as Louisiana.  
Louisiana ..... rain.
3. The Green Party candidate didn't get many votes. All the other candidates got more.  
The Green Party candidate ..... votes.
4. There are lots of passengers on the buses in the daytime, but not so many in the evenings.  
In the evenings ..... on the buses.



5. At the moment Arsenal has 42 points. No other club has more than 37.

Arsenal ..... points.

6. Sellco has made very little profit. In fact it has made less than any other supermarket.

Sellco ..... profit.

7. The accident rate among young drivers is higher than among older drivers.

Young drivers ..... than older drivers.

**D) Complete the conversation. Put in *less, least, more, most, or as*.**

Lobo : I'm going to Delhi next week, so I'll have to book my flight.

I think it'll be more convenient to go by air than by train.

Peter : I'd go by train. Trains are ..... comfortable than planes.

Lobo : But the train fare is really expensive. The plane isn't ..... expensive as the train, which always surprises me.

Peter : I hate flying. It's my ..... favourite means of transport.

Lobo : Well, I don't mind it. And I'm not ..... keen on trains as you are. A short flight is ..... boring than a long train journey.

Peter : I'd rather drive than fly.

Lobo : I'm definitely not driving. No, thank you. Driving all that way would be the ..... stressful way of getting there.

Peter : I don't think driving is ..... stressful as flying.

Lobo : Well, it is to me.

Peter : And will you be able to get a flight at the right time?

Planes are ..... frequent than trains, aren't they?

Lobo : Oh, there are plenty of flights. There's one at ten in the morning. That'll be the ..... convenient.

**E) Comparatives with “the ...the...”**

**Rewrite the sentences using the ...the ...**

**Example:** a) The crowd became increasingly angry at the long delay.

The longer the delay was, the angrier the crowd became.

b) The value of a picture depends on how famous the artist is.

The more famous an artist is, the more valuable the picture.

1. How well I sleep depends on how late I go to bed.
2. I don't spend much time with my family because I work so hard.
3. The traffic moves very slowly as more cars come into the city.
4. How much you sweat depends on how hot you feel.
5. The idea becomes less attractive as I think about it more.
6. How much petrol a car uses depends on the size of the engine.

**F) Superlatives.**

**Which of the following do you like the best? Write one or two sentences comparing your choices as shown in the example.**

**Comics, short stories, novels**

I like comics best because they have the most colourful pictures. They are also the funniest.

I like short stories best because they don't take much time to read.

I like novels best because they make the most interesting reading.

1. Fresh fruit juice, Coca cola, Maza.
2. Disco dance, Indian classic, Pop dance.
3. Dance, singing, drama.
4. Fruit, chocolates, ice creams.

### **G) Error Correction**

**Each sentence below contains an error. Identify and correct the error, and rewrite the sentences correctly. One example is given below.**

Example     The population of China is great than that of India.

Correction : The population of China is greater than that of India.

1.     The faster land animal in the world is cheetah.
2.     His grade is the same as mine.
3.     Sarla is slightly taller to Suman.
4.     Our house is bigger as than yours.
5.     The Vidhana Soudha is most prominent building in Bengaluru.

### **SPEAKING : GROUP ACTIVITY**

- S1.** 1. Discuss in pairs or groups the different ways in which one can control one's emotions.
2. Divide the class into two groups. The topic for discussion is "The aspiration to become an author or a journalist is not strong in the students of today."

**Remember the following expressions you will have to use in your discussions.**

- a) Start with "In my opinion...", "I think..." or "I would say that ..." when you express your impressions.
- b) Say, "Excuse me" when you need to interrupt the one who is speaking.
- c) Say, "I'm sorry, I don't agree with you," when your viewpoint differs.

## **S2. CONVERSATION**

### **A) Listen and Practise**

Reeta : Hello.

John : Oh, hello. I need some information.  
What currency is used in Singapore?

Reeta : Where?

John : In Singapore.

Reeta : I'm not sure. Isn't it the dollar?

John : Oh yes. And do they drive on the left or the right?

Reeta : I think the left, but I'm not sure.

John : Oh. Well, is English spoken much there?

Reeta : I really have no idea.

John : Huh? Well, what about credit cards? Are HDFC cards accepted there?

Reeta : How would I know?

John : Well, you're a travel agent, aren't you?

Reeta : What? A travel agent? This is Reeta's Boutique.

John : Oh, sorry. Wrong number!

**B) Pairwork: Prepare a dialogue which seeks and gives information about any other country.**

### **Suggested Reading :**

1. *Chasing a Dream* by Ramendra Kumar.
2. *A Matter of Choice* by Cheryl Rao.

\*\*\*\*\*

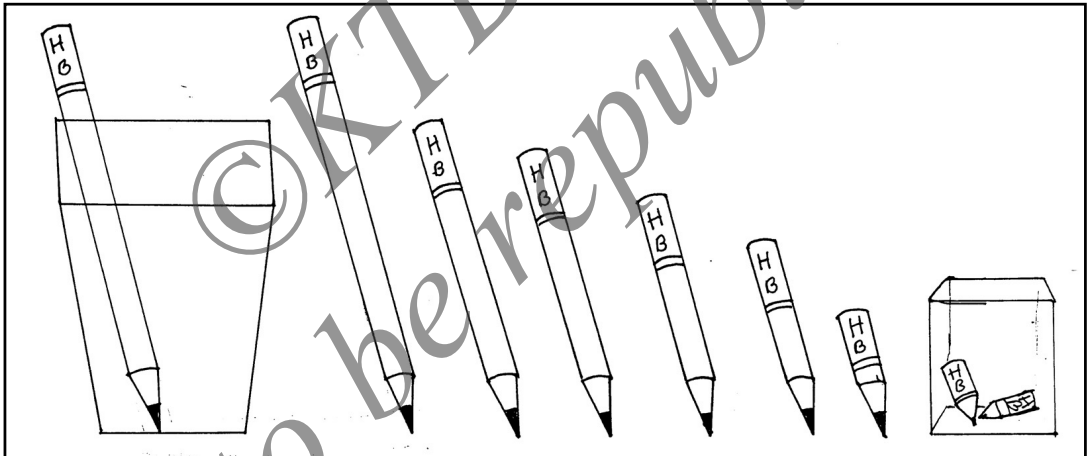
## POEM

### THE PENCIL'S STORY

- Florence Hoatson

#### Warm-up activity :

- Make a list of things which are very useful to in your life.
- Share your list with your friends.
- Talk to them about at least one of the things in your list.
- Listen to your friend for his/her description of the things in his/her list.



I am a little pencil, and my name is H and B,  
I lie upon the mantelpiece for everyone to see;  
I'm handled forty times a day, it is a weary life,  
And when my wits are rather dull I'm sharpened with a knife! 4  
I scrawl when Tommy has me, and I draw all sorts of things,  
From submarines and aeroplanes to cabbages and kings:  
I write a lovely letter when Miss Phyllis is about,  
And if by chance I make mistakes Miss Phyllis rubs them out. 8

And if I slip and tumble down I'm certain to be missed,  
 For mother wants me badly when she does the washing-list,  
 And Father makes me keep the score when he begins to play  
 I'm just a little pencil, but I have a busy day. 12  
 I really never am allowed to grow up as I ought,  
 I'm getting shorter every day (it's awful to be short),  
 And when the knife begins on me I ache in every joint,  
 I put it in that way because you're sure to see the point. 16  
 I'm very glad I'm useful, though my speech is always dark,  
 But every time they handle me I always make my mark!  
 But sorrow seems to follow me in spite of many a friend,  
 For when I'm meditating I am bitten at the end. 20  
 I am a little pencil, and my name is H and B,  
 I lie upon the mantelpiece for everyone to see;  
 I'm getting shorter every day, and every day I'm older,  
 And when my last few hours have come they'll put me in a holder! 24

### Comprehension :

#### C1. Read the poem silently and answer the following questions

- 1) Where does the poet see the pencil lying; (a) in the beginning b) at the end of the poem?
- 2) Why is the pencil's life described as weary?
- 3) When according to the poet, is the pencil (a) sad (b) glad?
- 4) What does the poet mean by "wits are rather dull"?
- 5) What makes the poet say that "the pencil's speech is always dark" and that "it always makes its mark"? Explain.
- 6) Make a list of the rhyming words found in the poem.
- 7) Read lines 5 to 8. Who might be "Tommy" according to the poet? How old would he be?

**C2. Fill the columns after reading the poem carefully :**

<b>persons in the Poem</b>	<b>The various purposes for which the pencil is used by them</b>
1.Tommy	.....
2.Father	To keep score when playing.
3.Mother	.....

**Appreciation :**

1. Can the pencil's journey from the mantelpiece to the holder be compared to the journey of life of all human beings?
2. Pick out the lines from the poem in which you find examples of personification.

**Writing activity**

Write a similar poem of your own choosing an article that you use in your daily life.

**Further Reading**

Here is another poem about a pencil by an unknown poet. Does this too convey the same message or does it differ? Read and discuss with your friends / teacher :

**THE PENCIL**

I am a little pencil  
That's made of wood and lead  
My head is long and pointed  
My body is smooth and red.  
I once was long and handsome  
But now I soon must die.  
I like to write quite nicely  
But master does not try.

He treats me very badly  
And often shaves my head  
He cuts me so unkindly  
That I must soon be dead.

He bites me too I hate it  
And puts me in the ink  
Have I no cause to grumble  
Just tell me what you think.

Now here are a few lines worth quoting about a pencil.

“A pencil maker taught the pencils five important lessons”:

- \* Everything that you do will always leave a mark.
- \* You can always correct the mistakes you make.
- \* What is important is what is inside you.
- \* In life you will undergo painful sharpenings which will make you a better pencil.
- \* To be the best pencil, you must allow yourself to be held and guided by the hand that holds you.

### **About the poet :**

Florence Mary Hoatson was an English poet, born on October 13, 1881 at Essex, England. her works include “God made little Robin”, “God, whose name is Love”, “Hands together, softly” etc. She died on January 28th, 1964 at Gloucestershire, England.

### **Suggested Reading :**

- 1) “The Pencil” - Raslan Abaji.
- 2) “Pencils” - Carl Sandburg.

\*\*\*\*\*



## UNIT 6 PROSE

### ALL STORIES ARE ANANSI'S

#### Warm - up activity :

#### TEST YOUR WIT

1. What always runs but never walks, often murmurs never talks, has a bed but never sleeps, has a mouth but never eats?  
.....
2. The more you have of it, the less you see. What is it?  
.....
3. Until I am measured I am not known, yet how you miss me when I have flown. ....

ANSWERS : 3 EMIT 2 SSENKRAD 1 REVIR

1. In the beginning, all tales and stories belonged to Nyame, the Sky God. But Kwaku Anansi, the spider, yearned to be the owner of all the stories known in the world, and he went to Nyame and offered to buy them.
2. The Sky God said: "I am willing to sell the stories, but the price is high. Many people have come to me offering to buy, but the price was too high for them. Rich and powerful families have not been able to pay. Do you think you can do it?"
3. Anansi replied to the Sky God: "I can do it. What is the price?"
4. "My price is three things," the Sky God said. "I must first have Mmoboro, the hornets. I must then have Onini, the great python. I must then have Osebo, the leopard. For these things I will sell you the right to tell all stories."

5. Anansi said: "I will bring them."
6. He went home and made his plans. He first cut a gourd from a vine and made a small hole in it. He took a large calabash and filled it with water. He went to the tree where the hornets lived. He poured some of the water over himself, so that he was dripping. He threw some water over the hornets, so that they too were dripping. Then he put the calabash on his head, as though to protect himself from a storm, and called out to the hornets: "Are you foolish people? Why do you stay in the rain that is falling?"
7. The hornets answered: "Where shall we go?"
8. "Go here, into to dry gourd," Anansi told them.
9. The hornets thanked him and flew into the gourd through the small hole. When the last of them had entered, Anansi plugged the hole with a ball of grass, saying: "Oh, yes, but you are really foolish people!"
10. He took the gourd full of hornets to Nyame, the Sky God. The Sky God accepted them. He said: "There are two more things."
11. Anansi returned to the forest and cut a long bamboo pole and some strong vines. Then he walked toward the house of Onini, the python, talking to himself. He said: "My wife is stupid. I say he is longer and stronger. My wife says he is shorter and weaker. I give him more respect. She gives him less respect. Is she right or am I right? I am right, he is longer. I am right, he is stronger."
12. When Onini, the python, heard Anansi talking to himself, he said: "Why are you arguing this way with yourself?"
13. The spider replied: "Ah, I have had a dispute with my wife. She says you are shorter and weaker than this bamboo pole. I say you are longer and stronger."
14. Onini said: "It's useless and silly to argue when you can find out the truth. Bring the pole and we will measure."
15. So Anansi laid the pole on the ground, and the python came and stretched himself out beside it.

16. "You seem a little short," Anansi said.
17. The python stretched further.
18. "A little more," Anansi said.
19. "When you stretch at one end, you get shorter at the other end," Anansi said. "Let me tie you at the front so you don't slip."
20. He tied Onini's head to the pole. Then he went to the other end and tied the tail to the pole. He wrapped the vine all around Onini, until the python couldn't move.
21. "Onini," Anansi said, "it turns out that my wife was right and I was wrong. You are shorter than the pole and weaker. My opinion wasn't as good as my wife's. But you were even more foolish than I, and you are now my prisoner."
22. Anansi carried the python to Nyame, the Sky God, who said: "There is one thing more."
23. Osebo, the leopard, was next. Anansi went into the forest and dug a deep pit where the leopard was accustomed to walk. He covered it with small branches and leaves and put dust on it, so that it was impossible to tell where the pit was. Anansi went away and hid. When Osebo came prowling in the black night, he stepped into the trap Anansi had prepared and fell to the bottom. Anansi heard the sound of the leopard falling, and he said: "Ah, Osebo, you are half-foolish!"
24. When morning came, Anansi went to the pit and saw the leopard there.
25. "Osebo," he asked, "What are you doing in this hole?"
26. "I have fallen into a trap," Osebo said. "Help me out."
27. "I would gladly help you," Anansi said. "But I'm sure that if I bring you out, I will have no thanks for it. You will get hungry, and later on you will be wanting to eat me and my children."
28. "I swear it won't happen!" Osebo said.
29. "Very well. Since you swear it, I will take you out," Anansi said.

30. He bent a tall tree toward the ground so that its top was over the pit, and he tied it that way. Then he tied a rope to the tree and dropped the other end of it into the pit.
31. "Tie this to your tail," he said.
32. Osebo tied the rope to his tail.
33. "Is it well-tied?" Anansi asked.
34. "Yes, it is well-tied", the leopard said. "In that case," Anansi said, "you are not merely half-foolish, you are all-foolish."
35. And he took his knife and cut the other rope, the one that held the tree bowed to the ground. The tree straightened up with a snap pulling Osebo out of the hole. He hung in the air head downward, twisting and turning. And while he hung this way, Anansi killed him with his weapons.
36. Then he took the body of the leopard and carried it to Nyame, the Sky God, saying: "Here is the third thing. Now I have paid the price."
37. Nyame said to him:  
"Kwaku Anansi, great warriors and chiefs have tried, but they have been unable to do it. You have done it. Therefore, I will give you the stories. From this day onward, all stories belong to you. Whenever a man tells a story, he must acknowledge that it is Anansi's tale."
38. In this way Anansi, the spider, became the owner of all the stories that are told. To Anansi, all these tales belong.



### Pronunciation

1. Nyame (ne-a-me)
2. Mmoboro (mo-bo-ro)

3. Onini (o-ne-ne)
4. Osebo (o-sa-bo)
5. Calabash (kal--bash) n : A large fruit that is dried and made into a bowl or cup.

### **Glossary**

Yearn	:	have a strong feeling of longing for something
hornet	:	a kind of large wasp
gourd	:	the large hard-skinned fruit of climbing or trailing plant
plugged	:	blocked

### **Comprehension :**

**C1. Read the questions given below and discuss the answers for them with your friends.**

1. Who owned the stories in the beginning?
2. Who wanted to own them later?
3. What was the price to be paid to own all the stories in the world?
4. Did Anansi agree to pay the price?
5. Why did Anansi pour water on himself and over the hornets?
6. What did Anansi capture the hornet in?
7. What dispute did the spider have with his wife?
8. What suggestion did Onini give to find out the truth about his length and strength?
9. Why did Anansi tie Onini at one end of the pole?
10. Where and why did Anansi dig a pit?
11. Why did Anansi bend a tall green tree over a pit?
12. Why did the Sky God offer Anansi all the stories?
13. Who should anyone acknowledge before telling a story?

**C2. Answer the following questions. Work in pairs**

- 1 Describe how Anansi captured the hornets for the Sky God.
- 2 Explain how the python got trapped.
- 3 What method did the spider Kwaku Anansi adopt to get the leopard demanded as a price for the ownership of all tales and stories of the world?

