

# **A Multi-Skill Course in English**

**Class IX**

**(FOR NAGALAND BOARD OF SCHOOL EDUCATION)**



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# Preface

This multi-skill course in English is specifically designed for the students of the Nagaland Board of School Education. The book meets its purpose of developing the learners' language skills (Listening, Speaking, Reading, Writing, and Grammar) and inculcating a taste for literature. It sensitizes learners to literature in various literary eras and hones learners' interpretative skills through negotiating multi-genre texts such as fiction, poetry, drama, biography, etc.

## **The course endeavours to train the learners to**

- understand and respond appropriately to what they hear, read, and experience
- communicate accurately, appropriately, and effectively by using a wide-ranging vocabulary
- use correct grammar, spelling, and punctuation
- enjoy and appreciate the variety in language
- develop a personal style through exposure to a variety of texts
- communicate with a variety of audience through writing or speaking
- develop skills of a more general application (e.g. analysis, synthesis, drawing of inferences)

The series adopts an across-the-curriculum approach. It provides exposure to learning in meaningful context. In the process, it moves away from the rigid lesson planning to planning and designing activities that challenge learners to think and imbibe what they learn.

## **The curriculum is based on the following considerations:**

- Both vertical and horizontal continuity within the textbook
- Pervasive resonance of the values to enhance self-worth as well as sensitivity to gender, caste and class parity, peace, health and needs of children with special needs, etc.
- Relevance of reading passages and exercises to the stages of children's development
- Linkages to the learners' everyday experiences
- Infusion of environment-related knowledge and concern
- Nurturing of aesthetic sensibility and values

This series endeavours to create independent learners for the 21st century who can *learn, unlearn* and *relearn*.

Through the course, the students practise using language within a literal communicative context where real information is exchanged; where the language used is not totally predictable. Be it in the form of a story, a poem or a play, each chapter addresses multiple skills. It focuses on the development of four basic skills of *listening, speaking, reading*, and *writing* in addition to providing instruction in *grammar, vocabulary and language*, and *dictionary skills*.

The instructional design is based on the needs of the 21st century learner. Consequently, the course also aims to develop *higher order thinking skills*, emphasizes *value based questions*, and provides practice in *Problem Solving Assessment*.

The **support material** includes a

- CD containing all listening material and poems in the student textbook.
- Teacher's book with--lesson plans, sample worksheets and teachers' notes

The Coursebook is broadly divided into smaller, easy-to-handle units, with every two literature pieces followed by grammar worksheets. These worksheets touch on more formal areas of language study that provides drill and practice. The aim is to enable learners to use the language accurately and confidently.

Even if all of the exercises are not assigned, the teacher could help the learners read them and think them through. They often extend the explanations they accompany. Sometimes, they even introduce new concepts. They always give practical and concrete experience with the issues being taught.

In addition to this, the two sample papers towards the end of the book aim to equip the students with sufficient examination practice.

The chapters have been written to be read, and enjoyed, in sequence.

**Each chapter has the following sub-sections:**

| Sub-section   | Descriptions                                                                                                                                                                                                                                                                                                   |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Warming Up    | is the pre-reading section that provides a thematic warm-up to the lesson as well as hones the learner's thinking, social and emotional skills.                                                                                                                                                                |
| Comprehension | is divided into two parts: <ul style="list-style-type: none"><li>• <b>Read and Write:</b> It assesses the memory and comprehension through factual questions and graphic organizers.</li><li>• <b>Think and Write:</b> It includes inferential and extrapolative questions for global understanding.</li></ul> |

|               |                                                                                                                                                             |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary    | includes creatively-crafted exercises and activities to enhance vocabulary.                                                                                 |
| Listening     | trains the students to listen to announcements, news, conversations, stories, factual passages, etc. for overall understanding as well as specific details. |
| Speaking      | develops children's self-expression through monologues, speeches, role-plays, interviews, debates and discussions.                                          |
| Reading       | includes an unseen passage followed by comprehension and vocabulary exercises.                                                                              |
| Writing       | includes guided exercises that develop learners' functional and creative writing skills.                                                                    |
| Appreciation  | develops the sensitivity to value poetry as a literary genre.                                                                                               |
| Pronunciation | helps in directing the learners' listening consciously and selectively to specific auditory impressions.                                                    |
| Footnotes     | provide crisp, contextual meanings to new words, phrases and idioms.                                                                                        |

Suggestions and valuable comments from teachers and academicians are always welcome.

# Syllabus

CLASS-IX

English

Unit-Wise weightage

## Part 'A' External

| Unit                                    | Marks     |
|-----------------------------------------|-----------|
| I. LITERATURE                           | 25        |
| a) Prose                                |           |
| Rip Van Winkle (Washington Irving)      |           |
| Dr T. Ao—The Football Wizard            |           |
| (Dr Senti Longkumer)                    |           |
| Toasted English (R.K. Narayan)          |           |
| A Simple Philosophy (Chief Seathl)      |           |
| A Christmas Carol (Charles Dickens)     |           |
| b) Poetry                               |           |
| Lord Ullin's Daughter (Thomas Campbell) |           |
| Peace (Anonymous)                       |           |
| Mirror (Nini Lungalang)                 |           |
| The Echoing Green (William Blake)       |           |
| c) Drama                                |           |
| The Bishop's Candlesticks (Victor Hugo) |           |
| II. READING                             | 20        |
| III. WRITING                            | 20        |
| IV. GRAMMAR                             | 15        |
| <b>Total</b>                            | <b>80</b> |

## Part 'B' Internal

| Unit                             | Marks      |
|----------------------------------|------------|
| Internal Assessment              | 20         |
| 1. Listening & Speaking          | 10         |
| 2. Assignment and formal testing | 5+5= 10    |
| <b>Grand total</b>               | <b>100</b> |

## **Part 'A' External**

**80 Marks/180 periods**

### **Unit I: Literature**

**25 marks/56 periods**

- Questions will test comprehension at different levels—literal, influential and evaluative.
- There will be three short answer type questions on prose for 3 marks each.
- There will be one long answer type question on prose for 5 marks with internal option.
- There will be reference to context questions followed by questions to assess critical understanding of the poems for 5 marks. There can be two parts to each question.
- Reference to context questions followed by questions to assess the overall understanding of the play for 6 marks. There can be two parts to each question.

### **Unit II: Reading**

**20 marks/45 periods**

- This section will assess Reading Comprehension. The section will be of 20 marks and will have 3 reading passages of 8 and 4 marks followed by questions that will test the sub skills of scanning, skimming, vocabulary reinforcement, inference, evaluation, and comprehension.
- The passages will be extracts from poems/factual/literary/discursive or descriptive passages.
- There will be two reading passages of about 200–300 words and the other shorter one of 120–150 words.

### **Unit III: Writing**

**20 marks/45 periods**

- Short composition of not more than 60 words in the form of a notice, email, invitation
- (informal with reply), or posters of 4 marks.
- There will be a short answer question of up to 80–100 words in the form of description of an event or completion of a paragraph based on inputs given of 4 marks.
- There will be a question of 5 marks based on a visual input with a minimum of 120 words.
- Writing of an article, speech, informal letter, story writing based on visual or verbal stimulus or both, report writing for 7 marks with a minimum of 200 words.

### **Unit IV: Grammar**

**15 marks/34 periods**

This section will assess grammar items in context for 15 marks. There can be four–five questions in this section which will test grammar items that have been dealt with in the English Class–9 textbook. Different structures such as verb forms, sentence structure, connectors, determiners, pronouns, prepositions, clauses, phrases will be tested. Grammar usage will be tested in context and not in isolated sentences.

