

2.6 The past and present

...Warming up!...

1. We find the following in the script of a skit or play. Rearrange the steps in these proper order and write them down in the form of a flow chart:

- 1. Climax**
- 2. Dialogues**
- 3. Title**
- 4. Scene**
- 5. Curtain**
- 6. Characters**

Ans. 1. Title
2. Characters
3. Scene
4. Dialogues
5. Climax
6. Curtain

2. Think of a play/skit which you have seen enacted on the stage and which has impressed you. Write the following details about it.

Ans. (1) Name of the play: Pygmalion (My Fair Lady)

(2) Important characters: Professor Henry Higgins, Eliza Dolittle, Colonel Pickering, Mr. Dolittle (Eliza's father) and Professor Higgins' mother.

(3) Any famous actors/actresses: No. The cast is made up of newcomers.

(4) Theme: Bernard Shaw's 'Pygmalion' centres round a bet made by Professor Henry Higgins, a well-know phonetician, with his best friend Colonel Pickering. The professor states that he can change a flower girl's entire behaviour and speech in such a way that in a few months she can be passed off as a duchess.

(5) Climax: The scene between Eliza and Professor Higgins, when she throws away the jewellery he had given her, and they have a grand fight.

(6) Ending: An ambiguous ending, left to the imagination of the viewer.

(7) Use of lights and special effects, if any : The lights change frequently to depict various scenes and places.

(8) Use of background music and sound effects, if any: This is a musical, with superb

foot tapping music and amusing lyrics. The sound effects and background music add authenticity to the market place scene, Eliza's diction, the Professor's anger, etc. and are excellent.

(9) Use of sets: The sets change appropriately as per the needs of the play. There is not much time wasted in between acts.

(10) The costumes, make-up, etc. of the characters: Excellent. The costumes of the early and mid-20th century are entrancing. The big hats with feathers, the lovely gowns, the Professor's elaborate suits, etc. are a sight to behold. The make-up is suitable.

(11) How well the actors present the play and behave on the stage: The dialogue delivery and the movement of the actors on stage was smooth and flawless. The song-and-dance sequences were enacted perfectly.

(12) Your own opinion about the play: An excellent and interesting play, with a classic British sense of humour. The characters portray this sense of humour very well. As a result, every single sentence is worth listening to, and every single song is melodious and meaningful.

3. Present these points in the form of a review, and give it a suitable title:

Ans. Review of 'Pygmalion'

Bernard Shaw's 'Pygmalion' centres round a bet made by Professor Henry Higgins, a well-known phonetician, with his best friend Colonel Pickering. The professor states that he can change a flower girl's entire behaviour and speech in such a way that in a few months she can be passed off as a duchess.

The important characters in the play are Professor Henry Higgins, Eliza Dolittle, Colonel Pickering. Mr. Dolittle (Eliza's father) and Professor Higgins mother. The play has been performed by newcomers, and there are no known names. It is a musical, with superb foot-tapping music and amusing lyrics. The sound effects, sets and use of lights add authenticity to the market place scene, Eliza's diction, the Professor's anger, etc. and are excellent. The climax is the scene between Eliza and Professor Higgins, where she angrily flings the jewellery he had given her, and they have a grand fight, resulting in Eliza walking off from the house. The ending is ambiguous and left to the imagination of the viewer.

The costumes of the early and mid 20th century are entrancing. The big hats with feathers, the lovely gowns, the Professor's elaborate suits, etc. are a sight to behold. The dialogue delivery and the movement of the actors on stage is smooth and flawless. The song and-dance sequences are enacted perfectly.

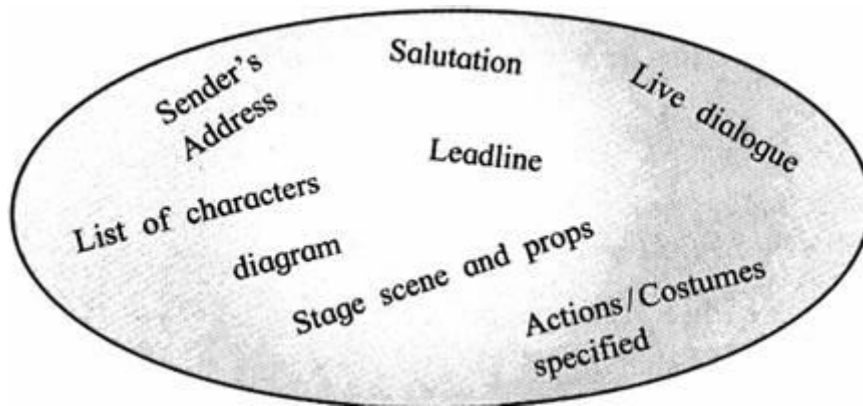
Overall, an excellent and interesting play, with a classic British sense of humour. The characters portray this sense of humour very well. As a result, every single sentence is worth listening to, and every single song is melodious and meaningful.