**C3. Read the following statement carefully, and in pairs, discuss the points you would like to include in your justification. Elaborate each point.**

“With wisdom and knowledge one can achieve the impossible.”  
Justify the statement with reference to Kwaku Anansi, the spider.

**LANGUAGE ACTIVITIES:**

**Vocabulary**

**V1.** Use the following words in sentences of your own:

- a) yearn      b) plug (v)      c) accustomed  
d) onward      e) acknowledge      f) measure

**V2.** Which of the following expressions do you think are appropriate? Choose/tick the right one.

- a) a shining star/ a glittering star  
b) a busy traffic/ a heavy traffic  
c) a stomach ache/ a stomach pain  
d) backside of the house/ behind the house  
e) a severe fever/ a high fever

**Grammar and Usage**

**G1. Here are some sentences from the lesson. Can you supply tags suitable question tag to each one of them, choosing from the box below.**

- 1) I can do it, ..... ?
- 2) I should first have Mmoboro, ..... ?

- 3) I will bring them, ..... ?
- 4) Osebo, you are half foolish, ..... ?
- 5) My wife is stupid, ..... ?
- 6) I give them more respect, ..... ?
- 7) My opinion was not good as my wife's, ..... ?

aren't you, won't I, isn't she, don't I,  
was it, can't I, shouldn't I.

**G2. Given below are three sentences. Identify the verbs and conjunctions and fill in the blanks.**

1. They shouted loudly.	2. He tried his best but he failed.	3. He worked as if he was in a hurry.
Verb: _____	Verb: _____, _____.	Verb: _____, _____.
Conjunction : None	Conjunction: _____ Type of conjunction: Coordinating <u>conjunction</u>	Conjunction: _____ Type of conjunction: _____.

Sentence 1 is a simple sentence.

Sentence 2 is a compound sentence.

Sentence 3 is a complex sentence.

Let us now compare the three sentences and list the differences.

<b>Simple sentence</b>	<b>Compound sentence</b>	<b>Complex sentence</b>
1. has only one finite _____.  2. can be divided into ____ and predicate.	1. has two or more _____.  2. has ____ conjunctions.  3. has ____ (one/two) parts that can stand independently.	1. has two or more _____.  2. has ____ conjunctions.  3. has ____ (one) main clause  4. has one or more subordinating clauses that depend on the main clause for its meaning.

**G3. State whether the following sentences are simple, compound or complex sentences and put them under their respective boxes.**

1. Either take it or leave it.
2. Rome was not built in a day.
3. People who are given to quarrelling cannot be happy.
4. Many are called, but few are chosen.
5. No one can harm us as long as we remain friends.
6. God made the country, and man made the town.
7. I will read that book if you advise me to do so.
8. We returned when the sun set.
9. There is no hope of her recovery.
10. The president appointed him Governor.



Simple Sentences	Compound Sentences	Complex Sentences

## SPEAKING AND READING

**S1. Write a sentence for each of the following situations “making a polite request” (could you please..., I’d appreciate..., may I have... please, ) are some phrases that can be used to make polite requests. You can use any other polite phrase suitable for the situation.**

**The first one is done for you.**

**Please give me a glass of water.**

Asking for a glass of water.

1) \_\_\_\_\_

Asking for a ticket to Delhi.

2) \_\_\_\_\_

Asking for the exam time-table.

3) \_\_\_\_\_

Asking for a bottle of pickle at the dining table.

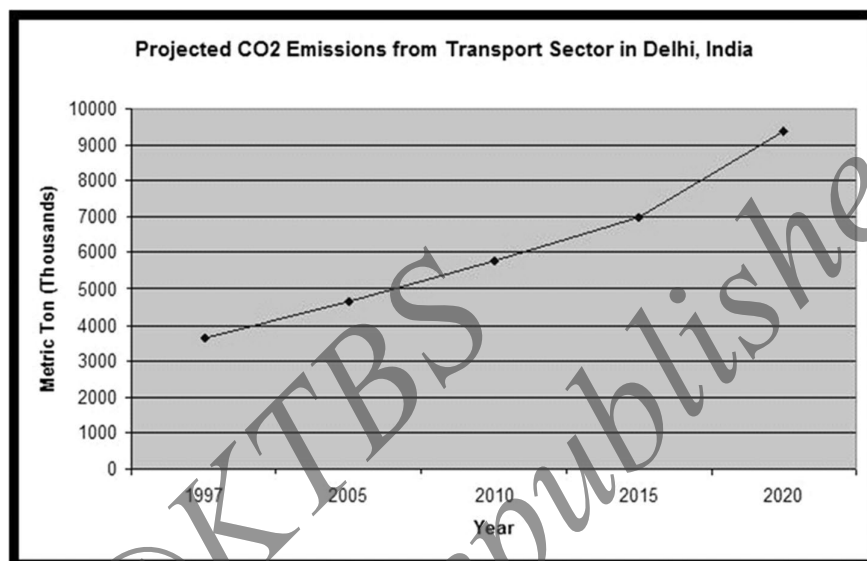
4) \_\_\_\_\_

Requesting for an ice - cream.

5) \_\_\_\_\_

Asking your grandma to tell a story.

**S2. Read the graph and try to answer the questions that follow.**



- 1) What data does the graph represent?
- 2) What was the pollution level in 2005?
- 3) What is likely to happen in 2020?
- 4) When was the pollution lowest?
- 5) Is this situation prevalent only in Delhi?

**Writing activity :**

Imagine yourself to be a walking stick and write down some of your experiences. Use the clues given below to write the "Autobiography of a Walking Stick":

- birth
- place of birth
- life in the outside world
- first owner/ other owners - interesting or strange experiences
- last days.

### **About the Author :**

**Harold Courlander** (September 18, 1908 - March 15, 1996) was an American novelist, folklorist, and anthropologist, an expert in the study of Haitian life. The author of 35 books and plays and numerous scholarly articles, Courlander specialized in the study of African, Caribbean, Afro-American (U.S.), and American Indian cultures. He took a special interest in oral literature, cults, and Afro-American cultural connections with Africa.

### **Suggested Reading.**

1. *Aesop's fables*
2. *Panchatantra tales.*

\*\*\*\*\*

## POEM

### THE BOLD PEDLAR AND ROBIN HOOD

- FRANCIS J CHILD

#### Warm-up activity :

Do you know about Robin Hood?

Can you recall any legendary story of Robin Hood?

There chanced to be a Pedlar bold,  
A Pedlar bold there chanced to be;  
He put his pack all on his back,  
And so merrily trudged over the lea, 4  
By chance he met two troublesome men,  
Two troublesome men they chanced to be,  
The one of them was bold Robin Hood,  
And the other was little John so free. 8



O Pedlar, Pedlar, what is in thy pack?  
 Come speedily and tell to me.  
 I've several suits of the gay green silks,  
 And silken bowstrings by two or three. 12  
 If you have several suits of the gay green silk,  
 And silken bowstrings two or three  
 Then, by my body, cries little John,  
 One half of your pack shall belong to me. 16  
 O nay, O nay, said the pedlar bold,  
 O nay, O nay, that can never be  
 For there's never a man from fair Nottingham,  
 Can ask one half my pack from me. 20  
 Then the pedlar he pulled off his pack,  
 And put it a little below his knee,  
 Saying, If you do move me one perch from this  
 My pack and all shall gang with thee. 24  
 Then little John he drew his sword,  
 The pedlar by his pack did stand,  
 They fought until they both did sweat,  
 Till he cried, Pedlar, pray hold your hand. 28  
 Then Robin Hood he was standing by,  
 And he did laugh most heartily,  
 Saying, I could find a man of smaller scale,  
 Could thrash the pedlar and also thee. 32  
 Go you try, master, says little John,  
 Go you try, master, most speedily,  
 For by my body, says little John,  
 I am sure this night you will know me. 36  
 Then Robin Hood he drew his sword,  
 And the pedlar by his pack did stand;  
 They fought till the blood in streams did flow,  
 Till he cried, pedlar, pray hold your hand. 40

O Pedlar, Pedlar, what is thy name?  
 Come speedily and tell to me.  
 Come, my name I ne'er will tell,  
 Till both your names you have told to me. 44  
 The one of us is bold Robin Hood,  
 And the other is little John so free.  
 Now, says the pedlar, it lays to my good will,  
 Whether my name I choose to tell to thee. 48  
 I am Gamble Gold of the gay green woods,  
 And I traveled far beyond the sea,  
 For killing a man in my father's land,  
 And from my country was forced to flee. 52  
 If you are Gamble Gold of the gay green woods,  
 And traveled far beyond the sea,  
 You are my mother's own sister's son,  
 What nearer cousins can we be? 56  
 They sheathed their swords, with friendly words,  
 So merrily they did agree,  
 They went to a tavern and there they dined,  
 And cracked bottles most merrily. 60

## Glossary

trudge	:	walk slowly with heavy steps
lea	:	an open area of grassy land
move one perch	:	the least of movements
gang	:	join
pray	:	please [in old English]
thrash	:	beat someone violently
flee	:	run away
sheathed	:	covered the sword

## **Comprehension :**

**C1. Read the poem silently and answer the following questions.**

1. How was the pedlar travelling?
2. Who did the pedlar meet on the road?
3. What did the pedlar have in his pack?
4. What did Little John want from the pedlar?
5. What did the pedlar boldly claim?
6. How did the pedlar protect his pack?
7. Why did Little John request the pedlar to stop fighting?
8. What challenge did Robin Hood put before Little John?
9. Who won the second fight?
10. What was the pedlar's identity?

**C2. Discuss the following questions in groups and answer.**

1. Who were Robin Hood and Little John? Why did they attack the pedlar?
2. Describe the struggle between
  - a) the pedlar and Little John, and the outcome.
  - b) the pedlar and Robin Hood, and the outcome.
3. Robin Hood calls the pedlar his cousin. How is the fact revealed?
4. Little John and Robin Hood lose to the pedlar. Yet the ballad ends on a happy note. Give reason..

### **C3. Answer the following questions.**

1. Little John and Robin Hood are chivalrous men. How do they take their defeat? Was it right to do so? Why?
2. If Robin Hood and Little John had not shown humility, how do you think the ballad would have ended?
3. “The pedlar stands for integrity.” Do you agree with this view? Justify your answer.

### **About the poet**

**Francis James Child** (February 1, 1825 – September 11, 1896) was an American scholar, educator, and folklorist, best known today for his collection of folk songs known as the *Child Ballads*. Child was Boylston professor of rhetoric and oratory at Harvard University, where he produced influential editions of English poetry. In 1876 he was named Harvard’s first Professor of English, a position which allowed him to focus on academic research. It was during this time that he began working on the *Child Ballads*.

*The Child Ballads* were published in five volumes between 1882 and 1898. They are a major contribution to the study of English-language folk music.

### **II. Suggested Reading :**

1. “The Highway Man” Alfred Noyes.

\*\*\*\*\*



## UNIT-7 PROSE

### ON SAYING PLEASE

- A.G. Gardiner

#### Warm-up activity :

Here is a list of actions in column A and reactions in column

B. Match them.

#### A

- 1) people standing in a queue
- 2) you dash against someone
- 3) parents scolding you
- 4) the person at the cash counter gives you your change

#### B

- a) you say, 'thank you'
- b) you take your place and wait for your turn
- c) you apologize saying sorry
- d) you put forward your reasons in a polite manner
- e) you shout back

Now, do you agree with the responses to the above situation? Why?

1. The young lift-man in a city office who threw a passenger out of his lift the other morning and was fined for the offence was undoubtedly in the wrong. It was a question of 'Please'. The complainant entering the lift, said, 'Top'. The lift-man demanded 'Top please' and this concession being refused he not only declined to comply with the instruction, but hurled the passenger out of the lift. This, of course, was carrying a comment on manner too far. Discourtesy is not a legal offence, and it does not excuse assault and battery. If a burglar breaks into my house and I knock him down, the law will acquit me, and if I am physically assaulted, it will permit me to retaliate with reasonable violence. It does this because the burglar and my assailant have broken quite definite commands of the law, but no legal system could attempt to legislate against bad manners, or could sanction the use of

violence against something which it does not itself recognize as a legally punishable offence. And whatever our sympathy with the lift-man, we must admit that the law is reasonable. It would never do if we were at liberty to box people's ears because we did not like their behaviour, or the tone of their voices, or the scowl on their faces. Our fists would never be idle and the gutters of the city would run with blood all day.

2. I may be as uncivil as I may please and the law will protect me against violent retaliation. I may be haughty or boorish and there is no penalty to pay except the penalty of being written down an ill-mannered fellow. The law does not compel me to say 'Please' or to attune my voice to other people's sensibilities any more than it says that I shall not wax my moustache or dye my hair or wear ringlets down my back. It does not recognize the laceration of our feelings as a case of compensation. There is no allowance for moral and intellectual damages in these matters.
3. This does not mean that the damages are negligible. It is probable that the lift-man was much more acutely hurt by what he regarded as a slur upon his social standing than he would have been if he had a kick on his shins, for which he could have got a legal redress. The pain of a kick on the shins soon passes away but the pain of a wound to our self-respect or our vanity may poison a whole day. I can imagine that lift-man, denied the relief of throwing the author of his wound out of the lift, brooding over the insult by the hour and visiting it on his wife in the evening as the only way of restoring his equilibrium. For there are few things more catching than bad temper and bad manners. When Sir Anthony Absolute bullied Captain Absolute, the latter went out and bullied his man, Fag, whereupon Fag went out downstairs and kicked the page-boy. Probably the man who said 'Top' to the lift-man was really only getting back on his employer who had not said 'Good morning' to him because he himself had been henpecked at breakfast by his wife, to whom the cook had been insolent because the housemaid had 'answered her back'. We infect the world with our ill humours. Bad manners probably do more to poison the stream of the general life than all the crimes in the calendar. For one wife who

gets a black eye from an otherwise good natured husband there are a hundred who live a life of martyrdom under the shadow of a morose temper. But all the same the law cannot become the guardian of our private manners. No Decalogue could cover the vast area of offences and no court could administer a law which governed our social civilities, our speech, the tilt of our eyebrows and all our moods and manners.

4. But though we are bound to endorse the verdict against the lift-man, most people will have a certain sympathy with him. While it is true that there is no law that compels us to say 'Please', there is a social practice much older and much more sacred than any law which enjoins us to be civil. And the first requirement of civility is that we should acknowledge a service. 'Please' and 'Thank you' are the small change with which we pay our way as social beings. They are the little courtesies by which we keep the machine of life oiled sweetly. They put our intercourse upon the basis of a friendly co operation and easy give and take, instead of on the basis of superiors dictating to inferiors. It is a very vulgar mind that would wish to command where he can have the service of asking, and have it with willingness and good feeling instead of resentment.
5. I should like to 'feature' in this connection my friend, the polite conductor. By this discriminating title, I do not intend to suggest a rebuke to conductors generally. On the contrary, I am disposed to think that there are few classes of men who come through the ordeal of a very trying calling better than bus conductors do. Here and there you will meet an unpleasant specimen who regards the passengers as his natural enemies – as creatures whose purpose on the bus is to cheat him, and who can only be kept reasonably honest by a loud voice and an aggressive manner. But this type is rare - rarer than it used to be. I fancy the public owes much to the Underground Railway Company, which also runs the buses, for insisting on a certain standard of civility in its servants and taking care that that standard is observed. In doing this it not only makes things pleasant for the travelling public, but performs an important social service.

6. It is not, therefore, with any feeling of friendliness to conductors as a class that I pay a tribute to a particular member of that class. I first became conscious of his existence one day when I jumped on to a bus and found that I had left home without any money in my pocket. Everyone has had the experience and knows the feeling, the mixed feeling, which the discovery arouses. You are annoyed because you look like a fool at the best and like a knave at the worst. You would not be at all surprised if the conductor eyed you coldly as much as to say, 'Yes I know that stale old trick. Now then, off you get.' And even if the conductor is a good fellow and lets you down easily, you are faced with the necessity of going back and the inconvenience, perhaps, of missing your train or your engagement.
7. Having searched my pockets in vain for stray coppers, and having found I was utterly penniless, I told the conductor with an honest face as I could assume that I couldn't pay the fare, and must go back for money. 'Oh, you needn't get off: that's all right', said he. 'All right', said I, 'but I haven't a copper on me.' 'Oh I'll book you through he replied. 'Where d'ye want to go?' and he handled his bundle of tickets with the air of a man who was prepared to give me a ticket for anywhere from the bank to Hong Kong. I said it was very kind of him and told him where I wanted to go, and as he gave me the ticket I said, 'But where shall I send the fare?' 'Oh, you'll see me some day all right', he said cheerfully, as he turned to go. And then, luckily, my fingers, still wandering in the corners of my pockets lighted on a shilling and the account was squared. But the fact did not lessen the glow of pleasure which so good-natured an action had given me.
8. A few days after, my most sensitive toe was trampled on rather heavily as I sat reading on the top of a bus. I looked up with some anger and more agony, and saw my friend of the cheerful countenance. 'Sorry, sir', he said. 'I know these are heavy boots. Got'em because my own feet get trod on so much, and now I'm treading on other people's. Hope I didn't hurt you, sir.' He had hurt me but he was so nice about it that I assured him he hadn't. After this I began to observe him whenever I boarded

his bus, and found a curious pleasure in the constant good nature of his bearing. He seemed to have an inexhaustible fund of patience and a gift for making his passengers comfortable. I noticed that if it was raining he would run up the stairs to give someone the tip that there was 'room inside'. With old people he was as considerate as a son, and with children as solicitous as a father. He had evidently a peculiarly warm place in his heart for young people, and always indulged in some merry jest with them. If he had a blind man on board it wasn't enough to set him down safely on the pavement. He would call to Bill in front to wait while he took him across the road or round the corner, or otherwise safely on his way. In short, I found that he irradiated such an atmosphere of good temper and kindness that a journey with him was a lesson in natural courtesy and good manners.