## **Part 'B' Internal Assessment**

**20 marks**

## Internal Assessment

### Assessment Scale



The Speaking and Listening Skills shall be assessed on a 3 (three) Band Point Scale. The assessment shall be done or given based on the fulfilment of the criteria indicated against the respective Band Point.

### Speaking

Many tasks will be set. The teacher has a choice to test the learner for 10 marks. The teacher can choose any two tasks based on the learners' competency.

| Band Points | Criteria                                                                                                                |
|-------------|-------------------------------------------------------------------------------------------------------------------------|
| 5           | a) High level of fluency<br>b) High level of appropriacy<br>c) Almost negligible errors as far as accuracy is concerned |
| 3           | a) Lacks fluency<br>b) Some appropriacy<br>c) Some accuracy                                                             |
| 1           | a) Lacks fluency<br>b) Lacks appropriacy<br>c) Lacks accuracy                                                           |

**Explanation:** *Fluency* refers to using language in connected speech.

*Appropriacy* refers to speaking relevantly based on the set task.

*Accuracy* refers to grammatical and phonological functions of the language.

### Listening

Two task types shall be set for 5 marks each to assess the listening skills.

Task 1: Listening for comprehension

Task 2: Listening for specific information

The following Band Point Scale is to be used to assess the Listening Skills.

| Band Points | Criteria                                                                                                                                                                                                            |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5           | a) Meaningful chunks are well represented<br>b) No spelling mistakes<br>c) No relevant words missing                                                                                                                |
| 3           | a) Small bits of meaningful chunks fairly correct<br>b) Some spelling mistakes (For every spelling error, half a mark is to be deducted. Errors in proper nouns to be ignored.)<br>c) Some irrelevant words missing |
| 1           | a) Small bits of meaningful chunks not present<br>b) Lots of spelling mistakes<br>c) Some words missing                                                                                                             |

### How to assess in accordance with the Band Point Scale:

If a learner fulfils the criteria in Band Point 5, he/she can be given 5 out of 5.

If a learner fulfils the criteria in Band Point 3 depending on the inaccuracies, he/she can be given 3 or 4 out of 5.

If a learner fulfils the criteria in Band Point 1 depending on the inaccuracies, he/she can be given 1 or 2 out of 5.

### Task Types and Methodology for Listening and Speaking

Maximum marks: 20

#### Listening

**Total marks: 10**

Under Listening, there shall be 2 (two) tasks of 5 marks each.

**Task 1:** Completion of table based on hearing the reading: **(5 marks)**

**Objective:** Listening for specific information.

**Time:** 1 period. 35–40 minutes. Actual test shall be for only 10 minutes. Time taken to prepare the learner, task familiarization, and explanation is equally important.

**Supplementary materials required:** Listening text, copies of the task. If the task is to be put up on the board, it should be done before the examination starts. If the learner has to copy down the task, separate time should be set aside for that. It is, however, suggested that schools should get photocopies of the task so that the learner can concentrate on putting their listening skills into use.

## Methodology:

A table/MCQ/or questions based on a format is to be given to the learner to complete as she/he listens. The listening text needs to be read out clearly at varying speed. The text should be read 3 times in the final test.

### **Task 2: Dictation in context in the best possible manner:** (5 marks)

**Objective:** This is to experience listening as a process. It is not meant to test reproducing of every word accurately. This dictation aims at testing comprehension of meaningful chunks of words/sense groups rather than isolated words and at testing the learners overall reproduction of the idea behind the dictated sentence rather than accurate reproduction of isolated words.

**Time:** 1 period. 35–40 minutes. Actual test shall be for only 10 minutes. Time taken to prepare the learner, task familiarization and explanation is equally important to take into account learners' shift in attention, listener being affected emotionally, relationship between speaker and listener.

**Supplementary materials required:** Passage to be read out. Sheets for learner to complete the task.

### **Methodology:**

Dictate the text 3 times at varying speeds.

Keep the atmosphere relaxed yet strictly within the bounds of a testing procedure.

The teacher should adopt a non-threatening attitude so as to make the test an enjoyable process for the learner.

**Assessment:** Refer to the Assessment scale.

## Speaking

**Total marks: 10**

In Speaking, the teacher can set many tasks but primarily these tasks shall be to test only two objectives, i.e., **Objective I** which is individual work and **Objective II** which is group work activity.

**OBJECTIVE I:** To make learners talk for a minute on real life situations, like giving them part of an everyday situation and asking them to complete it or giving them a part of a story and asking the learners to complete it. Tasks should aim at enhancing the communicative functions like:

- Greeting people
- Introducing oneself
- Making requests
- Asking and giving permission
- Offering help
- Giving instructions and directions
- Telephonic skills

**Time:** 2 periods or 1 and a half hour.

**Materials required:** Situations for the talk

**Methodology:**

There will be five situations to choose from in the final question paper. The learner needs to be allowed to make his/her choice of any one situation. The learner should be given a time period of 5 minutes to mentally prepare his/her talk. This is individual work and it will take the teacher time to complete the test. The class should be divided into groups. As such, other examiners will be needed to administer the test. The test should be simultaneously conducted by all examiners. The given assessment scale clearly outlines the mode of testing.

**OBJECTIVE II:** The testing of this role-play task is based on small group work activity. A maximum of 5 students will form a small group. Based on the number of students in each class, schools need to decide on the time frame required to administer the test. Based on roll numbers, or any other clear criteria, groups may be tested. This will be left to schools to decide individually based on their convenience. Five children may be called inside a room where they are asked to take the test I followed by the test II. The next group may be given preparation time in the meanwhile. These are suggestions and every school is encouraged to innovate upon this.

**Time:** 20 minutes per group

**Materials required:** *Cue Cards.* Cue cards will be provided along with the question paper. Schools should photostat the cue cards sheet separately, so that students can refer to them easily. They can also be put up on the blackboard.

**Methodology:**

Take a minute to make sure learners have understood their roles. A nervous student needs to be made comfortable and an overconfident student needs to be put in place firmly but politely.

**Assessment:** *Refer to the Assessment scale.*

**General Instructions:**

Every school is encouraged to try out their own way of administering the test but a **fair, and objective testing of Listening and Speaking is mandatory.** For the final Board examination, the Board will intimate the date of examination. It is very important that schools should conduct this at least once, so that students are on completely familiar grounds when final testing is done. Continuous practice in the classroom using the tasks given in this book, a multi-skill English course, will reinforce the two important skills of listening and speaking which have been found to be largely neglected in most schools. **It is important to begin reinforcing these skills and testing them from Class 9. These tests need to be conducted exactly in the spirit in which they have been outlined.**