4. Prepare a power point presentation, using one slide for each of the above points. Present your review in a PPT format in the classroom.

Ans. Do it in your computer lab.

... English workshop.....

1. In the diagram below, encircle the various features that make the script of a skit/play. List the other words and mention the form of writing of which it is a feature.



- (1) Sender's address - Part of a letter.
- (2) Salutation - Part of a letter.
- (3) Leadline Part of a news report.
- (4) Diagram - Part of non-verbal communication.

2. Choose the proper alternative to complete the following.

(i) The skit covers a period of about..... In the past.

Ans. 5000 years

(II)..... characters from Neel's ancestral lineage make an appearance in the play.

Ans. Fourteen

(III) The task that all boys abhorred was..... .

Ans. making their beds.

(iv) The skit conveys that doing your daily chores at home..... .

Ans. inculcates a sense of responsibility.

3. Fill in the table.

Period	Way of Addressing a Mother	Boy's costume	Lady's costume

1950s	Mama	Loose trousers and shirt	Silk saree
1910	Mummy	Kurta, pyjama and cap	Nine-yard saree, nose-ring, jewellery
1800s	Mother dear	Dhoti, kurta and small turban	Nine-yard saree, traditional jewellery
1500s	My dear mother	Loose sleeveless V-neck top, short dhoti	Nine-yard saree
1000	Most revered mother	Flare tunic and churidar, waist band and turban	Saree, upper garment, plenty of jewellery
100 AD	Matadevi	Dhoti and waist band; no shirt	Saree, upper garment, beads jewellery
3000 BC	Thee	Cloth round waist held by cord, long hair in bun or ponytail	Saree, veil, stone and beads jewellery

(Table continued here)

Daily chores	Games
Water garden, bring home groceries, dust living room, clean bicycle	-
Fetch water, fill up pots, sweep terrace, collect wood, clean grinding stones	Go to play by the Riverside
Wash and dry clothes, chop wood, fix broken fence, take goats for grazing	Atya - patya
Milk cows, take them for grazing, fetch and stack vegetables, sweep back and front yard	Ashtapada
Fetch water, water crops. clear blocked channels, pull out weeds, patch walls	Watch puppet show
Feed poultry, tend sheep. keep away birds, plaster the yard	Bagh-chal
Hunt food, carve stone bricks, dust leather clothes. mould and dry mud pots	Chaupar

4. Answer in your own words.

(a) What excuses did Neel give to avoid cleaning his room?

Ans. Neel says that he is going out to meet his friends. He then says that he had cleaned his

room just two days earlier. He wonders why it needs to be cleaned daily, for it makes no difference.

(b) Why does mother tell Neel about his Grandpa?

Ans. Mother tells Neel about his Grandpa to make him realize that Grandpa had many more daily chores to finish than him, Neel, and much tougher ones too. He also had to make his bed, just like Neel would have to.

(c) What task did Grandpa wish to avoid?

Ans. Grandpa wished to avoid the task of making his bed.

(d) What did the ancestor from 1910 wish to do instead of making his bed?

Ans. The ancestor from 1910 wished to go to the riverside with his friends instead of making his bed.

(e) How many chores did the ancestor from 1800 have to do?

Ans. The ancestor from 1800 had to do about six chores.

(f) How is the boy from 1500s dressed?

Ans. The boy from 1500s is dressed in a loose, sleeveless, V-neck top and a short dhoti.

(g) What chores did the boys from 1000 CE and 1st Century CE, do on their farms/fields?

Ans. The boys from 1000 CE had to fetch water, clear blocked channels, water the crops and pull out the weeds.

(h) What did Neel realise from his encounter with his oncestors?

Ans. From his encounter with his ancestors. Neel realized that at that time teenage boys had chores to do outdoors as well as in their homes. They also had to make their beds.

5. In the play two devices that make use of wheels are given.

The devices are:

- (1) bicycle
- (2) grinders

• From the internet or other source, trace the history of the use of the wheel.

Ans. The History of The Wheel

We tend to think that we stood up, walked out of our caves, discovered fire, and then invented the wheel. Several other crucial inventions actually predate the wheel, including rope, basket weaving, and boats.

While the concept of the wheel may seem simple to us today, the engineering required to make one thousands of years ago was actually very complex. The wheel must have an axle that it rotates around. This is achieved by fitting the axle directly in the centre of the wheel to maximize potential motion. In addition, the axle and the hole alignment must be

perpendicular to reduce friction.