9. What struck me particularly was the ease with which he got through his work. If bad manners are infectious, so also are good manners. If we encounter incivility, most of us are apt to become uncivil, but it is unusually an uncouth person who can be disagreeable with sunny people. It is with manners as with the weather. 'Nothing clears up my spirit like a fine day', said Keats, and a cheerful person descends on even the gloomiest of us with something of the benediction of a fine day. And so it was always fine weather on the polite conductor's bus, and his own civility, his conciliatory address and good humoured bearing infected his passengers. In lightening their spirits he lightened his own task. His gaiety was not a wasteful luxury, but a sound investment.
10. It is a matter of general agreement that the war has had a chilling effect upon those little everyday civilities of behaviour that sweeten the general air. We must get those civilities back if we are to make life kindly and tolerable for each other. We cannot get them back by invoking the law. The policeman is a necessary symbol and the law is a necessary institution for a society that is still somewhat lower than the angels. But the law can only protect us against material attack. Nor will the lift man's way of meeting the moral affront by physical violence help

us to restore the civilities. I suggest to him, that he would have had a more subtle and effective revenge if he had treated the gentleman who would not say 'Please' with elaborate politeness. He would have had the victory, not only over the boor, but over himself, and that is the victory that counts. The polite man may lose the material advantage, but he always has the spiritual victory. I commend to the lift man a story of Chesterfield. In his time the London streets were without the pavements of today and the man who 'took the wall' had the driest footing. 'I never give the wall to a scoundrel,' said a man who met Chesterfield one day in the street. 'I always do', said Chesterfield, stepping with a bow into the road. I hope the lift man will agree that his revenge was much more sweet than if he had flung the fellow into the mud.

- A. G. Gardiner

## Glossary

comply	:	to obey a rule, or an order
discourtesy	:	not polite
acquit	:	to decide and state in a court of law that some body is not guilty
assailant	:	an attacker
boorish	:	a rude, insensitive person
slur	:	a cause to blame
henpecked	:	a man who is always told by his wife
morose	:	very sad and ill tempered
decatalogue	:	The Ten Commandments
irradiated	:	to make something look brighter and happier
uncouth	:	a person of rude behaviour
affront	:	insult
haughty	:	a high opinion of oneself and often a low position of others
laceration	:	hurt feelings
panegyric	:	a speech or piece of writing praising someone highly

## **Comprehension :**

**C1. Answer the following questions in a word, a phrase or a sentence each.**

1. Why was the passenger thrown out of the lift?
2. What would happen if we were given the liberty to box people's ears?
3. What can the law not compel us to do?
4. What, according to the author is the difference between physical pain and pain of the wound caused to one's self-respect?
5. What is the first and the most important requirement of civility?
6. What did the "polite conductor" do for the author?
7. Who had trampled on the author's sensitive toe?
8. The polite conductor
  - a) left the blind man at the bus exit.
  - b) told Bill to take him across the road.
  - c) told Bill, the driver, to wait and took him, himself, across the road.
  - d) forced him out of the bus.
9. Why was there a very fine weather on the polite conductor's bus always?
10. What, according to the people is the cause for the dampening of the everyday civilities?
11. Civilities can be got back in our day to day life by\_\_\_\_\_.
  - a) evoking the law.
  - b) being more civil.
  - c) paying rudeness with rudeness.
  - d) by punishing an uncivil person.

**C2. Discuss the following questions in a group and answer.**

- 1) Can law enforce civility? How?
- 2) How does bad temper affect one's life?

- 3) Discuss the importance and effect of good manners.
- 4) List out the instances in which the polite conductor showed his civil behaviour. Do you approve of his behaviour? Why?
- 5) How could the lift man take a polite and effective revenge? Suggest a way to do so?

**C3. Answer the following.**

- 1) It is easy to be civil at all times period. Do you agree? Why?
- 2) If you are asked to recall a day in your life, you would perhaps remember both the “good” and the “bad” of that day. What do you think makes you recall both the good and the bad? Describe the people who you think were responsible for the same.
- 3) Suggest some ways of encouraging people to adopt civil behaviour.

**Vocabulary**

**V1. Following are some synonyms of the word “uncivil”. Rearrange the jumbled letters to get meaningful words.**

- |             |                |
|-------------|----------------|
| 1. uedr     | 2. ouutnhc     |
| 3. pdniutme | 4. cdosietuyrs |
| 5. tsolnnie | 6. gyhutih     |
| 7. soomer   | 8. robo        |

**V2. Guess the words that could be used for a person with good manners. You can take the help of a thesaurus.**

tol \_ \_ \_ t

k \_ \_ d

cou \_ \_ \_ ous

Pat \_ \_ \_ t

**Well mannered persone**

ge \_ \_ \_ el

sol \_ \_ \_ \_ ous

chi \_ \_ \_ \_ ous

g \_ \_ \_ a \_ t



## Grammar and Usage

**CLAUSES** : A clause is a group of words in sentences that contain complete bits of information. Such groups of words that form a part of a sentence have a subject and a predicate of their own.

Our task now is to examine the structure of a complex sentence or sentences containing more than one clause.

A complex sentence has two parts-one is the main clause, the other is the subordinate clause.

Eg : The child was afraid that he would fall down.

Main clause

Subordinate clause

He is the man

whom we all respect.

Main clause

Subordinate clause

When you have finished your work you may go home

Subordinate clause

main clause

**Main clause** : The main clause is a part of a sentence that has a finite verb and a subject. It makes complete sense by itself.

**Subordinate clause** : Subordinate clause has a verb but depends on the main clause for its meaning and completeness.

### **G1. Identify the main clause and subordinate clause in the following sentences:**

1. Because I like you, I shall help you.
2. This is the house that Jack built.
3. No one knows who he is.
4. It was unfortunate that you were absent.
5. He has a son who made a name for himself.

## Types of clauses

Adverb clause	Adjective clause	Noun clause
<p>1. He always comes <u>when we are about to leave</u>.</p> <p>2. He works hard <u>that he may become rich</u>.</p> <p>The group of words in the above sentences that are not underlined are _____</p> <p>The group of words that are underlined are _____</p> <p><b>The above group of words does the work of an adverb, therefore it is called adverb clause.</b></p> <p>An adverb clause answers the following questions; When, Where, Why and How.</p>	<p>1. I met a girl whose <u>eyes are blue</u>.</p> <p>2. The boy who sits <u>near me</u> is my cousin.</p> <p>The group of words in the above sentences that are not underlined are _____</p> <p>The group of words that are underlined are _____</p> <p><b>The above group of words does the work of an adjective, therefore it is called adjective clause.</b></p> <p>An adjective clause answers the question 'which' and 'whose'.</p>	<p>1. Tell him that the <u>manager is busy</u>.</p> <p>2. I remarked that it <u>was a fine day</u>.</p> <p>The group of words in the above sentences that are not underlined are _____</p> <p>The group of words that are underlined are _____</p> <p><b>The above group of words does the work of a noun therefore it is called a noun clause.</b></p> <p>A noun clause answers the question 'what'.</p>

**G2. Exercise : Mark the main clause and subordinate clause and state the type of subordinate clause in the following sentences.**

1. The workers, who were weary, lay down to rest.
2. The exercise is so easy that I can do it.
3. He admitted that he wrote the letter.
4. The thief crept as a jackal does.

5. He has lost the book that his uncle gave him.
6. I remember the house where I was born.
7. Tell me why you did this.
8. When the righteous rule, the people rejoice.
9. He showed how the problem could be solved.
10. I hope that I shall be there in time.
11. We have come that we may help you.
12. The dog that bites does not bark.

## Language Functions

### Speaking activity

/s/	/z/	/iz/
racks	mangoes	boxes
looks	planes	roses

**S1. Read the following words aloud and identify the sounds of the plural markers and list them under the above three categories.**

maps bags books phones kites hedges fences posters ducks  
fishes bats shirts shoes chalks hooks pens grains houses  
bottles benches taxes rooms chains matches

**S2. The following conversation expresses a particular feeling.  
What it expressed in the following dialogue ?**

Amit : This is a wonderful present you've got me. Thank you.

Uncle : You're welcome.

Amit : You are very thoughtful and have picked up my favourite colour.

Uncle : I'm glad you like it. And it has made you happy.

Amit : Oh! More than happy. Thank you, thank you very much.

**S3. You are in the market carrying four heavy bags. An elderly person comes forward to help you. You accept the help. How would you express yourself to that person.**

Stranger : Can I help you dear?

Yourself : \_\_\_\_\_

Stranger : \_\_\_\_\_

Yourself : \_\_\_\_\_

Stranger : I'll keep your bags here, will that be ok?

Yourself : \_\_\_\_\_

### **Reading skills.**

Following are a few traffic signals. What do they indicate?



### **Writing skills.**

Write an essay on "Values in Indian Culture" in about 300 words.

## About the Author

Alfred George Gardiner (1865–1946) was a British journalist and author. His essays, written under the pen-name **Alpha of the Plough**, are highly regarded. He was also Chairman of the National Anti-Sweating League, a pressure group which campaigned for a minimum wage in industry.

The essay “On Saying Please,” opens with an instance of a young lift-man in the city office who threw a passenger out of his lift for not saying the word “please.” The latter wanted to go to the top floor of the building, and he would not say “Top, please”. This annoyed the lift-man, who threw the passenger out of his lift. The act cost the lift-man his job. Gardiner then discusses the merits and demerits of the particular case and then, in his usual manner, moves on to a discussion of politeness and its importance in the social life of a man.

## Suggested Reading:

*The Flowering Tree* by Girish Karnad.

\*\*\*\*\*

## POEM

### GEOGRAPHY LESSON

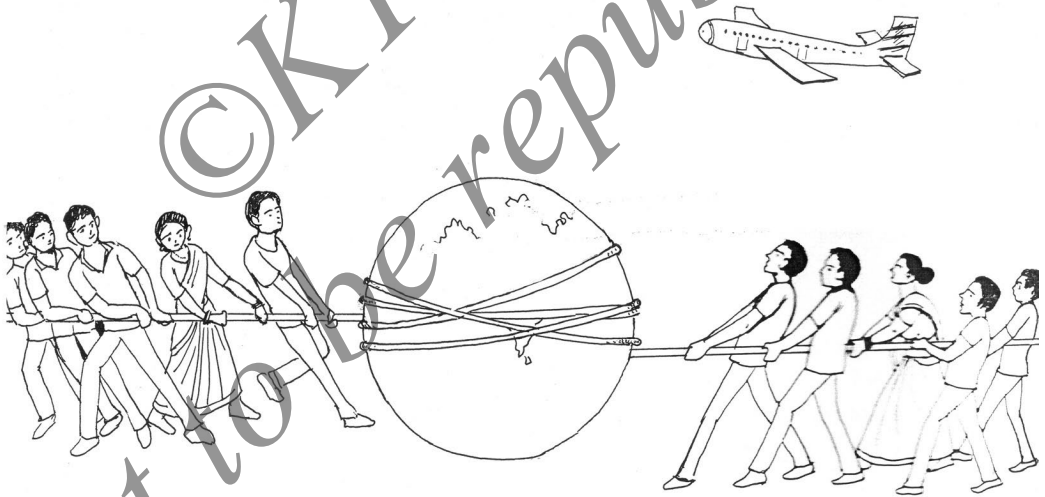
- **Zulfikar Ghose**

#### Warm-up activity :

Why do we have compound walls for our houses?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Imagine if the city corporation passed a law to abolish compound walls, what would happen in your locality? Discuss.



When the jet sprang into the sky,  
it was clear why the city  
had developed the way it had,  
seeing it scaled six inches to the mile.

There seemed an inevitability  
about what on ground had looked haphazard,  
unplanned and without style  
when the jet sprang into the sky. 8

When the jet reached ten thousand feet,  
it was clear why the country  
had cities where rivers ran  
and why the valleys were populated. 12

The logic of geography –  
that land and water attracted man –  
was clearly delineated  
when the jet reached ten thousand feet. 16

When the jet rose six miles high,  
it was clear that the earth was round  
and that it had more sea than land.

But it was difficult to understand 20  
that the men on earth found  
causes to hate each other, to build  
walls across cities and to kill.

From the height, it was not clear why. 24

### **Glossary**

inevitable : unavoidable  
haphazard : not having an obvious order or plan  
delineated : described.

## Comprehension :

### C1. Read the poem silently and answer the following questions.

1. What did the poet see from the jet?
2. The words “haphazard” and “unplanned” are used to describe \_\_\_\_\_.  
a) the scale b) the sky  
c) the jet d) the cities.
3. From high above the Earth, how did the cities appear to the poet?
4. From a higher altitude what lesson could the poet learn about the cities?
5. According to the poet, what was in greater proportion on Earth?
6. According to the poet, what do men on earth do?

### C2. Discuss the following questions in groups and answer.

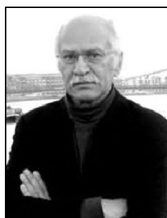
1. “From above, the city looked haphazard and unplanned.” Why do you think the city looked so.
2. Geographically what is the importance of rivers and valleys? Explain their importance with reference to the second stanza of the poem?
3. The last stanza shows the degradation of human nature. Do you agree with this view? Justify your view.



**C3. Ponder over the following questions and express your views in the answers.**

1. The picture of the Earth zooms out in the poet's mind, and against that background we see human nature. Bring out the contrast between the Earth and human nature.
2. Imagine planet Earth having only water and no land. Do you think man would still draw boundaries and wage wars? Discuss with your friends.

**About the poet**



**Zulfikar Ghose** : Born in Sialkot India (now Pakistan) on March 13, 1935. He is a novelist, a poet and an essayist. After the partition of India Ghose and his family emigrated to England, where he completed his education and took up the teaching profession. Later, he went to America and since then has lived in Texas.

**Suggested Reading :**

1. *"You Laughed And Laughed And Laughed"*  
by Gabriel Okara.

\*\*\*\*\*

## UNIT 8 PROSE

### THE STORY-TELLER

- Saki (H H Munro)

#### Warm-up activity :

Children always like journeying. But very soon, they get bored; but one cannot stop the journey. One has to engage the children or else they start disturbing the people around. Think of different ways of engaging the attention of the children for a few minutes and share your thoughts with your friends. See how, in the following story, an aunt and a bachelor try to pacify a restless children. Find out who is the gifted story-teller here.

1. It was a hot afternoon, and the railway carriage was correspondingly sultry, and the next stop was at Templecombe, nearly an hour ahead. The occupants of the carriage were a small girl, and a smaller girl, and a small boy. An aunt belonging to the children occupied one corner seat, and the further corner seat on the opposite side was occupied by a bachelor who was a stranger to their party, but the small girls and the small boy emphatically occupied the compartment. Both the aunt and the children were conversational in a limited, persistent way, reminding one of the attentions of a housefly that refuses to be discouraged. Most of the aunt's remarks seemed to begin with "Do not," and nearly all of the children's remarks began with "Why?" The bachelor said nothing out loud.
2. "Do not, Cyril, Do not," exclaimed the aunt, as the small boy began smacking the cushions of the seat, producing a cloud of dust at each blow.  
"Come and look out of the window," she added.
3. The child moved reluctantly to the window. "Why are those sheep being driven out of that field?" he asked.

4. "I expect they are being driven to another field where there is more grass," said the aunt weakly.
5. "But there is lots of grass in that field," protested the boy; "there's nothing else but grass there. Aunt, there is lots of grass in that field."
6. "Perhaps the grass in the other field is better," suggested the aunt fatuously.
7. "Why is it better?" came the swift, inevitable question.
8. "Oh, look at those cows!" exclaimed the aunt. Nearly every field along the line had contained cows or bullocks, but she spoke as though she were drawing attention to a rarity.
9. "Why is the grass in the other field better?" persisted Cyril.
10. The frown on the bachelor's face was deepening to a scowl. He was a hard, unsympathetic man, the aunt decided in her mind. She was utterly unable to come to any satisfactory decision about the grass in the other field.
11. The smaller girl created a diversion by beginning to recite "On the Road to Mandalay." She only knew the first line, but she put her limited knowledge to the fullest possible use. She repeated the line over and over again in a dreamy but resolute and very audible voice; it seemed to the bachelor as though someone had had a bet with her that she could not repeat the line aloud two thousand times without stopping. Whoever it was, who had made the wager was likely to lose his bet.
12. "Come over here and listen to a story," said the aunt, when the bachelor had looked twice at her and once at the communication cord.
13. The children moved listlessly towards the aunt's end of the carriage. Evidently her reputation as a story-teller did not rank high in their estimation.
14. In a low, confidential voice, interrupted at frequent intervals by loud, petulant questioning from her listeners, she began an

unenterprising and deplorably uninteresting story about a little girl who was good, and made friends with everyone on account of her goodness, and was finally saved from a mad bull by a number of rescuers who admired her moral character.