# Contents

|                                              |            |
|----------------------------------------------|------------|
| 1. Rip Van Winkle .....                      | 15         |
| Problem Solving Assessment I .....           | 27         |
| 2. Lord Ullin's Daughter .....               | 28         |
| <b>Grammar Worksheet I</b> .....             | <b>36</b>  |
| • Parts of speech                            |            |
| • Determiners                                |            |
| • Articles                                   |            |
| • Pronouns                                   |            |
| • Subject-verb agreement                     |            |
| 3. Dr Talimeren Ao—The Football Wizard ..... | 49         |
| Problem Solving Assessment II .....          | 64         |
| 4. Peace .....                               | 65         |
| <b>Grammar Worksheet II</b> .....            | <b>71</b>  |
| • Prepositions                               |            |
| • Adjectives and adverbs                     |            |
| • Prefix and suffix                          |            |
| • Punctuation                                |            |
| 5. Toasted English .....                     | 83         |
| Problem Solving Assessment III .....         | 96         |
| 6. Mirror .....                              | 97         |
| <b>Grammar Worksheet III</b> .....           | <b>103</b> |
| • Simple Past Tense                          |            |
| • Simple Present Tense                       |            |
| • Simple Future Tense                        |            |
| • Past Continuous Tense                      |            |
| • Present Continuous Tense                   |            |
| • Future Continuous Tense                    |            |

|                                     |     |
|-------------------------------------|-----|
| 7. A Simple Philosophy .....        | 115 |
| Problem Solving Assessment IV ..... | 135 |
| 8. The Echoing Green.....           | 136 |
| <b>Grammar Worksheet IV</b> .....   | 141 |
| • Present Perfect Tense             |     |
| • Past Perfect Tense                |     |
| • Future Perfect Tense              |     |
| • Modals                            |     |
| 9. A Christmas Carol.....           | 151 |
| Problem Solving Assessment V .....  | 172 |
| <b>Grammar Worksheet V</b> .....    | 173 |
| • Finite verbs and non-finite verbs |     |
| • Phrases and clauses               |     |
| • Simple and complex sentences      |     |
| • Connectors                        |     |
| • Clauses: Noun, Adjective, Adverb  |     |
| 10. The Bishop's Candlesticks ..... | 189 |
| <b>Grammar Worksheet VI</b> .....   | 211 |
| • Active and passive voice          |     |
| • Transitive and intransitive verbs |     |
| • Direct and indirect speech        |     |
| <i>Sample Paper A</i> .....         | 223 |
| <i>Sample Paper B</i> .....         | 231 |
| Listening Texts .....               | 238 |





# Rip Van Winkle



## Warming Up

Look at the pictures and answer the questions.



Rip is a simple man.



He sleeps for twenty years.



He wakes up to a new world.

- What do you think makes Rip sleep?
- What do you think will happen when he returns to his village?
- What should Rip do so that people recognise him?
- Would you like to be in Rip's place? Why/Why not?

## Now, read Rip's story.

At the foot of the Kaatskill mountains was a village. In this village lived a simple good-natured fellow by the name of Rip Van Winkle. He was a good man and a kind neighbour. The children of the village would shout with joy whenever he **approached**<sup>1</sup>. He helped them at sports, made their playthings, taught them to fly kites and shoot marbles, and told them long stories. Whenever he went about the village, he was surrounded by a troop of them, hanging on his skirts, **clambering**<sup>2</sup> on his back, and playing a thousand tricks on him. He was such a friendly man that not even a dog would bark at him.

He would never refuse to give a helping hand to a neighbour even in the most difficult

1 **approached**: came near    2 **clambering**: climbing

tasks. The women of the village, too, used to employ him to run their **errands**<sup>3</sup>. In fact, Rip was ready to help everybody but his only problem was that he was lazy and hated work. He would sit on a wet rock, with a rod as long and heavy as any rod can be, and fish all day. He would carry a light gun on his shoulder and spend hours in the woods to shoot a few squirrels or wild pigeons.

He felt it was of no use to work on his farm. His fences were always falling to pieces. His cow would either **go astray**<sup>4</sup>, or get among the cabbages. Weeds grew in his fields; compared to those of his neighbours, his farm was worst off.

His children, too, were as **ragged**<sup>5</sup> and wild as if they belonged to nobody. It was for this that his wife, Dame Van Winkle, kept continually reminding him about his idleness and his carelessness. Morning, noon, and night she would scold him. Rip's one way of avoiding her **wrath**<sup>6</sup> was to take the gun in hand and stroll away into the woods. His dog, Wolf, would follow him. In the woods, he would sometimes seat himself at the foot of a tree, and share his grief with Wolf.

Wolf was Rip's sole companion at home. Dame Van Winkle **regarded**<sup>7</sup> them as companions in idleness. Wolf was a courageous dog, but the moment he entered the house his face fell, his tail drooped to the ground, or curled between his legs. When Dame Van Winkle **flourished**<sup>8</sup> a broom-stick or ladle, he would run to the door yelping. One day to escape his wife's **rage**<sup>9</sup>, Rip walked away to one of the highest parts of the Kaatskill mountains. **Panting**<sup>10</sup> and **exhausted**<sup>11</sup>, he lay on the grass in the shady woods.



For some time Rip lay there but as he was about to **descend**<sup>12</sup>, he heard a voice from a distance, 'Rip Van Winkle! Rip Van Winkle!' He looked round, but could see nothing but a **solitary**<sup>13</sup> crow flying across the mountain. He turned again to descend, when he heard someone call his name again. At the same time, Wolf gave a low growl. Rip looked in the same direction, and saw a strange figure slowly climbing up the rocks and bending under the weight of a can that he carried on his back. Rip quickly went to help him.

He saw that the stranger was a short old fellow, with thick bushy hair, and a grizzled beard. He was dressed in the very old Dutch fashion. He was wearing a pair of **breeches**<sup>14</sup> decorated with rows of buttons down the sides. He carried on his shoulder a stout **keg**<sup>15</sup> that seemed full of liquor, and made signs

3 **errands**: odd jobs  
8 **flourished**: waved  
13 **solitary**: single

4 **go astray**: get lost  
9 **rage**: anger  
14 **breeches**: short pants covering the hips and thighs and fitting tightly just below the knee

5 **ragged**: shabby  
10 **panting**: breathing hard

6 **wrath**: anger  
11 **exhausted**: very tired

7 **regarded**: considered  
12 **descend**: go down  
15 **keg**: barrel

for Rip to help him with the load. As usual, Rip was ready to help. Rip carried the keg for him. Both of them climbed up quietly.

Together, they reached a place where there were odd-looking persons playing at **nine-pins**<sup>16</sup>. They were dressed strangely like the man who had got Rip here. Their faces, too, were **peculiar**<sup>17</sup>: one had a large beard, broad face, and small eyes; the face of another had a big nose. They all had beards, of various shapes and colours. There was one who seemed to be the commander. He was a stout old gentleman and he wore a broad belt and hanger, high-crowned hat and feather, red stockings, and high-heeled shoes, with roses in them. What seemed very odd to Rip was, that though these people were having fun their faces were very serious. They played in complete silence. The only sound was the noise of the balls, which, whenever they were rolled, echoed along the mountains like rumbling of thunder.



As Rip and his companion approached them, they suddenly stopped from their play, and stared at him with a fixed statue-like gaze. Rip's companion put the contents of the keg into large glasses. He asked Rip to drink it. Rip obeyed with fear and saw that the other men also had their drink and returned to their game. Rip was thirsty and liked the drink so he drank a few glasses and fell into a deep sleep.

When Rip woke up, he found himself alone. He rubbed his eyes—it was a bright sunny morning. The birds were hopping and twittering among the bushes in the pure mountain breeze. 'Surely,' thought Rip, 'I have not slept here all night. What excuse shall I make to Dame Van Winkle?'



He looked round for his gun, and saw in place of the clean well-oiled gun, an old rusted one lying next to him. Wolf, too, had disappeared. He whistled after him and shouted his name, but no dog was to be seen. As he rose to walk, he found it difficult to get up. With some difficulty he got down into the glen but the things seemed to have changed in one night. He felt very hungry but **dreaded**<sup>18</sup> to meet his wife. Wondering what Dame Van Winkle would say, he started walking homewards.