Furthermore, the axle should remain as thin as possible to reduce its surface area while still being able to support the load. From here, the only friction to overcome is that between the inner wheel and the axle. The smoother the inner surface of the wheel, and the outer surface of the axle, the less friction the system has to overcome.

Not only do all these parameters have to be met for this structure to work, but all at the same time, hence why the invention of the wheel was such a revolutionary moment. Evidence suggests the wheel was in use around 3500 BC in Mesopotamia. The oldest wooden wheels have been discovered in Ljubljana, Slovenia, and date back to 3200 BC. It's believed that they were first used for chariots around this time.

The concept of the wheel is present in ancient Greek and Roman mythology, as the wheel of fortune belonging to the Goddess of Fate Fortuna.

The Egyptians were the first to use the spoked wheel in 2000 BC, allowing for much faster speed. From there, the wheel was largely unimproved until the 19th Century when Robert William Thompson invented the pneumatic tyre, a rubber wheel using compressed air, which would pave the way for the tyres we use today.

• Uses of The Wheel

The wheelbarrow was invented in Greece at some point between the sixth and fourth centuries BC, appeared in China four centuries later, until eventually ending up in Europe after making its way through the Islamic world.

The camel saddle was invented between 500 and 100 BC, and camels overtook the wheel as the standard mode of transportation in the Middle East and Northern Africa between the second and sixth centuries AD. After the fall of the Roman Empire, the conditions of the roads declined leading to wheeled transport being abandoned in favour of more traditional mounts.

However in subsequent centuries the wheel found a resurgence thanks to exploration expeditions over large parts of the world.

One man actually did succeed in re-inventing the wheel. John Keogh, a patent lawyer in Australia, submitted a patent application for a 'circular transportation facilitation device' in 2001, just after Australia had introduced a new streamlined patent system which operated without oversight by trained patent lawyers. His 'invention' was successfully patented, thus proving his point that more work was needed on the system.

(c) Write 'An Autobiography of a Wheel'.

Ans. An Autobiography of a Wheel

I am very, very proud of myself, for I am considered to be one of the most important of man's inventions. Yes, I am the wheel.

It is said that my invention was the turning point in human civilization. Of course, no one

knows exactly when I was invented and by whom. As soon as I was invented and perfected, there was a revolution in the manufacturing industry. I was used for everything and by everybody - right from the potter to the assembly line of super-luxury cars. Yes, and planes and helicopters too. I am even used to go into space.

I help human beings and animals to pull things. I make work easy for them. The principle on which I work is the basic principle in many mechanical devices. Many of the things that were invented along with me have been forgotten, but I am accepted and still in demand today, in some form or the other. If I was not there, there would have been no cars, buses, trains or aeroplanes. Or even bullock carts. I know I sound proud, but that is not so. It is only that I know my own worth, and that I will be around as long as the wheel of time turns!

6. Imagine that the ancestor from 1910 CE visits Neel in his dream. Compose a dialogue between the two about the various gadgets the visitor sees in Neel's room.

Ans. Neel: Hello! Who are you, Sir?

Ancestor: I am your great-great grandfather, Neel. I have heard a lot about your life, and I came to see you. Oh my! What are all these things here?

Neel: All these things? What things, great, great Grandpa?

Ancestor: This box here and that one there and This...

Neel: Oh, this is my TV set and that is my laptop. Haven't you ever seen these things? This is my mobile phone.

Ancestor: TV? What is it? And phone - no, no, this is not a phone! Such a tiny thing!

7. Imagine and compare an argumentative dialogue between the mothers of the 20th/21st century and those of the earlier era, about which life was better for women.

Ans. 21st Century mother: There's no question. Your life was certainly better, Rukmini.

19th Century mother: Better, Reena? You mean, bending over the old wood stove and the grinding stone was better?

21st Century mother: That may have been difficult, Rukmini, but otherwise your life was peaceful. You only had to look after the home and family. While today, we ...

19th Century mother: 'Only look after home and family'? That was a full time job! There were no short cuts like takeaways and ready-made stuff! And what about freedom? The freedom you have!

21st Century mother: Freedom with chains! I have to work hard both at home and in the office. I have to be a 'supermom' and 'superboss'! Do you know how terrible it is?

8. Read the entry about 'voice in the Language Study' pages. Note that the speeches of all the boys are in the 'active' voice. Turn them into passive constructions.

Ans. My bicycle has been cleaned by me.

9. Think of suitable names for the boys from the earlier centuries.

Ans. Vitthal, Namdeo, manu, etc.

10. Form groups of 5-8. Translate the play into your mother tongue (or Hindi) as a group activity. Enact the translation in the classroom.

Ans. Do It your Own

11. Read 'The Story of the Amulet' by E. Nesbit.

Ans. Its an student activity.