15. "Wouldn't they have saved her if she had not been good?" demanded the bigger of the small girls. It was exactly the question that the bachelor had wanted to ask.
16. "Well, yes," admitted the aunt lamely, "but I don't think they would have run quite so fast to her help if they had not liked her so much."
17. "It is the stupidest story I've ever heard," said the bigger of the small girls, with immense conviction.
18. "I didn't listen after the first bit, it was so stupid," said Cyril.
19. The smaller girl made no actual comment on the story, but she had long ago recommenced a murmured repetition of her favourite line.
20. "You don't seem to be a success as a story-teller," said the bachelor suddenly from his corner.
21. The aunt bristled in instant defence at this unexpected attack.
22. "It's a very difficult thing to tell stories that children can both understand and appreciate," she said stiffly.
23. "I don't agree with you," said the bachelor.
24. "Perhaps you would like to tell them a story," was the aunt's retort.
25. "Tell us a story," demanded the bigger of the small girls.
26. "Once upon a time," began the bachelor, "there was a little girl called Bertha, who was extraordinarily good."
27. The children's momentarily-aroused interest began at once to flicker; all stories seemed dreadfully alike, no matter who told them.
28. "She did all that she was told, she was always truthful, she kept her clothes clean, ate milk puddings as though they were jam tarts, learned her lessons perfectly, and was polite in her manners."

29. "Was she pretty?" asked the bigger of the small girls.
30. "Not as pretty as any of you," said the bachelor, "but she was horribly good."
31. There was a wave of reaction in favour of the story; the word horrible in connection with goodness was a novelty that commended itself. It seemed to introduce a ring of truth that was absent from the aunt's tales of infant life.
32. "She was so good," continued the bachelor, "that she won several medals for goodness, which she always wore, pinned on to her dress. There was a medal for obedience, another medal for punctuality, and a third for good behaviour. They were large metal medals and they clinked against one another as she walked. No other child in the town where she lived had as many as three medals, so everybody knew that she must be an extra good child."
33. "Horribly good," quoted Cyril.
34. "Everybody talked about her goodness, and the Prince of the country got to hear about it, and he said that as she was so very good she might be allowed once a week to walk in his park, which was just outside the town. It was a beautiful park, and no children were ever allowed in it, so it was a great honour for Bertha to be allowed to go there."
35. "Were there any sheep in the park?" demanded Cyril.
36. "No," said the bachelor, "there were no sheep."
37. "Why weren't there any sheep?" came the inevitable question arising out of that answer.
38. The aunt permitted herself a smile, which might almost have been described as a grin.
39. "There were no sheep in the park," said the bachelor, because the prince's mother had once had a dream that her son would either be killed by a sheep or else by a clock falling on him. For this reason the Prince never kept sheep in his park or a clock in his palace."
40. The aunt suppressed a gasp of admiration.

41. "Was the Prince killed by a sheep or by a clock?" asked Cyril.
42. "He is still alive, so we can't tell whether the dream will come true," said the bachelor unconcernedly; "anyway, there were no sheep in the park, but there were lots of little pigs running all over the place."
43. "What colour were they?"
44. "Black with white faces, white with black spots, black all over, grey with white patches, and some were white all over."
45. The story-teller paused to let a full idea of the park's treasures sink into the children's imaginations; then he resumed:
46. "Bertha was rather sorry to find that there were no flowers in the park. She had promised her aunts, with tears in her eyes, that she would not pick any of the kind Prince's flowers, and she had meant to keep her promise, so of course it made her feel silly to find that there were no flowers to pick."
47. "Why weren't there any flowers?"
48. "Because the pigs had eaten them all," said the bachelor promptly. "The gardeners had told the Prince that you couldn't have pigs and flowers, so he decided to have pigs and no flowers."
49. There was a murmur of approval at the excellence of the Prince's decision; so many people would have decided the other way.
50. "There were lots of other delightful things in the park. There were ponds with gold and blue and green fish in them, and trees with beautiful parrots that said clever things at a moment's notice, and humming birds that hummed all the popular tunes of the day. Bertha walked up and down and enjoyed herself immensely, and thought to herself : 'If I were not so extraordinarily good I should not have been allowed to come into this beautiful park and enjoy all that there is to be seen in it.' Her three medals clinked against one another as she walked, and helped to remind her how very good she really was. Just then an enormous wolf came prowling into the park to see if it could catch a fat little pig for its supper."

51. "What colour was it?" asked the children, amid an immediate quickening of interest.
52. "Mud-colour all over, with a black tongue and pale grey eyes that gleamed with unspeakable ferocity. The first thing that it saw in the park was Bertha: her pinafore was so spotlessly white and clean that it could be seen from a great distance. Bertha saw the wolf and saw that it was stealing towards her, and she began to wish that she had never been allowed to come into the park. She ran as hard as she could, and the wolf came after her with huge leaps and bounds. She managed to reach a shrubbery of myrtle bushes and she hid herself in one of the thickest of the bushes. The wolf came sniffing among the branches, its black tongue lolling out of its mouth and its pale grey eyes glaring with rage. Bertha was terribly frightened, and thought to herself: "If I had not been so extraordinarily good I should have been safe in the town at this moment." However, the scent of the myrtle was so strong that the wolf could not sniff out where Bertha was hiding, and the bushes were so thick that he might have hunted about in them for a long time without catching sight of her, So he thought he might as well go off and catch a little pig instead. Bertha was trembling very much at having the wolf prowling and sniffing so near her, and as she trembled, the medal for obedience clinked against the medals for good conduct and punctuality. The wolf was just moving away when he heard the sound of the medals clinking and stopped to listen: they clinked again in a bush quite near him. He dashed into the bush, his pale grey eyes gleaming with ferocity and triumph, and dragged Bertha out and devoured her to the last morsel.
53. All that was left of her were her shoes, bits of clothing, and the three medals for goodness."
54. "Were any of the little pigs killed?"
55. "No, they all escaped."
56. "The story began badly," said the smaller of the small girls, "but it had a beautiful ending."

57. "It is the most beautiful story that I ever heard," said the bigger of the small girls, with immense decision.
58. "It is the only beautiful story I have ever heard," said Cyril.
59. A dissentient opinion came from the aunt.
60. "A most improper story to tell to young children! You have undermined the effect of years of careful teaching."
61. "At any rate," said the bachelor, collecting his belongings preparatory to leaving the carriage, "I kept them quiet for ten minutes, which was more than you were able to do."
62. "Unhappy woman!" he observed to himself as he walked down the platform of Templecombe station; "for the next six months or so those children will assail her in public with demands for an improper story!"

### **Glossary :**

sultry	:	uncomfortably warm.
persistent	:	doing something continuously
smack	:	to hit forcefully
reluctant	:	unwilling
fatuous	:	stupid
frown	:	facial expression showing annoyance
scowl	:	a very annoyed expression
wager	:	bet
listlessly	:	unwillingly
petulant	:	ill-tempered
retort	:	angry reply
flicker	:	begin to go down
grin	:	to smile widely
pinafore	:	loose garment without sleeves, worn over clothes to keep them clean.



leaps and bounds	:	very quickly
shrubby	:	undergrowth
sniff out	:	recognise by smelling.
catching sight of her	:	
dissentient	:	different
undermined	:	damaged

### **Comprehension :**

#### **C1. Answer the following questions in a sentence each :**

1. Who were the occupants of the carriage?
2. What questions haunted Cyril when he saw sheep in the field?
3. What made the aunt decide that the bachelor was a hard and unsympathetic man?
4. Who saved the little girl in the aunt's story?
5. Name the little girl in the bachelor's story.
6. What remark of the bachelor's story created a wave of reaction in favour of the story?
7. How did the prince of the country come to know about Bertha?
8. How did the prince of the country honour Bertha?
9. Why was it a great honour for Bertha being allowed into the Prince's park?
10. When did Bertha begin to wish that she had never been allowed into the park?
11. The wolf located Bertha while she was hiding in the bushes by
  - a) sniffing around
  - b) the clinking sound of the medals
  - c) her spotlessly white and clean pinafore.
12. What was the aunt's reaction to the bachelor's story?

**C2. Work in pairs and answer the following in a few lines each :**

1. How did the bachelor describe
  - a) the pigs in the park
  - b) the fish in the park?
  - c) the wolf in the park
2. What qualities of Bertha earned her the three medals?
3. Give reasons for
  - a) the absence of sheep in the prince's park.
  - b) the absence of flowers in the prince's park.
  - c) Bertha feeling sorry for the absence of flowers in the prince's park.
4. What are the two different thoughts of Bertha on her being extraordinarily good, when she was in the prince's park?

**C3. Discuss in groups and answer the following questions.**

1. How did the medals earn respect for Bertha, as well as cause her death?
2. The aunt terms the bachelor's story as the most improper one. Do you agree with her? Give reasons.
3. What elements in the bachelor's story appealed to the children?
4. How would the story have ended if Bertha had not pinned the medals on her pinafore?

## LANGUAGE ACTIVITIES:

### Vocabulary

**V1. Match the words in column 'A' with their meaning in column 'B';**

A	B
1. banish	a. the place where a person lives
2. humble	b. turn quickly
3. domicile	c. stinking
4. foul-smelling	d. expel
5. predator	e. modest
6. flip	f. an animal that hunts, kills and eats other animals

**V2. Which of the following expressions is correct?**

1. a flock of birds / a flight of birds.
2. a swarm of insects / a colony of insects.
3. a herd of goats / a flock of goats.
4. a troupe of actors / a company of actors.
5. a wad of bank notes / a roll of bank notes.
6. a pack of cards / a deck of cards.
7. a team of experts / a panel of experts.
8. a bunch of grapes / a cluster of grapes.

**V3. Write the synonyms and antonyms for the following words**

calm, ignore, gentle, curious, humble, revive, encounter,  
pleasant, deter, warm, dignified, charming

**Grammar and Usage****Time and Tense :**

**G1. Read the following table carefully and match the details given in column A with the details given in Column B, and C. One is done for you. :**

No.	A	B	C
	Statement	Tense form	Time reference
1.	Every day, I study for six hours.	Past	Future
2.	Meet me tomorrow.	Present	Future
3.	The train arrives on platform no. 4 in a few minutes.	Past	Present-upto now
4.	My aunt is visiting us next sunday. So, I cannot join youfor the next party.	Present	Future-up to them
5.	We are going to buy a new car.	Present	Past (Single event)
6.	have finished my homework.	Present	Past
7.	I had finished my homework by the time my friend came. So, my father allowed me to go with him.	Present	Present, past and future (all time)
8.	Sushma won the first prize in the recitation competition.	Present	Future

	<b>A</b>	<b>B</b>	<b>C</b>
<b>No</b>	<b>Statement</b>	<b>Tense</b>	<b>Time</b>
1.	Every day, I study for s hours.	Present	Present, Future

**G2. a) Fill in the blanks with suitable forms of the verbs given in the brackets.**

I am Shankar. I am an English teacher. I \_\_\_\_\_ (work) in Sarvodaya High School in Jayanagar. Every day, I \_\_\_\_\_ (go) to Bengaluru by train. The train is at 6 O'clock. So, I \_\_\_\_\_ (get) up at 4:30 and leave home around 5:30. My friend, Suresh \_\_\_\_\_ (join) me on the way to the railway station. He is also a teacher. He \_\_\_\_\_ (teach) Biology. The train \_\_\_\_\_ (reach) Bengaluru around 8:30. We \_\_\_\_\_ (take) a B.M.T.C. bus from the Railway station to Jayanagar.

**b) Using the details given in the table below, construct sentences using the appropriate tense form of the verbs underlined. One is done for you.**

**Eg.** 1. Lakshmi goes to school every day but yesterday she went to Vijayapura to attend her friend's marriage.

	<b>Every day</b>	<b>Yesterday</b>
1.	Go to school	Go to Vijayapura to attend a friend's marriage.
2.	Evening <u>practise</u> music.	Evening - <u>visit</u> Golgumbaz.
3.	<u>Help</u> her brother in his home work.	<u>Go</u> to a movie.

	Every week	Last week
4.	Visit her grandmother.	Spend time with relatives.
5.	Thursday - go swimming.	Thursday - attend a music concert

**G3. Complete the following conversation using the correct form of the verbs given in brackets.**

Dhaman : Good morning, Mr. Salunke. I am from 'Suvama Karnataka' newspaper. I \_\_\_\_\_ (write) an article on the lifestyle of wrestlers. Can I trouble you tomorrow for an interview?

Salunke : I \_\_\_\_\_ (be) afraid I will not be free tomorrow. I \_\_\_\_\_ (go) to Hyderabad to attend a conference. I \_\_\_\_\_ (back) day after tomorrow.

Dhaman : Oh! I have to submit my article the day after tomorrow. Do you \_\_\_\_\_ (think) you can spare a few minutes now?

Salunke : Umm! Well, I think I can \_\_\_\_\_ (spare) five minutes for you now.

Dhaman : Thank you very much. Tell me, how you \_\_\_\_\_ (prepare) yourself for the wrestling competition.

Salunke : Everyday, I \_\_\_\_\_ (get) up very early in the morning. I \_\_\_\_\_ (spend) nearly six hours in the gymnasium. But my friend Raghu \_\_\_\_\_ (spend) only two hours in the gym. Our trainer \_\_\_\_\_ (train) us rigorously.

Dhaman : What diet \_\_\_\_\_ you \_\_\_\_\_ (follow)?

Salunke : I \_\_\_\_\_ (prefer) lots of cereals and greens. But Raghu \_\_\_\_\_ (prefer) non-vegetarian diet.

**G4. Give reasons for the following. Use the verb given in the brackets. The first one is done for you.**

1. The room is clean. Someone has cleaned the room.
2. I am not hungry. I \_\_\_\_\_ just \_\_\_\_\_ my lunch. (have)
3. The house is dirty. They \_\_\_\_\_ not \_\_\_\_\_ it for months. (clean)
4. The road is closed. There \_\_\_\_\_ an accident. (be)
5. The chocolate box is empty. Somebody \_\_\_\_\_ all the chocolates. (eat)
6. The watch is not working. You \_\_\_\_\_ the watch. (break)

**Past Tense :**

**G5. Rewrite the following by filling in the blanks with the past form of the verbs given in brackets. (You may have to use the past simple, past progressive and past perfect)**

1. The children \_\_\_\_\_ (make) a lot of noise which \_\_\_\_\_ (disturb) the bachelor. The little girl \_\_\_\_\_ (sing) the first line of a poem repeatedly. Cyril \_\_\_\_\_ (smack) the cushions of the seat. When the aunt \_\_\_\_\_ (ask) him to look out of the window, he \_\_\_\_\_ (start) asking questions about the sheep that \_\_\_\_\_ (be) in the field. The aunt \_\_\_\_\_ (try) to calm down the children by telling them a story. But the children did not like her narration. The bachelor \_\_\_\_\_ (decide) to tell them a story. His style of narration \_\_\_\_\_ (appeal) to the imagination of the children. They \_\_\_\_\_ (listen) to the story with rapt attention and \_\_\_\_\_ (enjoy) the story.
2. When I came home, my sister \_\_\_\_\_ (work) on the computer.
3. While Suresh \_\_\_\_\_ (read) the text, Sony \_\_\_\_\_ (note down) the main points.
4. The phone \_\_\_\_\_ (ring) while I \_\_\_\_\_ (have) my dinner.

## Listening and Speaking :

- a) Role Play : Take the roles of the prince and his mother. Enact the mother's dream of deciding not to have either sheep or clocks around.
- b) You have observed how children interrupt the narration of a story. Ask one of your friends to tell a story. While listening to the story, keep interrupting the narration by asking questions related to the story. Ask at least ten interrupting questions.
- c) Listen to your teacher reading the following words aloud. Note the past marker 'ed' getting pronounced as /t/or/d/or/ɪd/ asked, wanted, decided, moved, learned, labelled, looked, liked, knitted, baked, bagged, crowded, gathered, chanted, bombed.

**Now write the words in the appropriate column given below.**

/t/ asked	/d/ moved	/ɪd/ chanter

## About the author :

Hector Hugh Munro (18 December 1870 – 14 November 1916), better known by the pen name Saki, and also frequently as H. H. Munro, was a British writer whose witty, mischievous and sometimes macabre stories satirised Edwardian society and culture. He is considered a master of the short story and often compared to O. Henry and Dorothy Parker. Influenced by Oscar Wilde, Lewis Carroll, and Kipling, he himself influenced A. A. Milne, Noël Coward, and P. G. Wodehouse.