16 **nine-pins**: game in which nine wooden pins are the target

17 **peculiar**: strange

18 **dreaded**: feared



When he reached the village, he met a number of people, but he did not seem to recognize anybody. This surprised him because he knew everyone there. Their dresses, too, were of a different fashion. They all stared at him with equal surprise. In his confusion Rip touched his chin when, to his astonishment, he found his beard had grown a foot long!

A troop of strange children ran at his heels, hooting after him, and pointing at his grey beard. The dogs, too, not one of which he recognized, barked at him as he passed. The very village had changed; it was larger and more populated. He noticed strange names over the doors and strange faces at the windows—everything was strange. He began to doubt whether he was dreaming. Surely this was not his village, which he had left but the day before.

It was with some difficulty that he found the way to his own house. He was expecting to hear the shrill voice of Dame Van Winkle but he saw that the roof had fallen in, the windows were shattered, and the doors were off the hinges.

Once again he hurried out. ‘God knows,’ exclaimed he; ‘I’m not myself—I’m somebody else. I was myself last night, but I fell asleep on the mountain, and they’ve changed my gun, and everything’s changed, and I can’t tell what’s my name, or who I am!’ At this moment an old woman walked up to him, stared at him and exclaimed, ‘It’s Rip Van Winkle! Welcome home again, you kind neighbour!’

The people looked at her, surprised. ‘This poor man is Rip Van Winkle. It’s twenty years since he went away from home with his gun, and has never been heard of since—his dog came home without him. Nobody could tell where he went. I was then a young girl.’

Rip’s daughter heard of this. She came and took him home to live with her. Soon Rip made new young friends again and once again he was their favourite Uncle.

*Washington Irving (abridged)*

#### About the Author

**Washington Irving (1783 –1859)** was an American author, essayist, biographer, historian, and diplomat. He is best known for his short stories ‘Rip Van Winkle’ and ‘The Legend of Sleepy Hollow’, both of which appear in his book *The Sketch Book of Geoffrey Crayon, Gent.* His historical works include biographies of George Washington, Oliver Goldsmith and Muhammad, and several histories of 15th-century Spain dealing with subjects such as Christopher Columbus, the Moors, and the Alhambra.



## Comprehension

### I. Multiple Choice Questions

1. Dame Van Winkle continuously reminded Rip Van Winkle about .....  
☐ the weeds in the fields ☐ his idleness and carelessness  
☐ his cow that always went astray ☐ their ragged and wild children
2. Rip Van Winkle walked away to the highest parts of the Kaatskill Mountains because .....  
☐ he wanted to get away from his neighbours  
☐ he wanted to get away from Wolf, his companion in idleness  
☐ he wanted to escape his wife's rage  
☐ he wanted to play with the strange men
3. The people of the village stared at him in surprise because .....  
☐ they had never seen him before  
☐ his beard had grown a foot long  
☐ he had come back after twenty years  
☐ the children were hooting after him
4. When Rip Van Winkle returned to the village, he found .....  
☐ that dogs recognised him and followed him around  
☐ the village had changed and it had, more people  
☐ the children were shouting with joy  
☐ that Dame Van Winkle was not angry with him anymore
5. The first person to recognise Rip was .....  
☐ Wolf  
☐ Dame Van Winkle  
☐ Rip's daughter  
☐ An old woman

### II. Read and Write

1. Rip Van Winkle had a way with children. Give three reasons to justify the statement.
2. How did Rip Van Winkle spend his days?
3. What happened as a result of Rip Van Winkle's laziness?
4. How did Rip Van Winkle react to his wife's scolding?

5. Whom did Rip encounter on the hills?
6. Where did the strange man take Rip?
7. What were the strange men doing?
8. How was Rip lulled into a deep sleep?
9. How had everything changed when Rip woke up?
10. How was Rip Van Winkle finally accepted back in his village?

### III. Think and Write

1. How would you characterize Rip Van Winkle? (Hints: you may include—henpecked, easy-going, lazy, irresponsible, likeable, etc.) Give one reason for each of these traits.
2. How would you characterize his wife? (Hints: you may include—a shrew, hot-tempered, bossy, disturbed, etc.) Give one reason for each trait.
3. What were the similarities and differences in Rip's village in the beginning and at the end of the story?

| Village in the beginning of the story                                                    | Village at the end of the story                                   |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Similarities</b><br><div>Children on the road</div> <div>.....</div> <div>.....</div> | <div>Children on the road</div> <div>.....</div> <div>.....</div> |
| <b>Differences</b><br><div>Rip was happy.</div> <div>.....</div> <div>.....</div>        | <div>Rip was confused.</div> <div>.....</div> <div>.....</div>    |

4. What essentially are the characteristics of a hero? Would you consider Rip Van Winkle a hero? Why or why not?
5. What is the moral of 'Rip Van Winkle'? Answer in about 100 words.

### Vocabulary

#### I. In the story, the characters have different personality traits:

- Rip Van winkle is careless but friendly.
- Dame Van Winkle is foul tempered but practical.
- The men Rip meets are queer and mysterious.

## II. Fill in the blanks with the following personality traits.

|             |            |          |              |               |
|-------------|------------|----------|--------------|---------------|
| sacrificial | courageous | stubborn | determined   | absent-minded |
| energetic   | crafty     | clumsy   | humanitarian | secretive     |

1. Hari has fixed intentions. He will have firmness of purpose even in the face of oppositions or setbacks. He is .....
2. Hans keeps forgetting what he is told to do. He seems to be always daydreaming. He is .....
3. Rosy is very scheming. She keeps plotting everything to suit her needs. She is .....
4. Ritu confronts danger without fear. She is not afraid to make mistakes. On the contrary, she learns from them. She is .....
5. Suzy refuses to change her opinion. She is .....
6. Priya keeps things to herself. She is never willing to share her thoughts or ideas. She is .....
7. Anne cares for people and generously seeks the common good. She freely volunteers her time, talent and money. She is .....
8. Mani can easily give up something highly valued for the sake of something that he believes in. He is .....
9. Geeta never gets tired. She not only works in her office but also does all the household chores. She is very .....
10. Riya keeps dropping things around her. She is really awkward. She is .....

## III. Replace the underlined words in the following sentences with words that mean the same. Choose from the box.

|          |        |         |           |            |         |
|----------|--------|---------|-----------|------------|---------|
| employed | escape | clamber | strolling | approached | drooped |
|----------|--------|---------|-----------|------------|---------|

1. When I came near the city, I found that everything had changed.
2. We tried to climb up the steep hill.
3. They gave me a job in their firm.
4. We were walking in a relaxed way in the park.
5. The flowers hung downwards after the rain.
6. He managed to run away from the burning hotel.

## Pronunciation

Pronounce the word 'soil' as 'saw-ill'. Here, the vowel sound is a glide from one vowel to another. Now, practise pronouncing the following words with the same vowel-glide.  
coin, boil, boys, foil, toil, noise, hoist, moisture, toys, coil

## Listening

**When Rip does not get home for two days, his wife gets an announcement made about her missing husband in the nearby villages. Listen to the announcement and fill in the given table.**

|                     |                |
|---------------------|----------------|
| Name                | Rip Van Winkle |
| Age                 |                |
| Height              |                |
| Build               |                |
| Complexion          |                |
| Eyes                |                |
| Distinguishing mark |                |
| Clothes             |                |
| Accompanied by      |                |
| Last seen           |                |

## Speaking

*A monologue is a long speech made by one person that prevents anyone else from talking.*

*A dialogue is a conversation between two people.*

**Plan and perform a dialogue with the hints given below.**

|                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pupil A: Rip Van Winkle</b> <ul style="list-style-type: none"><li>You like hunting, fishing, storytelling, talking to old men and women.</li><li>Your wife wants you to work. So you have a big argument with her.</li><li>You go to the mountains and share your grief with Wolf in a monologue.</li></ul> | <b>Pupil B: Dame Van Winkle</b> <ul style="list-style-type: none"><li>You are furious because your husband does no work.</li><li>You want him to look after the cows and the farm.</li><li>You are tired because you do everything/all the work.</li><li>You are concerned about your children's future.</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Reading

### **The Tale of Perseus and Medusa**

Medusa was a terrible woman whose hair was a mass of living snakes. She was so hideous to behold, that just looking at her turned one to stone. Perseus set out obediently

to fulfill the Greek King Acrisius' command. But he did not know at all where to find Medusa.

While he was wandering helplessly about, the god Hermes and the goddess Athena came to his aid, and gave him courage for his dreadful task. They told him that he must have a pair of winged sandals to help him on his way, and also a helmet which would make him invisible.

These wonderful things were to be found in the cave of some water-nymphs. The whereabouts of these nymphs were known only to some dreadful old women who had only one eye and one tooth among them. They passed around their eye and tooth from one to the other as and when each needed them.

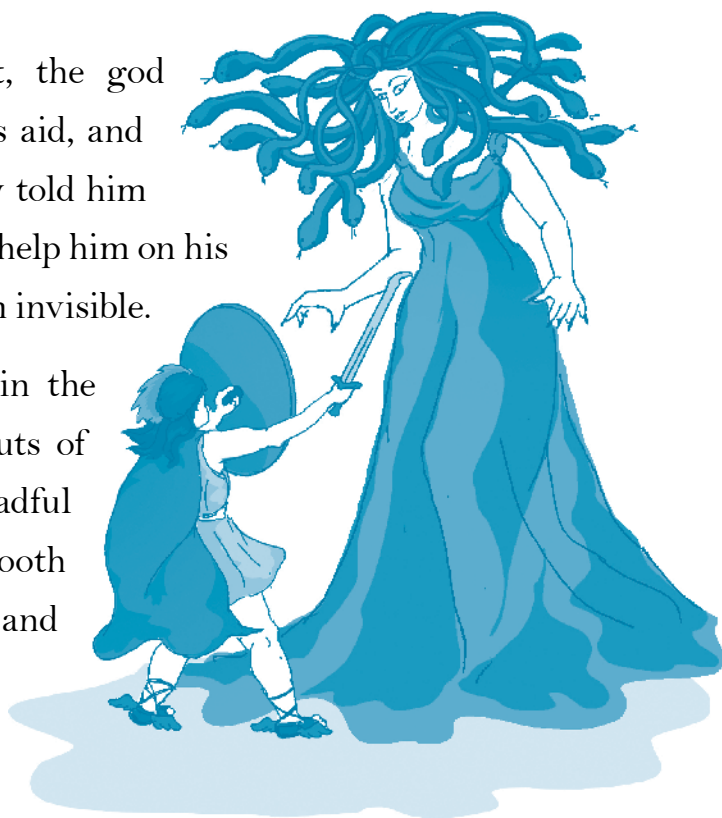
Hermes led Perseus to these old women, and then left him. At first Perseus could not get them to tell him what he wished to learn.

But when he stole their one eye as they passed it from one to another to look at him, they were glad enough to tell him what he wanted, in order to get back their eye.

When at last Perseus reached the cave of the nymphs, he easily obtained the sandals and the helmet. Putting these on, he soon reached the cave of Medusa, and found her lying asleep on the ground.

But he did not dare to approach her face to face, lest he should be turned to stone. Then it was that the goddess Athena came to his aid, and gave him her bright shield to use as a mirror.

Holding this before him, Perseus walked backward, looking not upon Medusa, but only upon her reflection in the shield. When he was near enough, he struck off her head with a curved sickle which Hermes had given him, and, still without looking at it he thrust the head into a bag, and hurried away.



## I. Answer these questions.

1. Why did Perseus have to go on a quest for Medusa's head?
2. What happened to people who looked at Medusa's face?
3. What did Perseus do with Medusa's head?
4. Was Perseus a hero in your opinion? Why/ Why not?

## II. Fill in the blanks.

1. Medusa's hair was a mass of .....
2. The God ..... and the Goddess ..... gave Perseus courage to go ahead with his dreadful task.
3. Perseus had to get a pair of ..... and a ..... from the cave of some water-nymphs.
4. The dreadful old women had only ..... and ..... among them.
5. Perseus used Athena's ..... as a ..... to see Medusa without looking directly at her.
6. Perseus finally killed Medusa using a .....



## Vocabulary

### Give one antonym for each of the following words from the text.

- |                      |                     |
|----------------------|---------------------|
| 1. helplessly: ..... | 2. wonderful: ..... |
| 3. backward: .....   | 4. invisible: ..... |
| 5. obediently: ..... |                     |



## Writing

### I. Make a 'Wanted' Poster

Dame Van Winkle lodges a police complaint because Rip Van Winkle has disappeared without a trace. The police suspect foul play and want to put up a poster to inform the public of a criminal who is at large. Help the police make a poster. Also mention the reward. Remember, descriptions have an order. Take help of the vocabulary given below.

- Height: tall, tallish, short, shortish, medium height
- Build: frail, stocky, slim, thin, plump, fat, skinny, well-built
- Age: young, elderly, middle-aged, teenager, in 20s, 30s, 40s
- Face: round, oval, square, with scars, wrinkles, freckles, sun-tanned, pale

- Eyes: big, round, blue, large, small, bright, narrow
- Hair: bald, straight, curly, spiky, wavy
- Clothes: casual, scruffy, shabby, smart, tidy, messy

**II. Imagine, like Rip, you fall asleep out in the woods and then awaken to find it is twenty years later. When you go home, what will you find? What would have changed? How will your family and the world in general be different?**

**As Rip, write a letter to your friend about the world that has changed in amazing and unpredictable ways. Also give your opinion about the future: What do you think the world would be like in twenty years?**



## Informal Letter

Informal letters are the ones that we write to friends and relatives. They are ‘informal’ because we are communicating with people who are close to us. The style of writing can be free and conversational, as if we were speaking to them and they were sitting right in front of us. It is used to communicate in a friendly way about news and events that are personal. For example: family health, personal plans, likes, dislikes, etc.

**An informal letter has the following components:**

1. **The heading** is written at the top. It always includes the date and may, if you wish, include your address too.

**Example:**

13 P. R. Hills

Kohima

1 October 2014

2. **The greeting/ Salutation**

**Example:**

Dear .....

My dear .....

3. **The opening paragraph** contains a statement of your reason for writing.

**Example:**

I'm writing to you .....

I've just received .....

Surprised/ sorry to hear .....

#### 4. **Body of the letter includes the main content**

- Thank you so much for the wonderful ..... (weekend/dinner, etc.)
- I was happy to hear about your promotion .....

#### 5. **Letter ending/signing off**

I must go now.

That's all for now.

Will be writing to you.

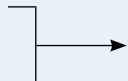
Looking forward to seeing you.

Please write soon.

Love

Best wishes

#### **Example:**

5 MG Road  
Lucknow 226001       **sender's address**

7 August 20xx       **date**

Dear Aishwarya       **salutation**

If we are to work together, it is important that we get to know each other better. To do this, I would like you to write me a letter introducing yourself, telling me something about yourself and your family.