\*\*\*\*\*



## POEM

### ETHICS

- Linda Pastan

#### Warm-up activity :

In the days of remote past, curd-sellers used to carry curds in small pots. On one such occasion, while a curd-seller was carrying a pot-filled basket on her head, an eagle was flying over her head with its prey, a cobra. The angry and frightened cobra, in its attempt to free itself from the clutches of the eagle, was striking at the eagle with its hood. In this process, the snake's venom fell into the curds. A little boy who ate that curds died. A trial was conducted and the curd-seller was summoned to the King's court. The curd-seller passed on the buck to the snake and the snake in turn on to the eagle. The eagle pleaded its innocence and said that it was natural for an eagle to prey on snakes for food.

Now, who should take the moral responsibility for the boy's death-is the question. Discuss with your friends and justify your answer.

In ethics class so many years ago  
our teacher asked this question every fall:  
If there were a fire in a museum,  
which would you save, a Rembrandt painting  
or an old woman who hadn't many  
years left anyhow? Restless on hard chairs  
caring little for pictures or old age  
we'd opt one year for life, the next for art  
and always half-heartedly. Sometimes the  
woman borrowed my grandmother's face

5

10

leaving her usual kitchen to wander  
 some drafty, half imagined museum.  
 One year, feeling clever, I replied  
 why not let the woman decide herself?  
 Linda, the teacher would report, eschews 15  
 the burdens of responsibility.  
 This fall in a real museum I stand  
 before a real Rembrandt, old woman,  
 or nearly so, myself. The colors  
 within this frame are darker than autumn, 20  
 darker even than winter—the browns of earth,  
 though earth's most radiant elements burn  
 through the canvas. I know now that woman  
 and painting and season are almost one  
 and all beyond saving by children. 25

### **Glossary:**

ethics	:	moral values of human conduct
fall (n)	:	autumn
rembrandt	:	Rembrandt Harmenszoon van Rijn (1606-69), Dutch painter, noted for his handling of shade and light, especially in his portraits
opt	:	choose
report	:	tell about
drafty (adj)	:	characterized by or admitting currents of air, usually uncomfortable.
eschew	:	avoid

## Comprehension :

### C1. Answer the following questions in a sentence each:

1. What question did the teacher ask every time?
2. Were the children able to answer the question correctly?
3. The children responded to the question \_\_\_\_\_.
  - a) by debating on the question enthusiastically
  - b) half- heartedly.
  - c) by giving different answers at different times.
4. Where is the speaker working when the speaker narrates this incident?
5. What had the speaker realized after many years?

### C2. 1. Pick out the expression in the poem that indicates that the question did not interest the children.

2. The children were “restless on hard chairs” because
  - a) they were eager to answer the question immediately.
  - b) they were unable to understand the ethics dilemma.
  - c) the hardness of the chair affected their calmness.
3. The images “half-heartedly” and “half-imagined” could mean
  - a) the children perceived the idea of ethical responsibility very faintly.
  - b) the ethical dilemma was beyond their understanding and experience.
  - c) children could not understand the gravity of the question.

[Note: There could be more than one correct option.]

**C3.** Discuss with your friends if the poem is only about a lesson of ethics learnt in school or if it offers something higher than this.

**C4. List a few ethics you have to follow in the situations given below:**

- |                      |  |
|----------------------|--|
| a) Place of work.    | b) Place of learning (a school / class). |
| c) Place of worship. | d) Place of living.                      |

**About the poet :**

Linda Pastan was born in 1932 to a Jewish family in Bronx, New York. She graduated from Radcliffe College and received an MA from Brandeis University. She has many awards and honours to her credit. Pushcart Prize, Dylan Thomas Award, Alice Fay di Castagnola Award, the bess Hokin Prize are a few to name. She served as the Poet Laureate of Maryland. Linda Pastan now lives in Potomac, Maryland.

\*\*\*\*\*

## UNIT 9 PROSE

### AN ASTROLOGER'S DAY

- R.K. Narayan

#### Warm-up activity :

“Stars repel they do not compel.”

“Man is the maker of his own destiny.”

Discuss in groups the significance of the above sayings.

**Note:** Life brings about changes that are good, changes that test us or changes that leave us broken. Life surprises us with unexpected changes.

1. Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowry shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp, abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position - placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting. To crown the effect he wound a saffron-coloured turban round his head. This colour scheme never failed. People were attracted to him as bees are attracted to cosmos or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the town hall park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road morning till night. A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen hardware and junk, magicians, and above all, an auctioneer of cheap cloth, who

created enough din all day to attract the whole town. Next to him in vociferousness came a vendor of fried groundnut, who gave his ware a fancy name each day, calling it “Bombay Ice Cream” one day and on the next “Delhi Almond,” and on the third “Raja’s Delicacy,” and so on and so forth and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flare which crackled and smoked up above the groundnut heap nearby. Half the enchantment of the place was due to the fact that it did not have the benefit of municipal lighting. The place was lit up by shop lights. One or two had hissing gaslights, some had naked flares stuck on poles, some were lit up by old cycle lamps, and one or two, like the astrologer’s, managed without lights of their own. It was a bewildering criss-cross of light rays and moving shadows. This suited the astrologer very well, for the simple reason that he had not in the least intended to be an astrologer when he began life and he knew no more of what was going to happen to others than he knew what was going to happen to himself next minute. He was as much a stranger to the stars as were his innocent customers. Yet he said things which pleased and astonished everyone; that was more a matter of study, practice and shrewd guesswork. All the same, it was as much an honest man’s labour as any other, and he deserved the wages he carried home at the end of the day.

2. He had left his village without any previous thought or plan. If he had continued there, he would have carried on the work of his forefathers - namely, tilling the land, living, marrying, and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone and he could not rest till he left it behind a couple of hundred miles. To a villager, it is a great deal, as if an ocean flowed between.
3. He had a working analysis of mankind’s troubles: marriage, money and the tangles of humanity. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three paise per question, never opened his mouth till the

other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advices. When he told the person before him, gazing at his palm, "in many ways you are not getting the results for your efforts," nine out of ten were disposed to agree with him. Or he questioned, "Is there any woman in your family, may be even a distant relative, who is not well disposed towards you?" or he gave an analysis of character: "Most of your troubles are due to your nature and a rough exterior". This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exterior.

4. The nuts vendor blew out his flare and rose to go home. This was a signal for the astrologer to bundle up too, since it left him in darkness except for a little shaft of green light which strayed in from somewhere and touched the ground before him. He picked up his cowry shells and paraphernalia and was putting them back into his bag when the green shaft of light blotted out; he looked up and saw a man standing before him. He sensed a possible client and said, "You look so careworn. It will do you good to sit down for a while and chat with me." The other grumbled some reply vaguely. The astrologer pressed his invitation; where upon the other thrust his palm under his nose, saying, "You call yourself an astrologer?" The astrologer felt challenged and said, tilting the other's palm towards the green shaft of light. "Yours is a nature.. ...", "Oh, stop that," the other said. "Tell me something worthwhile..."
5. Our friend felt piqued. "I charge only three paise per question and what you get ought to be good enough for your money. ..." At this, the other withdrew his arm, took out an anna and flung it out to him, saying, "I have some questions to ask. If I prove you are bluffing, you must return that anna to me with interest."
6. "If you find my answers satisfactory, will you give me five rupees?"
7. "No"
8. "Or will you give me eight annas?"

9. "All right, provided you give me twice as much if you are wrong," said the stranger.

This pact was accepted after a little further argument. The astrologer sent up a prayer to heaven as the other lit a cheroot. The astrologer caught a glimpse of his face by the matchlight. There was a pause as cars hooted on the road, jutka drivers swore at their horses, and the babble of the crowd agitated the semi-darkness of the park. The other sat down, sucking his cheroot, puffing out, and sat there ruthlessly. The astrologer felt very uncomfortable. "Here, take your anna back. I am not used to such challenges. It is late for me today ..." He made preparations to bundle up. The other held his wrist and said, "You can't get out of it now. You dragged me in while I was passing." The astrologer shivered in his grip and his voice shook and became faint. "Leave me today. I will speak to you tomorrow." The other thrust his palm in his face and said: "Challenge is challenge. Go on." The astrologer proceeded with his throat drying up, "There is a woman..."

10. "Stop," said the other. "I don't want all that. Shall I succeed in my present search or not? Answer this and go. Otherwise I will not let you go till you disgorge all your coins." The astrologer muttered a few incantations and replied, "All right. I will speak. But will you give me a rupee if what I say is convincing? Otherwise I will not open my mouth and you may do what you like." After a good deal of haggling the other agreed. The astrologer said, "You were left for dead. Am I right?"
11. "Ah, tell me more."
12. "A knife has passed through you once?" said the astrologer."
13. "Good fellow!" he bared his chest to show the scar "What else?"
14. "And then you were pushed into a well nearby in the field. You were left for dead."
15. "I should have been dead if some passerby had not chanced to peep into the well," exclaimed the other, overwhelmed by enthusiasm. "When shall I get at him?" he asked clenching his fist.



16. "In the next world," answered the astrologer. "He died four months ago in a far-off town. You will never see any more of him." The other groaned on hearing it. The astrologer proceeded:
17. "Guru Nayak...."
18. "You know my name!" the other said, taken aback.
19. "As I know all other things. Guru Nayak, listen carefully to what I have to say. Your village is two day's journey due north of this town. Take the next train and be gone. I see once again great danger to your life if you go from home." He took out a pinch of sacred ash and held it to him. "Rub it on your forehead and go home. Never travel southward again and you will live to be a hundred."
20. "Why should I not leave home again?" the other said reflectively. "I was only going away now and then to look for him and to choke out his life if I met him." He shook his head regretfully. "He has escaped my hands. I hope at least he died as he deserved." "Yes," said the astrologer. "He was crushed under a lorry." The other looked gratified to hear it.
21. The place was deserted by the time the astrologer picked up his articles and put them into his bag. The green shaft was also gone, leaving the place in darkness and silence. The stranger had gone off into the night, after giving the astrologer a handful of coins.
22. It was nearly midnight when the astrologer reached home. His wife was waiting for him at the door and demanded an explanation. He flung the coins at her and said, "Count them. One man gave all that."
23. "Twelve and a half annas," she said counting. She was overjoyed. "I can buy some jaggery and coconut tomorrow. The child has been asking for sweets for so many days now. I will prepare some nice stuff for her." "The swine has cheated me! He promised me a rupee," said the astrologer. She looked up at him, "You look worried, what is wrong?"
24. "Nothing."

25. After dinner, sitting on the pyol, he told her, “Do you know a great load is gone from me today? I thought I had the blood of a man on my hands all these years. That was the reason why I ran away from home, settled here, and married you. He is alive.”
26. She gasped. “You tried to kill!”
27. “Yes, in our village, when I was a silly youngster. We drank, gambled and quarreled badly one day - why think of it now? Time to sleep.” he said, yawning, and stretched himself on the pyol.

### **Glossary**

obscure	: difficult to understand
mystic	: spiritual
prophetic	: predictive
paraphernalia	: belongings
mutter	: incoherent/ incomprehensible speech
gratified	: thankful

### **Comprehension :**

**C1. Get into pairs / groups and discuss the answers to the following questions :**

1. What articles did the astrologer carry?
2. What were the different names given by the nuts vendor for his business?
3. What kind of life would the astrologer have in his own village?
4. How much did the astrologer charge for his new clients?
5. Why did the astrologer remain silent for at least ten minutes, initially?
6. What was the signal for the astrologer to bundle up?
7. How much did the astrologer demand from his new client to answer his question?
8. What did the astrologer ask Guru Nayak to do?

**C2. Working in pairs, discuss the answers to the following questions and write them in your notebook.**

1. Why did the astrologer have no light of his own for his business?
2. Why did the astrologer close his business when the nuts vendor blew out his flare?
3. How efficient was the astrologer in his business?
4. "When shall I get him?"
  - a) Who was this question asked to?
  - b) Whom does "I" refer to?
  - c) Why does the speaker want to get him?
5. "You look worried. What is wrong?"
  - a) Who is the speaker?
  - b) Whom does "you" refer to?
  - c) Why was he worried?

**C3. Working in pairs, discuss the answers to the following questions and write them in your notebook.**

1. Why did the astrologer run away from his village?
2. In the story, do you think the astrologer should be punished for his crime?
3. Describe how the astrologer felt at the end of the story.?
4. Describe the role of fate and chance in the story.
5. Does the story make you think that all astrologers are false? Write about it.
6. How has R.K. Narayan portrayed the attractive appearance of the astrologer?

**C4. Read the following sentences from the story and arrange them in the sequential order as they appear in the story.**

1. Take the next train and go home.
2. The astrologer pressed his invitation.
3. He was as much a stranger to the stars as were his innocent customers.

4. The astrologer got a glimpse of his face by the matchlight.
5. The place was lit up by shop lights.
6. The child has been asking for sweets for so many days.
7. The nuts vendor blew out his flare and rose to go home.

## LANGUAGE ACTIVITIES:

### Vocabulary

#### V1. Word formation

Make new words by adding the ending given in the box to the root words. Fill in the table with the new words. You may have to add/drop a letter from the root word to make a new word. Put a cross(x) where the ending and the root word do not match.

		ed	ing	er	ly	ful	less
1.	Help						
2.	End						
3.	Hope						
4.	Enjoy						
5.	Shape						
6.	Smile						
7.	Run						

#### V2. Fill in the blanks with suitable letters to arrive at the given meaning. Refer to the dictionary for the words.

- a) ..... sent = gift
- b) ..... sent = hate
- c) ..... sent = agreement
- d) ..... sent = approval

#### V3. You know homophones are words that sound similar but have different spellings and meanings. Here are a few words:

peace - piece	lone - loan
hour - our	died - dyed
fore - four	raze - raise
bear - bare	break - brake
pair - pear	role - roll

**Work in pairs. With the help of a dictionary find out the meaning of the above words and use them in sentences of your own.**

**V4. Match the meanings with the following phrases and use them in sentences of your own.**

PHRASES	MEANINGS
a) on account of	i. to begin a new course
b) to bear with	ii. deprived of
c) in the midst of	iii. to put up with
d) to be accustomed to	iv. owing to
e) to take a new turn	v. to get used to
f) bereft of	vi. in the middle of

### **Grammar and Usage**

#### **Reported speech:**

**Look at the following sentences and observe the changes from direct to reported speech.**

1. Mohan said, "I was late yesterday". (Direct Speech)  
Mohan said that he had been late (Reported Speech)  
the day before.
2. Mohan said, "I am late today". (Direct Speech)  
Mohan said that he was late that day. (Reported Speech)
3. "My father isn't well", said she. (Direct Speech)  
She said that her father wasn't well. (Reported Speech)
4. "I must write to my father", said Alan. (Direct Speech)  
Alan said that he had to write to his (Reported Speech)  
father.
5. "Why have you locked the door?", (Direct Speech)  
the teacher said.  
The teacher asked me why I had (Reported Speech)  
locked the door.

**G1. Now complete the following sentences:**

**DIRECT SPEECH**

**REPORTED SPEECH**

- |   |   |
|---|---|
| 1. He said, "I live in New York."                 | He said that .. . . in New York.              |
| 2. She said: "I'm going to go shopping."          | She said that.. . .going to go shopping.      |
| 3. He said, "I'll see you later."                 | He said .. . .                                |
| 4. Anu said, "I went to a movie last night."      | Anu said that she .. . . movie last night."   |
| 5. James asked "Do you want to come out tonight?" | James asked if I wanted to go out that night. |

**G2 After observing the changes from direct into reported speech, now change the following sentences into reported speech. First few are done for you.**

**Imagine that you had decided to pay a surprise visit to some friend's house last week. Report the questions that your host asked you, using the phrases given below.**

He asked if..                      He tried to find out.....

He wondered if....              He inquired me.....

He wanted to know if...

Hello! Welcome! Did you have a good journey?

When did you arrive?

Are you all right?

Have you had lunch yet?

Do you want coffee?

Why don't you phone us?

He welcomed me. He wondered if I had a good journey.

### **G3. Error corrections**

#### **I. Punctuate the following sentences:**

1. Rashmi said yamuna you are late today
2. What a beautiful garden it is
3. People enjoyed the cricket match didn't they
4. Unless he improves his bowling he cannot be selected for the match

#### **II. Spot the errors in the following sentences and re write them correctly.**

1. They are going to Himalayas.
2. Raju prefers idly than chapati.
3. One of the boy looks sad.
4. Mathematics are my favourite subject.
5. A bunch of keys were found in my room.
6. My neighbour is a honest man.
7. Rafi wanted an one rupee.
8. Kiran's brother is a M.L.A.
9. Our school bought a lot of furnitures.
10. I met an European.