I live in Lucknow. I study in Isabella Thoburn College. I enjoy my classes and spend a lot of time with my friends.

I live with my parents and two sisters. My parents are doctors and both my sisters are studying. Both are older than me. One studies Life Science and the other Information Technology.

I enjoy reading and listening to music. I also love playing games, both outdoor and indoor, but my favourite recreation is walking. Please tell me about yourself. What are your hobbies?

Hope to hear from you soon.

Yours sincerely       **subscription**

Anima

#### **Exercise**

- Write a letter to your friend describing to him a usual day in your hostel.
- Write a letter to your grandmother, urging her to come and stay with you.
- Write a letter to your brother, telling him about the importance of sports.



## Problem Solving Assessment I

A few centuries ago in Europe, many roads (1) ..... on. The reason was that dacoits (2) ..... travellers and rob them. These robbers were called highwaymen. The highwaymen were (3) ..... from poor backgrounds and were driven into crime by a (4) ..... and a lack of available work. They rode (5) ..... horses and were difficult for soldiers to catch. There is a long history of treating highway robbers as heroes. Originally, they were (6) ..... because they were considered to be bold men who (7) ..... their victims face-to-face and were ready to fight for what they wanted. Very often, luxuries such as jewellery and good furniture could be got at lower prices, as highwaymen were always eager to (8) ..... of their loot quickly. Such robbers were also called “knights of the road”.

1. Which of these fits gap 1?  
a) was unsafe to travel      b) were unsafe to travel      c) is unsafe to travel
2. Which of these fits gap 2?  
a) using to hold up      b) were holding up      c) used to hold up
3. Which of these fits gap 3?  
a) routinely      b) unusually      c) normally
4. Which of these fits gap 4?  
a) harsh upbringing      b) loud upbringing      c) gentle childhood
5. Which of these fits gap 5?  
a) fast      b) quick      c) prompt
6. Which of these fits gap 6?  
a) admiring by many      b) admired by many      c) admire by many
7. Which of these fits gap 7?  
a) confronting      b) confront      c) confronted
8. Which of these fits gap 8?  
a) propose      b) expose      c) dispose



# Lord Ullin's Daughter



## Warming Up

**Organise yourself into four groups and discuss.**

*'Should Parents Decide Who Their Children Should Marry?'*

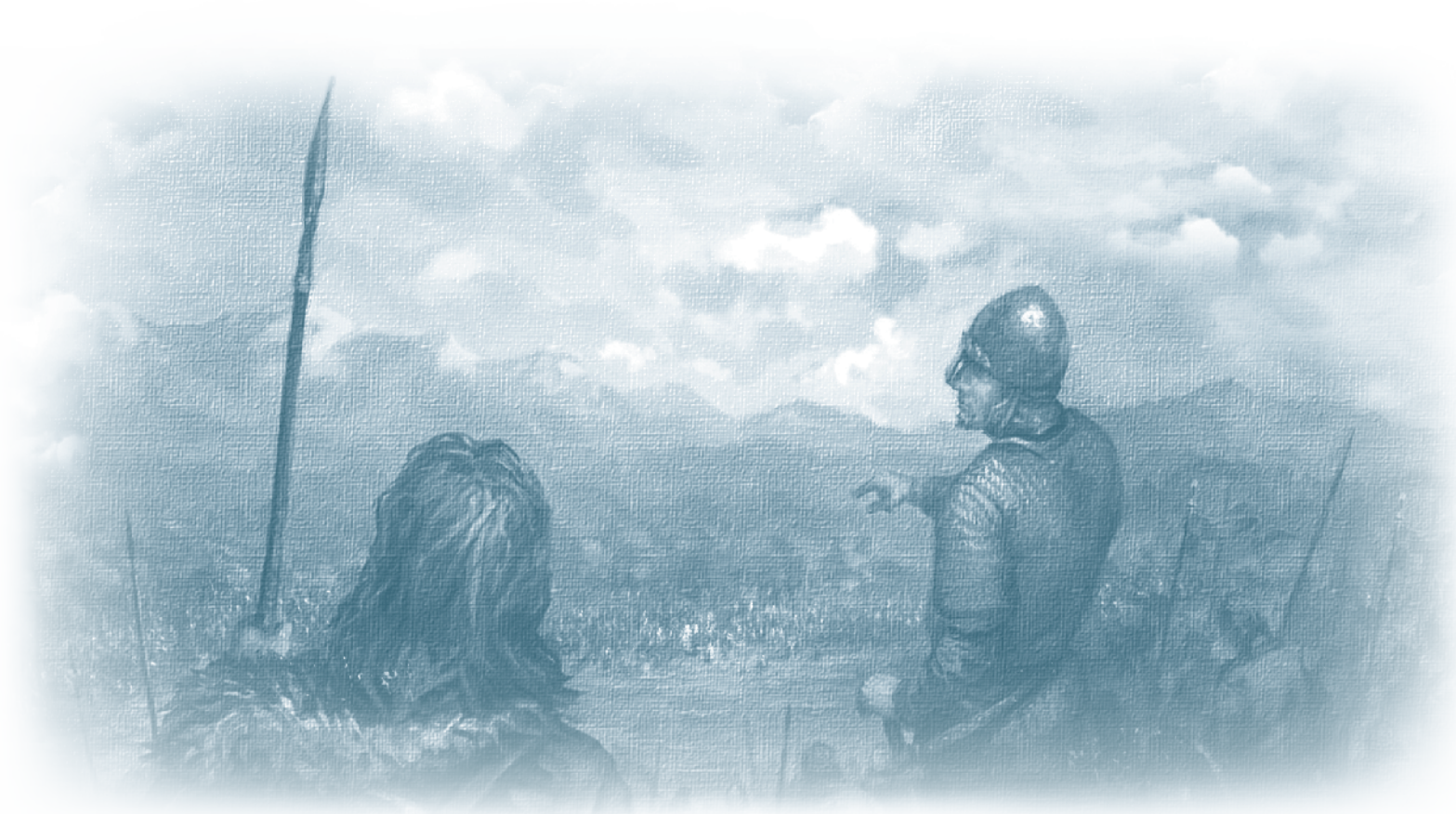
The groups get ten minutes to discuss the topic and sum up their thoughts and put them on paper.

During the discussion, each group member should be given a chance to speak.

After the discussion, draw a conclusion.

A representative of each group will, then, present the views to the class.

**The Scottish people were known for their close-knit clans organized under chieftains who often led fierce warriors to savage feuds.**



**Now, read about a Scottish chieftain and his beloved who have to flee her wrathful father. The father is furious with them for violating the social and cultural norms of marriage prevalent in Scottish society of that time.**

A Chieftain<sup>1</sup>, to the Highlands bound<sup>2</sup>,  
Cries, 'Boatman, do not tarry<sup>3</sup>!  
And I'll give thee a silver pound  
To row us o'er the ferry!'—

'Now, who be ye, would cross Lochgyle,  
This dark and stormy weather?'  
'O, I'm the chief of Ulva's isle,  
And this, Lord Ullin's daughter.—

'And fast before her father's men  
Three days we've fled together,  
For should he find us in the glen<sup>4</sup>,  
My blood would stain the heather<sup>5</sup>.