### **Listening skill**

#### **(Listening to and following instructions)**

Have you been to the marketplace in the city or town? If so, narrate to the class about the people, location of the market and goods sold in the market.

Imagine that you are a vegetable seller/street vendor in the marketplace. Your teacher will give you some instructions on how a vegetable, fruit, flower seller/street vendor sells his goods in the marketplace.

Listen carefully and mime those instructions appropriately.

## Speaking skill

Work with your partner. Talk to each other and note down the time taken by both of you.

Activity	Time taken by	
	YOU	PARTNER
1. doing regular exercise		
2. having bath		
3. dressing for school		
4. having breakfast		
5. doing homework		

e.g.

**You** : How much time do you take to have bath?

**Partner** : I take fifteen minutes.

## About the Author



R. K. Narayan (10 October 1906 – 13 May 2001), (shortened form for Rasipuram Krishnaswami Iyer Narayanaswami) is an Indian author whose works of fiction include a series of books about people and their interactions in an imagined town called Malgudi. He is credited with bringing Indian literature in English to the rest of the world, and is regarded as one of India's greatest novelists.

Narayan's works also include *The Financial Expert*, hailed as one of the most original works of 1951. His *The Guide* won the Sahitya Akademi Award.

In a writing career that spanned over sixty years, Narayan received many awards and honours. These include the AC Benson Medal from the Royal Society of Literature and the Padma Vibhushan, India's second-highest civilian award.

\*\*\*\*\*



## POEM

### GOODBYE PARTY FOR MISS PUSPHA T.S

- Nissim Ezekiel

#### Warm-up activity:

Assume that one of your teachers is retiring from school. Prepare a send-off speech in praise of her achievements in school, her contribution to education, her bonding with students etc.; exchange the speech with your friends.

Friends,  
our dear sister  
is departing for foreign  
in two three days,  
and  
we are meeting today  
to wish her bon voyage.

7

You are all knowing, friends,  
what sweetness is in Miss Pushpa.  
I don't mean only external sweetness  
but internal sweetness.  
Miss Pushpa is smiling and smiling  
even for no reason  
but simply because she is feeling.

14

Miss Pushpa is coming  
from very high family.  
Her father was renowned advocate  
in Bulsar or Surat,  
I am not remembering now which place.

Surat? Ah, yes,  
once only I stayed in Surat with family members 19  
of my uncle's very old friend,  
his wife was cooking nicely...  
that was long time ago.  
Coming back to Miss Pushpa  
she is most popular lady  
with men also and ladies also. 27

Whenever I asked her to do anything,  
she was saying, 'Just now only  
I will do it.' That is showing  
good spirit. I am always  
appreciating the good spirit.  
Pushpa Miss is never saying no.  
Whatever I or anybody is asking  
she is always saying yes,  
and today she is going  
to improve her prospect,  
and we are wishing her bon voyage. 38

Now I ask other speakers to speak,  
and afterwards Miss Pushpa  
will do summing up. 41

### **Comprehension :**

**C1. Read the poem silently and answer the following questions:**

1. What do you think is the 'occasion' for the poem?
2. What impression do you get about Miss Pushpa after reading the poem? or What kind of a person do you think Miss Pushpa is ?

3. Write in 2 or 3 sentences about Miss Pushpa's family.
4. Pick out the lines from the poem which reveal or indicate that Miss Pushpa was liked by all.
5. What traits of Miss Pushpa does the poet appreciate?
6. How would you consider the poem- A farewell address or a welcome speech? Justify your answer.
7. There are many expressions in the poem which are typically Indian. Identify these expressions.
8. Would you consider those poem as making a gentle fun of the people who cannot speak English properly? Justify your answer.

**C2. Imagine you are Miss Pushpa. Prepare a thanksgiving speech in response to the speech in the poem.**

**C3. Read the following extracts and answer the questions that follow:**

1. Surat? Ah, yes once only I stayed in Surat.
  - a. Who does "I" refer to here?
  - b. Why is the reference to Surat made here?
  - c. Is this remark apt in the context?
2. "Just now only I will do it"
  - a. Who does "I" refer to here?
  - b. What does "it" mean here?
  - c. What does this show of the "I" referred to?

**C4. As explained earlier in the poem, the poet is making a gentle fun of the people who cannot speak English properly.**

Here are a few phrases/lines from the poem. Correct the mistakes wherever necessary and rewrite them.

The first one has been done for you.

**Lines from the poem****Corrected lines/phrases**

- |     |                               |                      |
|-----|-------------------------------|----------------------|
| 1.  | in two three days             | in two or three days |
| 2.  | you are all knowing           | _____                |
| 3.  | external sweetness            | _____                |
| 4.  | internal sweetness            | _____                |
| 5.  | smiling and smiling           | _____                |
| 6.  | very high family              | _____                |
| 7.  | I am not remembering          | _____                |
| 8.  | Once only I stayed in Surat   | _____                |
| 9.  | With men also and ladies also | _____                |
| 10. | Just now only I will do it    | _____                |
| 11. | That is showing good spirit   | _____                |
| 12. | I am always appreciating      | _____                |
| 13. | ..... anybody is asking       | _____                |
| 14. | ..... always saying yes       | _____                |
| 15. | ..... will do summing up      | _____                |

**About the poet :**

Nissim Ezekiel, one of India's foremost poets writing in English, was born on 16th December 1924 in Mumbai. He was educated in Mumbai and in London. His first poetry collection was *Fortune Press*. He joined the *Illustrated Weekly of India* in 1953 and was there for two years. He produced several volumes of verse and plays and was an art critic. Ezekiel died in 2004 at the age of 79.

This poem is taken from his book *Collected poems* – (1952-1988).

\*\*\*\*\*

## UNIT 10 PROSE

### A DREAM OF FLIGHT

- K.S. Raman

#### Warm-up activity :

1. Discuss your dream in life with your friends.
2. Do you have any goal? If any, how do you want to realize the same? Share your answer with your class.

Now read the text given below and find how the journey by air became a reality. Also understand the first person narrative style in the text.

1. Engrossed in Charles H. Gibbs Smith's book - *'The Invention of the Aeroplane 1799-1909'*, I realized it was evening only when my friend came in. I'd glimpsed this book amidst a heap of leather bound volumes in an old bookshop two days ago. The title had aroused my curiosity - I bought it and started reading as soon as I reached home. The book explained in great detail man's eternal longing and hope that led to innumerable trials, most of which ended as disasters and subsequent experimentation arising from various inventions used for flight before the advent of "Aeroplane" as we know of it today. I found the book so absorbing that I even forgot about my regular evening walk. My friend, who is an avid aviation enthusiast, glanced at the book and told me that he too would like to read it later. When he was sure that I would not budge out of my chair, my friend asked me to be up and ready at 6 O'clock sharp next morning and departed. Reading almost non-stop, it was past midnight when I finally finished the book and put it down!
2. I switched off the light and dropped off exhausted on the bed, with the events from the book so fresh in my memory. Gradually, as I drifted off to sleep, I could almost feel the tension and excitement 'when some incidents started floating right in front of my eyes....'

### **1496 A.D.**

3. From atop a soaring tower stands a man with bat-like wings made from wood and cloth, covered with birds' feathers! The air rings with encouraging shouts from a big crowd gathered far down and ruffles the feathers on his cloth. The 'Bird Man' flexes his shoulders and beating his arms fast, suddenly jumps out. But what in heaven's name is happening? Instead of flying free in the sky like a bird, the man is tumbling down inverted and totally out of control! As the crowd scatters hastily, he falls in their midst in a tangled heap of cloth and feathers and the shrill wails of women pierce the sky. Another adventurer who wanted to 'fly like a bird' has lost his life.

### **1783 A.D.**

4. In the town of Annonay in France, hundreds of people are gathered in the Market Square. Flames leap high from a huge pile of burning wood in the middle of the square. Held by thick ropes all around on top of the fire is a mammoth globular fabric envelope with its bottom open and decorated with colourful motifs. As the sphere fills with hot air and heaves from side to side, four persons cut off the ropes. The crowd watches open-mouthed as the spherical balloon starts flying upwards and drifts across the sky! A sheep, a hen and a duck placed in the basket of the balloon became the first air passengers!

### **1853 A.D.**

5. A boat shaped contraption with wheels at the bottom having a big wing shaped like the hood of a snake stands atop a small hill. Four triangular surfaces in the form of a cross are at the back supported by a wooden frame. Sir George Cayley puts his carriage chauffeur inside and gives a big push. The vehicle starts rolling on its wheels and rushes towards the valley below. But as it gathers speed, this weird craft leaves the ground! Floating in the air, it touches down on the other side of the valley. Man has at last devised a contraption with which he could launch himself from a hill and glide down to the ground!

## 1891 A.D.

6. Otto Lilienthal lifts a strange craft built from wood and fabric and brings it out of a shed built atop a big hill. Comprising two 6 m long bat-like wings on top of one another with a horizontal and a vertical surface behind, this craft has a ring shaped frame between the wings. Lilienthal steps inside the frame and with his arms supporting the ring, runs forward. Within a few steps, Lilienthal's craft starts floating in the air! Hanging beneath, Lilienthal glides for a long distance and touches down at the bottom of the hill.

## 1903 ....

7. Huge mounds of sand abound all round in Kitty Hawk dunes in North Carolina. A two-winged machine stands on a long wooden rafter. Orville Wright lies prone in the middle over the bottom wing. A small internal combustion engine by his side turns a pair of two-bladed paddle wheels through long bicycle chains. As the engine growls, Wilbur Wright frees the rope holding the machine and it surges forward. Moving about 12 meters per second, the machine suddenly lifts up and behold ... it is flying in the air!
8. The piercing sound of the alarm clock puts a full stop to my dreams of flight and brings me back to reality. My friend who arrived on the dot at six in the morning takes me straight to a small airfield outside the city!

## Glossary

Here are some words connected with planes and flying. Do you know what they mean? Match the words with their meanings (look up a dictionary if necessary)

- |             |   |
|-------------|---|
| a. aviation | 1. compartment for the pilot of an aircraft.                    |
| b. hangar   | 2. umbrella-shaped apparatus used for descent from an aircraft. |
| c. runway   | 3. a building in which aeroplanes are kept.                     |

- |              |   |
|--------------|---|
| d. cockpit   | 4. flight recorder  |
| e. parachute | 5. revolving shaft with blades for driving a plane                    |
| f. black box | 6. specially prepared surface for taking off and landing of aircraft. |
| g. propeller | 7. the science or practice of flying aircraft.                        |

### **Comprehension :**

#### **C1. Get into pairs / groups and discuss the answers to the following questions :**

- Which book took the author into “a dream of flight”?
- When did the author find the book?
- What did the book explain?
- How was the bird man dressed to fly?
- What happened to the bird man when he jumped from the tower?
- Who were the first aerial passengers?

#### **C2. Working in pairs, discuss the answers to the following questions and write them in your notebook:**

- Describe the balloon in which the first aerial passengers flew.
- How did Otto Lilienthal make an attempt to fly?
- How has the author described Orville Wright’s flight into the air?

#### **C3. Answer the following questions on your own:**

- Man had at last devised a contraption with which he could launch himself from a hill and glide down to the ground.
  - Who had made this contraption?
  - How did it work?
- List out the persons from the lesson who made brave attempts to fly.
- What does the lesson inspire you to do?



## LANGUAGE ACTIVITIES:

### Vocabulary

The grid contains some of the words you come across in the lesson and other words related to airplane.

#### V1. Find these words :

Propeller Elevator

Cockpit Wings

Fuselage Airplane

Ailerons Flaps

Rudders Landing Gear

B	C	O	P	D	Q	Q	W	V	F	X	V	L	H
U	A	P	V	R	I	R	K	M	L	Z	Y	A	M
T	S	N	H	J	O	E	F	V	A	G	A	N	H
W	G	C	O	C	K	P	I	T	P	N	Q	D	G
F	R	M	S	P	T	S	E	P	S	Z	O	I	J
X	L	K	R	F	U	S	E	L	A	G	E	N	J
Y	A	I	L	E	R	O	N	S	L	U	F	G	K
E	Z	J	N	O	W	V	E	L	Q	E	Y	G	P
R	U	D	D	E	R	D	R	P	A	L	R	E	R
H	I	Q	N	T	U	O	C	B	I	A	I	A	O
G	F	A	V	E	T	O	O	C	R	B	C	R	P
B	D	X	W	A	H	N	W	D	P	X	M	F	E
Z	Y	C	V	I	T	S	I	H	L	L	G	J	L
M	A	E	F	G	R	R	N	Q	A	P	O	P	L
B	L	D	E	X	A	S	G	I	N	K	L	N	E
E	C	W	Y	U	T	Z	S	J	E	K	L	B	R

**V2. Here are some words. Some of them are nouns and some are verbs and others can be used as both nouns and verbs. Work in pairs / groups and put them in the diagram as shown in the example.**

1. entrance

2. support

3. chair

4. fish

5. crowd

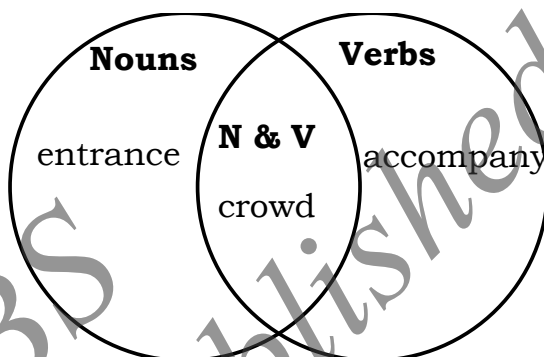
6. treatment

7. accompany

8. street

9. thank

10. garden

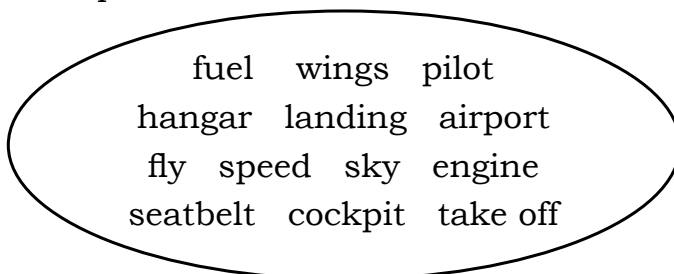


**V3. Get into pairs / groups. With the help of a dictionary complete the following table with appropriate forms of the words.**

Sl. No.	Words	Noun	Adjective	Verb	Adverb
1	secure				
2	loose				
3	thank				
4	conversation				
5	move				

**V4. Semantic mapping**

What are the words that come to your mind when you think of the word 'air plane'?



Mapping meanings through words is called semantic mapping. A set of words related in meaning are said to belong to the same semantic field.

**Example :** Football: a) goal post b) yellow card c) mid-fielder  
d) half-time

Now write four words that belong to the same semantic field for the words given below:

1. Space a) b) c) d)
2. factory a) b) c) d)
3. school a) b) c) d)
4. business a) b) c) d)
5. computer a) b) c) d)
6. river a) b) c) d)

#### **V5. Let us revise suffixes**

You learnt about prefixes and suffixes in the previous classes. A suffix is also a syllable added to the end of a word to form a new word.

Suffix	Meaning	Example	Your Example
-er/or	a person	player, teacher	
-ful	full of	helpful, needful	
-logy	subject of study	psychology, biology	
-less	without	fearless, endless	
-ly	makes an adverb from an adjective	cheaply, slowly	

## Grammar and Usage

**Let's revise Active and Passive voice.**

**Compare the following sentences:**

**A**

**B**

- |                                      |  |
|--------------------------------------|--|
| 1. The ball rolled down.             | The ball was rolled down.                  |
| 2. They build houses.                | Houses are built by them.                  |
| 3. The boy caught a big fish.        | A big fish was caught by the boy.          |
| 4. They gave me the money.           | I was given the money by them.             |
| 5. My friend sent me a letter.       | I was sent a letter by my friend.          |
| 6. The manager gave them a discount. | They were given a discount by the manager. |

*Sentences in column A are in active voice and sentences in column B are in the passive voice.*

**G1. Working in pairs, change the following sentences into passive voice:**

1. My parents give me some pocket money.
2. The mayor promised new houses to the people.
3. The school declared a holiday.
4. I gave the baby a doll.
5. They offered me a better job.

**G2. Read the following passage and change into passive voice.**

A few days ago, somebody stole Ravi's motorbike. Ravi had left his motorbike outside his house. Ravi had reported to the police. The police told him they would try to find his motorbike. This morning the police called Ravi and asked him to come to the police station. They had found his motorbike. The thieves had painted it, and then sold it to someone else. The police had arrested the thieves.

**G3. Working in pairs read the following paragraphs and underline the sentences that are in passive voice.**

There have been many attempts at developing a modern snowboard. In 1965, the “Snurfer” (a word play on “snow” and “surfer”) was developed as a child’s toy. Two skis were bound together and a rope was placed at the front end to afford control and stability. Over 500,000 “Snurfers” were sold in 1966 but they were never seen as more than a child’s plaything even though organized competitions began to take place. The year 1969 brought a slightly more sophisticated snowboard based on the principles of skiing combined with surfboard styling.

The “Flying Yellow Banana” was developed in 1977. This was nothing more than a plastic shell covered with a top surface like that of a skateboard, but at the time it was considered a major advance in the little known sport of snowboarding. The first national snowboard race was held in the area outside Woodstock and was known as “The Suicide Six.” The race consisted of a steep downhill run called “The Face” in which the main goal was probably mere survival.

**G4. Now go back to the lesson and pick out the sentences in passive form and list them in your notebook.**

**LISTENING SKILL**

Your teacher will read the passage twice. Pay attention to the reading and answer the questions that follow.

The late 1800s ushered in a huge bicycle boom, and people began to experiment with bicycle shapes and styles to suit the varying needs of the rider. In the last decade of the 19th century people focused the changes and improvements they made on what they thought bicycle riders wanted or required. Despite a varying degree of styles and models, four major focuses stood out from the rest: speed, safety, comfort, and endurance. Many materials were experimented with in making bicycle. Wood was

used in most early models, but then people began fashioning bikes out of metal. The very first automobile was a tricycle that put a steam engine to use. Sewing machine factories had the equipment and skills to build bicycles, so some companies made the shift to this new, promising business. The 1890s was known as the decade of the bicycle. Once prices became reasonable for most people (under \$100 for a good bike), a social revolution occurred. Doctors and lawyers became indistinguishable from shopkeepers and tradesmen when they were all riding in the uniform with their bicycle clubs. Young people found themselves able to pedal beyond their own neighbourhoods, and a generation of women traded their corsets for bloomers to make for easier riding.

1. When did the bicycle boom begin?  
a) early 1800s      b) late 1800s  
c) early 1900s      d) late 1900s
2. Which of the following was NOT a major influence on the evolution of the bicycle?  
a) speed      b) safety  
c) comfort      d) style
3. What material were the first bicycles made from?  
a) iron      b) aluminium  
c) wood      d) steel
4. What kind of wheeled vehicle was the automobile first made from?  
a) tricycle      b) quadruple  
c) bicycle      d) tandem.

5. What factories had the equipment and skills to build bicycles in the late 1800s?
  - a) steel factories                      b) wagon factories
  - c) wind mill factories              d) sewing machine factories
6. What prompted the social revolution in the 1890s?
  - a) bicycles were reasonably priced for most people
  - b) difficult to distinguish upper and middle class when wearing bicycle uniforms
  - c) young people were able to travel beyond their neighbourhoods
  - d) all of the above.

### Speaking Activity

When we want to seek information, we use certain forms of language. They are :

- a. Excuse me, where is the post office?
- b. Hello, what is the time now?
- c. Is there a school nearby?

You notice that whenever we want to seek information we use a question or interrogative sentence. Information can be sought formally or informally.

Here are a few forms of language that can be used to seek information:

#### Formal

Could you please....  
Excuse me.....  
May I know....  
Sorry to disturb you....  
Would you mind .....

#### Informal

Tell me...  
Hallo....  
How do I find...  
Where is.....  
How far .....

Write a sentence for each of the following situations “asking for information”.

The first one is done for you.

**e.g. :** May I know your office working hours?

- a) Asking the station master the fare from Hubli to Mysore.
- b) Asking the way to Vidhana Soudha.
- c) Asking permission to read a book.
- d) Requesting to have a bike ride.
- e) Asking your mother pocket money.

### **WRITING SKILL**

**Work in pairs/groups, discuss the following and note down the points. You can use the hints given below.**

1. “Success comes to those who dare and act.”
  - a) Think of a person who has performed a daring feat.
  - b) List out the difficulties experienced by that person.
  - c) How did she /he overcome the difficulties?
  - d) What is the secret of his/ her success?
  - e) List out the admirable qualities.

### **Activity**

Write a paragraph on “Success comes to those who dare and act” with the help of the points you have listed.

### **For further reading**

#### **History of Flight**

**Icarus (500 BC)** In an ancient Greek myth was a boy named Icarus. His dad made him magic wings out of there feathers and wax so that he could fly. Icarus was so excited about flying that he



forgot his father's warnings about not flying too high. The hot sun melted his wings and Icarus fell to his death.

**Zeppelin (1928)** Graph Zeppelin was a huge a airship used to transport cargo and passengers across the Atlantic Ocean.

**Wright Flyer (1903)** The Wright brothers of Dayton, Ohio were the first people to build and fly an airplane with an engine. Their plane, the "Wright Flyer" flew 120 feet on its first successful flight.

**Helicopter (1939)** Helicopters were developed by the Russian inventor Igor Sikorsky and the American inventor Stanley Hiller during 1930-1940.

**Balloon (1783)** The first time people ever flew above the Earth was in a hot air balloon in France over 200 years ago. A furnace inside the balloon created hot air that caused the balloon to float.

**Ornithopter (1500)** Leonardo da Vinci was a famous artist and inventor who lived in Italy. He drew a picture of a possible flying machine 400 years before the first plane was built. He called his flying machine an Ornithopter.

\*\*\*\*\*

## POEM

### PHOTOGRAPH

- Shirley Toulson

#### Warm-up activity:

1. Discuss in groups the value of a photograph.
2. Do you think photographs do any function other than reminding you of one's past?
3. Choose any photograph and describe it to your group.

A Photograph :

The cardboard shows me how it was  
When the two girl cousins went paddling,  
Each one holding one of my mother's hands,  
And she the big girl - some twelve years or so.  
All three stood still to smile through their hair 5  
At the uncle with the camera. A sweet face,  
My mother's, that was before I was born,  
And the sea, which appears to have changed less,  
Washed their terribly transient feet. 10  
Some twenty-thirty-years later  
She'd laugh at the snapshot, "See Betty And Dolly," she'd say,  
"and look how they dressed us for the beach," The sea holiday  
Was her past, mine is her laughter. Both wry  
With the laboured ease of loss. 15  
Now she's been dead nearly as many years  
As that girl lived. And of this circumstance  
There is nothing to say at all.  
Its silence silences. 19

## Glossary

paddling	:	moving like rowing
transient	:	momentary ; not lasting for long.
wry	:	distorted.

## Comprehension :

### C1. Answer the following questions in a sentence or two each:

1. How many people are there in the photograph?
2. How is the poet related to the people in the photograph?
3. Who was taking the snapshot?
4. Is the mother described in the photo alive?
5. Which aspect of the mother does the poet like very much?

### C2. Discuss the answers for the following questions with your partner and then write down in your notebook.

- 1) Why does the writer say  
“And of this circumstance  
There is nothing to say at all  
Its silence silences”?
- 2) Does the poet notice any change in the mother after the poet was born? What do you think could have made the change in the mother’s face?
- 3) Why are the feet described “transient feet”?

### C3. Answer the following questions on your own.

1. What is the mood of the poet?
2. Which line in the poem do you like the most? Why?
3. Is there any change in the life of the poet’s mother over the years? What kind of a person, you think she was? Describe the mother in the poem do in your own words.

\*\*\*\*\*

## SUPPLEMENTARY READING

### LESSON 1

#### THE GOAT AND THE STARS

- H.E. Bates

1. Every morning, when he came into the town, he would see this large notice, in blue and scarlet letters on a board outside the church. It had been there since a month before Christmas. 'Annual collection of Christmas Gifts in this Church on Christmas Eve. Help Us to Help Others. No Gift too large. None too Small. Give generously. And then, in very much larger, angry letters: **'This Means you!'**
2. He was a small boy with a look of determination on his thin lips. Large brown trousers gave him a curious look of being shorn off with sheep shears. There was always mud on his boots and there were times when he did not smell very sweet.
3. There was reason for this smell. His father and mother had a small farm of about ten acres, two miles out in the country. On a little pasture they grazed a mare and two or three cows, a score of hens and a dozen goats. It was because of the goats that the boy had that smell. He was very fond of the goats and it was his job to graze them every morning and bring them back to the pigsty again before darkness fell. He treated the goats like friends. He knew that they were his friends. At frequent intervals the number of goats was increased. But his father could never sell the kids or even give them away. Now they had thirteen goats: the odd one a kid of six weeks, all white, as pure as snow.
4. Every morning when he went by the church the notice made him uneasy. It was the larger letters, THIS MEANS YOU! that troubled him. As Christmas came near, he worried more about it. The notice seemed to hit him in the face. It singled him out

from the rest of the world : THIS MEANS YOU!

5. He began to think if there was anything he could do about it. He felt that he had to do something. The notice made him feel as if it were watching him. Gradually, he began to feel that in addition to the notice, God too was watching him. In a way God and the notice were one.
6. It was not until the day before Christmas Eve that he decided to give the goat-kid to the church. He woke up with the decision. It was as if it had been made for him, and he knew that there was no escaping it.
7. He had already grown deeply fond of the little goat, and it seemed to him a very great thing to sacrifice. That day there was no school and he spent most of the afternoon in the pigsty, kneeling on the a strewed floor, combing the delicate milky hair of the little goat with a horse comb. In the sty, the smell of goats was strong, but he did not notice it. It had long since penetrated his body and whatever clothes he wore.
8. By the time he finished brushing and combing the goat he felt extremely proud and glad of it. He did not know what other people would give. No gift was too great, nor too small. Perhaps people would give things like oranges and nuts, or toys and Christmas trees. But no one else would give what he was giving: something small and beautiful and living, that was his friend.
9. When the goat-kid was ready, he tied a piece of clean string round its neck. His plan for taking it down into the town was simple. Every Christmas Eve he had to go and visit an aunt who kept a small corner grocery store in the town. This aunt would give him a box of dates for his father, a box of chocolates for his mother and some sort of present for himself. All he had to do was to take the kid with him under cover of darkness. It was so light that he could carry it in his hands.
10. He got down into the town just before seven o'clock. When the goat grew tired of walking he would carry it in his arms. Only one thing troubled him. He did not know what the procedure at

the church would be. There might, he imagined, be a long sort of desk, with men in charge. He would go to this desk and say, very simply, 'I have brought this,' and come away.

11. He was rather frightened to find the windows of the church full of light. He saw people carrying parcels, going through the door. He saw the notice, 'This means you!' He felt slightly nervous as he stood on the other side of the street with the kid at his side like a little dog.
12. Finally, when there were no more people going into the church, he decided to go in.
13. When he went into the church, he was surprised to find it almost full of people. There was already a sort of service in progress. He sat hastily down at the end of a pew. He saw at the other end of the church a reconstruction of the manger and Child and the Wise Men who had followed the moving star. The stable and manger reminded him of the pigsty where the goats were kept. His first impression was that it would be a good sleeping-place for the kid.
14. He sat for some minutes before anything happened. The clergyman was talking of the grace of giving. "They," he said, "brought frankincense and myrrh. You cannot bring frankincense, but what you have brought has a sweeter smell : the smell of sacrifice for others."
15. As he spoke, a man immediately in front of the boy turned to his wife, sniffing, and then whispering,
16. "Funny smell of frankincense."
17. "Yes," she whispered. She too was sniffing now. "I noticed it but didn't like to say."
18. They began to sniff together, like dogs. After some moments the woman turned and saw the boy and the goat in his arms.
19. "Look round!" she said.
20. The man turned and now he too saw the goat.
21. "Well!" he said, "Well, no wonder!"
22. "I wanted to give the goat," the boy said.

23. "Yes, I know," the man said, "but you got the wrong idea. A goat's no use to anybody."
24. The boy walked down the steps of the church into the street, the goat quiet now in his arms. He did not look at the notice which had said for so long THIS MEANS YOU! It was clear to him now that he had made a sort of mistake. It was clear that the notice did not mean him at all.
25. Outside the town, he walked slowly in the darkness. The night air was silent and the kid seemed almost asleep in his arms. He was now not troubled that they did not want the goat. He was already glad that it would be his again.
26. It was only about some other things that he was troubled. He had for a long time believed that at Christmas there must be snow on the ground, bells ringing, and a moving star.
27. But now there was no snow on the ground. There were no bells ringing, and far above him and the little goat, the stars were still.

### **Glossary:**

- pasture : Green land/grassy land
- intervals : break in time, break in periods of time
- sty : place where goats are kept.

### **Comprehension :**

#### **Answer the following questions :**

1. What makes the boy look funny?
2. Where are goats kept?
3. What did the boy do while grazing the goats?
4. What first made the man and his wife become aware of the smell of the goat kid and the boy?
5. Why was the boy troubled by the absence of snow on the ground?
6. Explain the message written on the notice board.

\*\*\*\*

## LESSON 2

### EARTHQUAKE

- M.S. Mahadevan

1. Are you a stranger to these parts? Waiting for the bus to Badrinath ? Perhaps, you are a pilgrim or a visitor to the Valley of Flowers.
2. Anyway, whoever you are, come with me. Wait at my teashop. It is just past the bend in the road.
3. As you can see, I am carrying this can of milk to the shop. In ten minutes, I will have a fire going. While you warm yourself, I will prepare for you the best cup of tea in all Garhwal. It will chase away the pinched, blue look from your face.
4. Here we are. Welcome to my humble roadside teashop. Make yourself comfortable on this wooden bench. It looks rickety but it will hold your weight.
5. My name, Sahib? I am called Brij. I am seventeen years old. I started this tea shop two years ago.

Before that I worked in a roadside dhaba outside Panipat. The heat, the crowd, the pollution - it was all too much. I had saved most of my earnings.

6. I came back and with a little help I started this shop. By the grace of Badri Vishal, it provides me a decent-enough livelihood.
7. Here, your tea is ready strong, sweet, flavoured with cardamom. Enjoy it, Sahib, while I get on with my chores. This is my daily routine. At sunset, I will shut my shop and walk back the three miles to my dwelling on the hillside.

The name of my village?

It was my village. The village of my ancestors. It is no more. Molthi is gone.

8. What happened to my village?
9. It was four years ago, in the month of October. One night the



earth quaked. Yes, tremors are common in these parts. These snows may seem eternal, the Himalayas may look solid, but the truth is, deep down they are unstable. We, who live here, are accustomed to tremors.

10. But what happened that night was more than that. It was a terrible earthquake. Its effects were felt as far away as Delhi and Lucknow.

Can you imagine the devastation at the heart of the earthquake?

11. The epicentre was in a valley not far from here. There were six hundred and seventy villages in the valley. Six hundred and two were destroyed. The earthquake lasted less than five minutes. Time enough to set these centuries-old mountains crashing, to reduce our villages to rubble, to snuff out hundreds of lives.
12. It was sheer chance that I was away that night. I had gone to Pauri to buy my school books. I stayed the night at my uncle's house. We felt the tremors. We ran out into the open. Again and again the tremors came. We spent the entire night outside. Pauri lived through the night. Molthi did not.
13. For the living, the nightmare began at daybreak when the news trickled in of the large-scale devastation. There were dozens of landslides. Huge boulders thrown haphazardly across motorable tracks and roads. Precious time was spent in blasting the rocks and clearing the way for Army rescue teams. It was all of four days before help arrived for Molthi.
14. I was among the first to reach the village. My uncle accompanied me. We feared the worst, but nothing had prepared us for what we saw. Every single house, every wall, every roof had been flattened. Stone, rubble and dust were all that remained. Our house was a two-storeyed stone building with a slate roof. My great grandfather had built the house. We were a small family. My father had died after an illness, just fourteen months ago. My mother took care of us. We were three children. I was the oldest. My brother Nilu was ten. Bhuli, my two-year-old sister, was the baby of the family. My grandmother lived with us.
15. When the soldiers began to clear the debris, my uncle led me away. I was in a complete daze, too numb to feel anything. The

soldiers had set up a makeshift camp. Someone gave me tea and biscuits. I don't know how long I was there. Suddenly it was evening and uncle was standing beside me. "They have taken the bodies to the river bank," he said gently. "Come, you must perform the last rites before sunset. Tomorrow, we will go back to Pauri."

16. I had last seen my family while leaving for Pauri. They stood at the doorway and waved. Ma, Daadi, Nilu and Bhuli. That is the way I will always remember them - smiling and waving at me. Not as the white-shrouded lifeless figures I saw.  
Bhuli? She was not there.
17. "They have not found her," my uncle said. "The wild animals... Brij, don't look like that! She is dead."  
"But we must find her," I shouted.  
"Brij... Get a grip on yourself," uncle pleaded.
18. But I was beyond reasoning. I ran back to the village, to the spot where my house had stood.
19. There was still so much debris. I scrambled around shifting the earth and stones. How long I was on my knees searching, crying, searching...
20. "Boy, it is no use" a voice said. I looked up. The speaker was the Army officer who had supervised the relief operation. "There is no one alive in there," he said, "whom are you looking for?"
21. "My sister, Sahib," I said, fighting to control my tears, "All I want is to give her a proper cremation."
22. I stopped, conscious that I was babbling. I could see that he was bone-tired. He looked as if he had not slept for days. His uniform was covered with dust, his face was grimy. But through all the dust and grime, I saw that his eyes were kind.
23. "My men have been on their feet for days," he said softly, as if talking to himself. "They have done all they could here. Tomorrow, at daybreak, we go to another village just like this, then another...