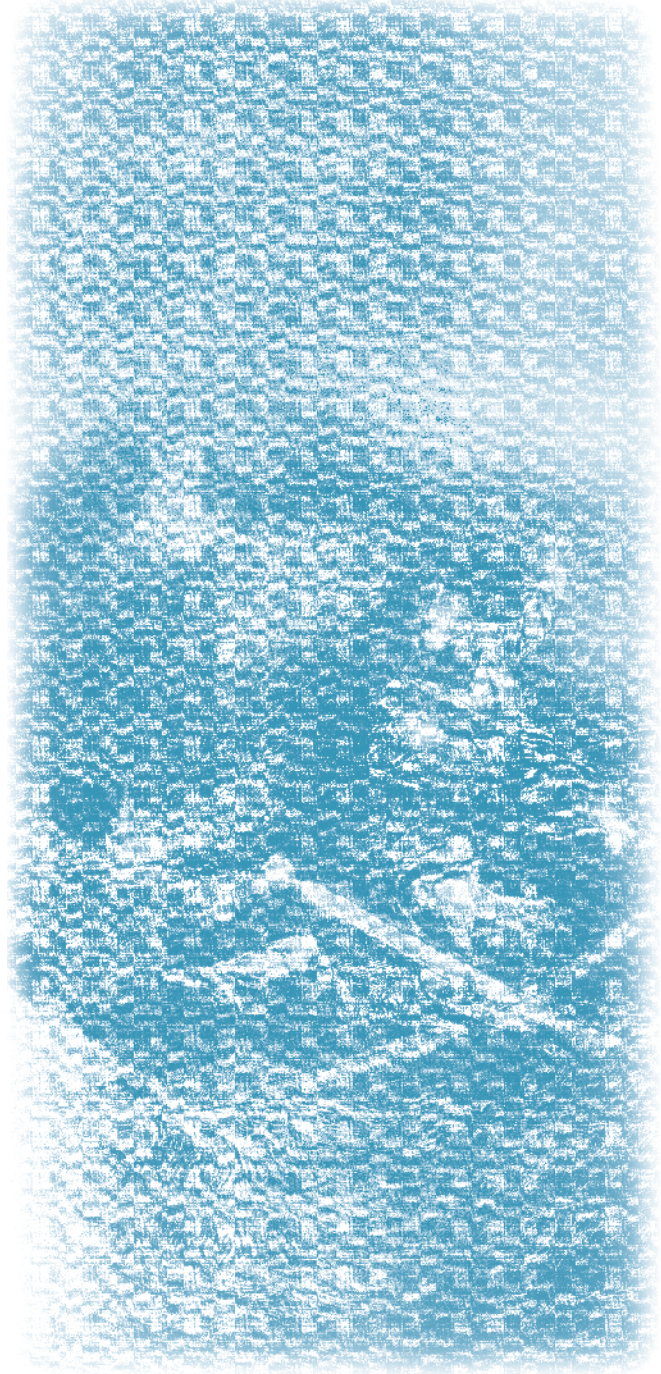
'His horsemen hard behind us ride;  
Should they our steps discover,  
Then who will cheer my bonny<sup>6</sup> bride  
When they have slain her lover'—

Out spoke the hardy Highland wight<sup>7</sup>,  
'I'll go, my chief—I'm ready:  
It is not for your silver bright,  
But for your winsome<sup>8</sup> lady:

'And by my word! the bonny bird  
In danger shall not tarry;  
So, though the waves are raging<sup>9</sup> white,  
I'll row you o'er the ferry.'

By this the storm grew loud apace<sup>10</sup>,  
The water-wraith<sup>11</sup> was shrieking;  
And in the scowl of heaven each face  
Grew dark as they were speaking.

But still as wilder blew the wind,  
And as the night grew drearer,  
Adown<sup>12</sup> the glen rode armed men,  
Their trampling sounded nearer.



1 Chieftain: the head of a clan in Scotland.

2 the highlands bound: going in the direction of

3 tarry: delay

4 glen: deep narrow valley

5 heather: small shrubs with pink or white flowers that grow in rocky areas

6 bonny: lovely

7 wight: a person

8 winsome: pleasing because of a childlike charm and innocence

9 raging: angry

10 apace: quickly

11 water-wraith: water-ghost, spirit

12 adown: (archaic) coming down

‘O haste thee, haste!’ the lady cries,  
‘Though tempests round us gather;  
I’ll meet the raging of the skies,  
But not an angry father.’

The boat has left a stormy land,  
A stormy sea before her, —  
When, O! too strong for human hand,  
The tempest gather’d o’er her.

And still they row’d amidst the roar  
Of waters fast **prevailing**<sup>13</sup>:  
Lord Ullin reach’d that fatal shore,  
His **wrath**<sup>14</sup> was changed to **wailing**<sup>15</sup>.

For, sore dismay’d through storm and  
shade,  
His child he did discover: —  
One lovely hand she stretch’d for aid,  
And one was round her lover.

‘Come back! Come back!’ he cried in  
grief  
‘Across this stormy water:  
And I’ll forgive your highland chief,  
My daughter!—O my daughter!’

’Twas **vain**<sup>16</sup>: the loud waves lash’d the shore,  
Return or aid preventing:  
The water wild went o’er his child,  
And he was left **lamenting**<sup>17</sup>.

*Thomas Campbell*

### About the Poet

**Thomas Campbell (1777-1844)** was born in Glasgow, Scotland. He is chiefly remembered for his sentimental poetry dealing specially with human affairs. He was also one of the initiators of a plan to found what became the University of London. In 1799, he wrote ‘The Pleasures of Hope’, a traditional 18th century survey in heroic couplets. He also produced several stirring patriotic war songs—‘Ye Mariners of England’, ‘The Soldier’s Dream’, ‘Hohen Linden’ and in 1801, ‘The Battle of the Baltic’.



13 **prevailing**: overcoming

14 **wrath**: anger

15 **wailing**: crying

16 **vain**: useless

17 **lamenting**: sobbing



### A. Multiple Choice Questions

Choose the correct option.

1. The Chieftain and his beloved wanted to go into the rough sea because .....  
☐ they were looking for adventure  
☐ they wanted to move to a distant land  
☐ they wanted to escape the wrath of her father  
☐ they wanted to die in the rough sea
2. The couple were being followed by .....  
☐ his father's men  
☐ her father's men  
☐ their parents  
☐ the king's army
3. The boatman agreed to ferry the couple across for the sake of .....  
☐ the money they offered  
☐ taking revenge on Lord Ullin  
☐ the charming bride  
☐ satisfying his own ego
4. The line that is example of both visual and aural imagery is.....  
☐ I'll give thee a silver pound  
☐ For he should find us in the glen  
☐ Then who will cheer my bonny bride  
☐ So, though the waves are raging white
5. The mood changes in the poem. It transforms from .....  
☐ happiness to fear.  
☐ fear to happiness.  
☐ anxiety to grief.  
☐ love to pain.
6. The water wraith was shrieking. The line symbolises that the water wraith was.....  
☐ happy to drown the lovers  
☐ lamenting about the storm  
☐ lamenting at the death of the lovers  
☐ lamenting at the plight of the miserable father

**B. Read these lines and answer the questions given below.**

1. *Cries, 'Boatman, do not tarry!  
And I'll give thee a silver pound  
To row us o'er the ferry!'—'*
  - a) Who says these lines and to whom?
  - b) Where did they want to go? Why?
  - c) What is the meaning of 'tarry'?
2. *'His horsemen hard behind us ride;  
Should they our steps discover,  
Then who will cheer my bonny bride  
When they have slain her lover?*
  - a) Whose horsemen were following whom?
  - b) Why were they following them?
  - c) What was the speaker's concern?
  - d) What is the rhyme scheme of these lines?
3. *Out spoke the hardy Highland wight,  
'I'll go, my chief—I'm ready:  
It is not for your silver bright,  
But for your winsome lady:*
  - a) Who is the speaker?
  - b) Where was he ready to go?
  - c) What had been his fear?
  - d) Why did he agree to go?