He looked away at the sun setting behind the peaks. Down, in the valley, the pyres burnt, row upon row. The officer muttered something, shook his head and turned away. A terrible despair engulfed me. I lay there among the ruins of my house and cried.

24. Ten minutes later, the officer was back. With him were three soldiers armed with spades and crowbars. Without a word, the men began removing the debris. They laboured doggedly. When it was completely dark, someone brought a few lit petromax lamps. Two hours later, a soldier called out, "Sahib!"
25. He stood in the middle of a small hollow. The wall had caved in at that spot. I recognized a part of a door. Beneath it, a small foot.

Feverishly the soldiers began to clear the hollow. Then, they lifted the door.

26. "She is alive !" someone said.
27. It was a miracle. She had been buried under the debris for a hundred and sixteen hours. She had survived the earthquake, the cold nights and the wild animals. A ragged cheer went up as the soldier wrapped her in a warm blanket and carried her to the tent where a makeshift hospital had been set up. Bhuli lived. The next day I went to thank the Army Officer. But he was gone. I did not even know his name.
28. My sister and I went to live with my uncle. Soon after, I got a job at a dhaba near Panipat. Bhuli stayed back. She started going to school. It weighted on me that I never thanked that Army Officer. I hoped that one day I would run into him again. Every time I saw an army man, I would hope it was him. For months I would search for his face in every crowd. And one day, I did find him.
29. It was late on a winter's night. A truck stopped at the dhaba. A man got out. He looked familiar. When he stepped into the light, I saw that it was not him, just someone who bore a strong resemblance. The man was tired. He asked for a cup of tea. As I served him, sahib, I felt this strange lightness. This sense of joy. When the man offered to pay, I did not take the money. The next day, it happened again. Every day, I would see someone,

a complete stranger, a tired traveller, who reminded me of that officer. It was as if he was everywhere. And every time I served him tea, I felt a surge of sheer joy.

30. A month later I quit my job at the dhaba and returned to those mountains. The dhaba owner was quite relieved. He had no use for a waiter who kept forgetting to present the bill to the customer. Now I am on my own. And I am at peace.
31. Here is your bus, sahib. No, no money... You were tired! All I offered you was a cup of tea. Maybe it was the best tea in all Garhwal. Maybe not. But I am happy I could do you this small service. Wish you a safe journey, sahib. May God be with you !

### **Glossary :**

rickety	:	shaky, weak-jointed, fragile, insecure
dhaba	:	road side restaurant
accustomed	:	habituated
devastation	:	lay waste
rubble	:	fragments of brick or stone
debris (n)	:	strewn fragments, wreckage
babbling	:	talk half articulately, repeat
grimy	:	soot, dirt
engulfed	:	swallowed

### **Comprehension :**

**Answer the following questions briefly.**

1. How long did the earthquake last? What was the effect?
2. Describe the boy's family.
3. How did the army help the people?
4. Did Brij return to Panipat ? Why?
5. How could Brij start his own tea-shop? Where was it?

\*\*\*\*\*

## LESSON 3

### BALAI

- Rabindranath Tagore

It has been said that the story of man appears in the epilogue of the history of all forms of life in the world. And we know that among the people around us, we find tacit hints of various forms of animal life. In fact, what we call 'human' is the trait in us which levels and combines all the animals in ourselves - which puts the cow and the tiger in us in the same pen, the snake and the mongoose in the same cage. Like a raga, it takes all the notes within its being and weaves them into a musical form so that they can no longer fight among themselves. However, it has to be admitted that a certain note might play a prominent role in a given raga - the D in one tune, the C-sharp in another, the E in a third one.

In my nephew Balai, the notes of the plant kingdom somehow appeared to be the dominant ones. Ever since his childhood days, he had preferred to be still and watchful rather than to move around. When layers of dark clouds gathered solemnly in the eastern sky, his entire soul seemed to fill with moist winds carrying the aroma of a forest during the rains. And when the rain came down in torrents, his whole body listened to its sound. When the sunbeams slanted onto the terrace in the afternoon, he would walk around bare-chested, as if to absorb something from the sky's expanse. When the mango trees blossomed at the end of winter, an intense joy awoke in his bloodstream, raising inarticulate memories of something. In the spring his soul filled out, spread its branches and took on a deeper colour, like a forest of blossoming sal trees. He liked to talk to himself then, weaving together all the stories he had ever heard, like the stories of the old bird couple who made their nest in the hollow of the age-old banyan tree.

➤ He was a boy who gazed all the time with his wide eyes. He did not speak very much, so he had to think a lot. Once I took him to the mountains. Deep green grass ran from our cottage front down to the foot of the hills. His heart would fill with joy at the sight. He did not think of the layer of grass as an immobile object, rather as a rolling

mass in an endless game. He himself used to roll quite often down the grassy slope. At those times, his whole body would be covered by to grass. As he rolled, the grass would tickle his neck, and he would laugh uncontrollably.

After a rainy night, when the first morning sun peeped through the mountain-tops, and its golden rays reached the deodar trees, he used to creep away, without telling anyone, to the silent shades of the deodar woods and stand there, fascinated and alone. It was an eerie experience. It seemed that he could see the people inside those huge trees. They could not speak, but they seemed to know everything. They were like ancient grandfathers, from the times of "Once there was a king".

It hurt him deeply when someone plucked flowers from a tree. And he also understood that this feeling was totally meaningless to anyone else. Hence he wanted to conceal his distress. When boys of his age threw stones at the amla trees to bring the fruits down, he could not say anything, he would turn away and leave the place. While walking through the garden, his friends would beat the trees with sticks just to tease him, or suddenly snap off a bakul branch. He did not dare cry, lest someone thought him crazy. His worst troubles arose when the grass-cutter came to cut the grass, because he had watched countless wonders in the grass, small creepers, nameless violet and yellow flowers, tiny in size, here and there a nightshade, whose blue flowers have a little golden dot at the centre, medicinal plants near the fence, a kalmegh here and an anantamul there, neem seeds left by birds, sprouting into plants, spreading beautiful leaves. All those were cleared with a heartless weeding tool. None of them were prized trees of the garden, there was no one to listen to their protests.

Sometimes he sat on his aunt's lap, hugged her and pleaded, "please ask the grass-cutter not to cut down those plants of mine."

His aunt said, "Balai, don't be silly! Those are weeds. How can you let them grow?"

Balai had long begun to realise that some of the pains he experienced were his alone. They were not felt by anyone around him.

This boy really belonged to the age, millions of years ago, when the earth's would-be forests cried at birth among the marshlands newly sprung from the ocean's depth. There were no animals at that time, no birds, no din and bustle of life, only rocks and mud and water all around. The plant, vanguard of all living things on the road of time, had raised its jointed hands to the sun and said, "I want to stay here, I want to live, I am an eternal traveller. Rain or sun, night or day, I shall keep travelling through death after death, towards the pilgrim's goal of endless life." That ancient chant of the plants reverberates to this day, in the woods and forests, hills and meadows and the life of the mother earth declares through the leaves and branches, "I want to stay, I want to stay." The plant, speechless foster-mother of life on earth, has drawn nourishment from the heavens since time immemorial to feed her progeny, has gathered the sap, the vigour, the savour of life for the earth's immortal store, and raised to the sky the message of beleaguered life, "I want to stay." Balai could feel that eternal message of life in a special way in his bloodstream. We used to laugh at him a good deal. One morning, while I was intently reading the newspaper, Balai led me excitedly to the garden. He showed me a plant and asked me, "Uncle, what kind of plant is this?"

I looked and found a silk-cotton plant sprouting in the middle of the gravelled garden path.

Alas! Balai made a sad mistake by showing it to me. He had noticed it when only a tiny sapling had come out of the ground like a child's first babblings. Since then, he had watered it every morning and evening, and eagerly kept track of its growth. Silk-cotton trees grow fast, but it had grown about two cubits height. Balai looked at its foliage and judged it to be an exceptional tree, just as any mother considers her child exceptional when it shows the first signs of intelligence. Balai had thought he would surprise me by showing me the plant.

I said, "I'll tell the gardener to uproot it and throw it away."

Balai shuddered at the thought. He implored, "Please, Uncle, I beg you, don't uproot it."

I said, "That's nonsense. Can't you see, it's growing right in

the middle of the path. When it grows bigger, it'll scatter cotton all around and be a big bother."

Losing the battle with me, the motherless child went to his aunt. He sat on her lap, hugged her, and whimpered, "Kaki, tell Kaka not to cut down the tree."

That was the right diplomatic move. His aunt told me, "Leave his tree alone. Please." That's what I did. I probably would not have noticed the plant if Balai had not shown it to me. But since he had, I noticed it every day. It grew shamelessly and became quite tall within a year. It also grew to be Balai's dearest plant.

The tree looked perennially stupid. It stood stubbornly in the same inconvenient spot and grew taller and taller every day. Anyone who saw it must have thought it an eyesore. I proposed the death sentence a few more times. I also tried to bribe Balai by promising some very beautiful rose plants in place of that tree.

Then I said, "All right, if you want a silk-cotton tree, I'll plant another sapling near the fence. It'll look nice there."

But Balai recoiled everytime I suggested cutting down the tree, and his aunt said, "Come on, it really doesn't look that bad!"

My sister-in-law had died when Balai was a few months old. Probably because of the shock, my older brother took a sudden desire to go to England to study engineering. The boy had grown up in my childless home, nurtured by his aunt, my wife. Around this time, my brother came back after ten years in England. He decided to provide British-style schooling for Balai. So he took him to Shimla, with the idea of later moving to England.

Balai wept at the time of leaving his aunt. Our home became desolate.

Two years passed. Through all those two years, Balai's aunt wiped her tears secretly, wandered into the bedroom left empty by Balai, and browsed among his torn shoes, ripped rubber ball and picture books with animal stories. And she kept thinking that Balai must have outgrown all those things he had left behind.

At one point I found the silk-cotton tree had grown too big to be ignored any longer. I had it felled.



About this time, Balai wrote a letter from Shimla to his aunt, saying, "Please send me a photograph of that silk-cotton tree."

He had planned to visit us before leaving for England. That plan did not materialise, so he wanted to take a picture of his friend with him.

His aunt told me, "Could you please call a photographer?"

"Why?" I asked.

She showed me Balai's letter, in his childish scribble.

I said "I've had the tree cut down."

Balai's aunt refused all food for two full days. Even after that, she did not talk to me for a long time. When Balai's father took him away from her, she had felt as if her lifeblood was being drained. And then when Balai's uncle removed forever the tree that Balai had loved so much, her whole world felt the blow, and her heart took a wound.

To her, that tree had been the image of Balai - his life's friend.

### **Comprehension :**

#### **Answer the following questions:**

1. How is Balai related to the writer?
2. What kind of a boy was Balai?
3. What traits in Balai do you admire most?
4. Why didn't Balai want the grass-cutter to cut the plants?
5. What do you think is the message in the story?

\*\*\*\*\*

## LETTER WRITING

### **Points to Remember - A. Personal Letter**

- a) Personal letters are friendly letters.
- b) The language used is informal - exclamations can be used.
- c) A personal letter could contain any number of paragraphs.
- d) Active voice is commonly used.
- e) Salutations, subscription, etc. are in the following format.

Sender's address

Date :

Salutation : Dear (Name/Term of relationship)

Body of the letter

Subscription :

Yours lovingly / affectionately

Superscription : xxxxxxxx

Receiver's Name and Address

**(Please note :** Date, subscription and superscription can also be placed on the right side of the letter. Whichever side you may use, if you punctuate one, you need to punctuate all.)

e.g. : Sender's address

15, Netaji Street,

Y City,

Pin .....

or

Sender's address

15, Netaji Street,

Y City,

Pin .....

## **B. Formal Letter**

- a) This letter is for business or official purposes.
- b) The language is formal.
- c) Passive voice is commonly used. [This view is changing now]  
e.g. Active Voice : I received your letter on .....  
Passive Voice : Your letter was received on .....
- d) The subscription, superscription and date can be placed either on the left side or on the right hand side of the paper along with the sender's name and address (From) and the receiver's name and address (To).
- e) The body of the letter will consist of three short paragraphs:  
i) Introduction, ii) Subject matter iii) Conclusion.
- f) A reference to the content of the letter / subject will be indicated after the salutation.

e.g : Dear Mr. Sharma  
Sub : Defect in the machinery received  
Ref : Order No. 568, dt. 20/05/2016

Format of the Formal letter :

From

(Sender's Address)

To

(Receiver's Name and Address)

Salutation

Dear Sir,

Sub :

Ref :

Body of the Letter

Subscription

Yours sincerely / obediently / truly / faithfully,

Superscription (Signature and Name)

Address on the envelope

## **Activity :**

### **I. Personal Letter - Write the following letters :**

1. To a friend describing your hobby.
2. You are planning to celebrate a festival in your house. Write a letter to your cousin asking her / him to come over with some things that you need for the arrangements.

### **II. Formal Letter - Write the following letters :**

1. To the Principal of your school, requesting him/her to provide you with a bonafide certificate, enabling him/her to join a computer course.
2. To the Postmaster informing him of the change in your address.
3. To the Manager of a Bank, asking him / her information regarding the bank loan facilities for further studies.

## **DETERMINERS**

Determiners are words used before nouns to indicate whether you are referring to something specific or something of a particular type.

Singular nouns always need a determiner. In plural nouns, the determiner is optional.

There are about 50 different determiners in the English language which include:

1. Articles: a, an, the
2. Possessives: my, your, our, their, his, hers, whose, etc.
3. Demonstratives: this, that, these, those, which, etc.
4. Quantifiers: few, a few, many, much, each, every, some, any, etc.
5. Numbers: one, two, twenty, etc.
6. Ordinals: first, second, last, next, etc.

### **ARTICLES: “a”, “an”, “the”**

**Study the following examples and notice the use of articles “a, an, the” or (x) no article.**

1. *The* building that I visited is a museum.
2. A building in which antiques are kept is called a museum.
3. *The* doctor is an Indian.
4. *The* doctor is an employee at California.

From the above examples we can conclude that

1. “The” is used to refer to a specific place/person/object or when we know which one we are talking about. (eg. 1, 3, 4)
2. “A” is used when a singular person/place is referred to for the first time or when we are not specifying which one. (eg. 2)
3. “An” is used before a singular person/object which begins with a vowel sound. (eg. 3 - an Indian)

4. No article is used before a proper noun. (eg. California)

**Note : I.** “The” is called a definite article. It goes with -  
i) both singular and plural nouns, with uncountable nouns

Examples : a) Call the boy standing outside.

b) The computers crashed at work today.

- ii) the names of rivers, seas, oceans, mountain ranges, seasons, directions etc.

Examples : The Ganga, the Alps, the Indian Ocean, the sky, the moon, the north, the summer.

- iii) the names of well-known buildings, ships, descriptive names of countries, monuments, newspapers, magazines, institutions, etc.

Examples : The Taj Mahal, the United States, the Ramayana, the Titanic, the Deccan Herald, the Ali brothers, the Carnatic wars, the National Museum etc.

- iv) the superlative adjectives:

Examples - the best friends, the highest peak, the most important work etc.

- v) an adjective used as a noun:

Examples- The poor depend on the rich, the wise hate the foolish, etc.

**Ex. 1 : Working in pairs, complete the following sentences using appropriate articles:**

1. Kathmandu is \_\_\_\_\_ capital of Nepal.
2. Kalpana is \_\_\_\_\_ LLB student of Bangalore University.
3. \_\_\_\_\_ Punjab, \_\_\_\_\_ important state of North India, has five rivers flowing through it.

4. Nehruji was \_\_\_\_ freedom fighter of \_\_\_\_ highest order.
5. \_\_\_\_ earth revolves round \_\_\_\_ sun.
6. \_\_\_\_ honest man will always speak \_\_\_\_ truth.
7. Is \_\_\_\_ tiger \_\_\_\_ cruel animal?

**Ex. 2 : Complete the following story. Put in a, an or the:**

A man decided to rob \_\_\_\_ bank in the town where he lived. He walked into \_\_\_\_ bank and handed \_\_\_\_ note to one of \_\_\_\_ cashiers. \_\_\_\_ cashier read \_\_\_\_ note, which told her to give \_\_\_\_ man some money. Afraid that he might have \_\_\_\_ gun, she did as she was told. \_\_\_\_ man then walked out of \_\_\_\_ building, leaving \_\_\_\_ note behind. However, he had no time to spend \_\_\_\_ money because he was arrested on \_\_\_\_ same day. He had made \_\_\_\_ mistake. He had written \_\_\_\_ note on \_\_\_\_ back of \_\_\_\_ envelope. And on \_\_\_\_ other side of \_\_\_\_ envelope was his address. This clue was quite enough for \_\_\_\_ detectives on the case.

\*\*\*\*\*