**C. Fill in the space with one quality that you feel stands out in each of these characters. Give one instance from the text as evidence of the trait.**

| Character             | Trait | Evidence |
|-----------------------|-------|----------|
| Lord Ullin            |       |          |
| The Chieftain         |       |          |
| Lord Ullin's daughter |       |          |
| The Boatman           |       |          |

**D. Complete the summary of the poem by completing the sentences.**

A Scottish Chieftain from ..... isle wished to marry ..... against her father's wishes. Hence she eloped with her lover.

The Chieftain and his beloved were chased by ..... on ..... He therefore urged the boatman to ferry them across ..... to his .....

The Chieftain told the boatman about ..... The Chieftain also offered the boatman .....

Lord Ullin's daughter, too, expressed her fear of ..... She said she would rather ..... than face .....

The boatman agreed to ferry them for the sake of ..... despite the impending storm.

Unfortunately, the boat carrying the chieftain and his beloved .....

Lord Ullin, at this point, reached the shore only to see ..... At once his wrath transformed into ..... as she and her lover were both drowning, leaving Lord Ullin completely .....

He cried in grief persuading his daughter to come ..... His daughter held out one hand ..... The other was around ..... But it was too late to .....

## Appreciation

1. Rewrite the story of 'Lord Ullin's Daughter' giving it a happy ending.
2. What is the poem's rhyme scheme?
3. **Foreshadowing** is an advance sign or warning of what is to come in the future. '**The water-wraith was shrieking**'. Does this represent what happens at the end? Give reasons for your answer.
4. '**Imagery**' refers to something that can be perceived through more than one of the senses. It uses figurative language to help form mental pictures. Campbell uses vivid, diverse and powerful imagery to personify the menacing face of nature. Pick out expressions that convey the images of anger in the poem.
5. You are already familiar with the poetic device 'alliteration'. The poet makes extensive use of the same throughout the poem. Pick out examples of alliteration in the poem.
6. According to the dictionary, **a ballad** is a folk song or orally transmitted poem telling in a direct and dramatic manner some popular story usually derived from a tragic incident in local history or legend. The story is told simply, impersonally and often with vivid dialogue. Ballads are normally composed in quatrains with alternating four-stress and three-stress lines, the second and fourth lines rhyming; but some ballads are in couplet form, and some others have six-line stanzas.  
  
How does this poem qualify as a ballad?
7. How does the setting of the poem reflect the turmoil in the lives of the characters in the poem?

## Style

In the poem, the poet has used archaic (old, no longer in use) words such as *tarry*, *thee*, *adown*, *ye*, *wrath*, words of Scottish origin such as *glen* and *bonny*, and literary words such as *wight* and *winsome* to add beauty to the ballad.

Now paraphrase the poem replacing these words with contemporary English words. You can consult the dictionary.



## Pronunciation

### 1. Pick rhyming pairs from the poem and give another word that rhymes.

For example: bound, pound, found

### 2. Pronounce these words and strike out the silent letters.

- |          |           |             |               |
|----------|-----------|-------------|---------------|
| a) knee  | b) knock  | c) lamb     | d) psychology |
| e) calm  | f) autumn | g) scenario | h) science    |
| i) doubt |           |             |               |

### Remember

1. 'b' is silent when preceded by an 'm' at the end of a word. Example: *climb, bomb*.
2. 'b' is often silent when followed by a 't' e.g., *debt*. However, this is not the case always. Example: *obtain, obtuse*.
3. 'c' is silent when preceded by an 's' and followed by an 'e' or an 'i' at the beginning of a word. Example: *scenic*.
4. 'k' is silent when followed by an 'n'. Example: *knife*.
5. 'n' is silent when preceded by an 'm'. Example: *column*.
6. 'p' is silent when followed by an 's'. Example: *psychiatrist, psychotic*.

# Grammar Worksheet - 1

**In this worksheet**

• Parts of speech • Determiners • Articles  
• Pronouns • Subject-verb agreement

## Parts of Speech

A sentence is made of different parts of speech. These include Nouns, Adjectives, Verbs, Adverbs, Pronouns, Prepositions, Articles, and Conjunctions.

### I. Label the Parts of Speech in the following sentence.

*He looked around carefully and jumped over the high wall into the beautiful castle.*

### II. From the given table, pick words from each part of speech and form a sentence using all these words. You have to form ten sentences. One sentence has been done for you as an example.

**Remember to use as many parts of speech as you can in each sentence.**

| Nouns    | Adjectives | Verbs     | Adverbs   | Pronouns | Prepositions | Articles |
|----------|------------|-----------|-----------|----------|--------------|----------|
| dinosaur | huge       | saw       | carefully | I        | near         | a        |
| park     | bushy      | trudging  | endlessly | you      | in           | an       |
| cage     | black      | wagged    | quickly   | my       | on           | the      |
| parrot   | green      | chattered | happily   | it       |              | some     |
| mouse    | spotted    | pounced   | slowly    | his      |              |          |
| dog      | brown      | collected |           |          |              |          |
| tail     | wise       |           |           |          |              |          |
| kitten   |            |           |           |          |              |          |
| donkey   |            |           |           |          |              |          |
| animals  |            |           |           |          |              |          |

(a) I saw a huge dinosaur near the park and it was trudging carefully.

## Determiners

**Read the news clip and notice the underlined words.**

1953: Hillary and Tenzing conquer Everest

New Zealander Edmund Hillary and the Nepalese Sherpa Tenzing Norgay have become the first to reach the summit of Mount Everest on the Nepal-Tibet border.

They reached the top after a gruelling climb. It was not an easy job.

These men stayed on the summit for a few minutes because they were low on oxygen. Hillary took several photographs of the summit. Sherpa Tenzing buried some sweets and biscuits in the snow as a Buddhist offering to the gods.

**Determiners** are words that are used with nouns to qualify them.

We use determiners

- to define something or someone,
- to state the amount of people or things,
- to state possessiveness,
- to state something or someone specific,
- to state the difference between nouns.

There are different types of determiners. The type of determiner depends on the type of noun. Singular common nouns usually need a determiner.

**Articles:** a, an, the

**Demonstratives:** this, that, these, those, etc.

**Possessives:** my, your, our, their, his, her, its, etc.

**Quantifiers:** few, a few, many, much, each, every, some, any, etc.

**Ordinals:** first, second, third, etc.

**Cardinals:** zero, one, two, five, fifty, etc.

**Quantifiers** are words that usually come before nouns. They tell us how many or how much.

The following quantifiers will work with count nouns:

**many; a few; few; several; a couple of; none of the**

The following quantifiers will work with non-count nouns:

**much; a little; little; a bit of; a good deal of; a great deal of; no**

The following quantifiers will work with both count and non-count nouns:

**all of the; some; most of the; enough; a lot of; lots of; plenty of; a lack of**

### A. Fill in the blanks with quantifiers.

1. We got ..... holiday homework.
2. How ..... time does it take you to reach school?
3. How ..... students do you have in your class?
4. He has visited ..... foreign countries.
5. He didn't have ..... support from his family.
6. .... people had Sue's ability.
7. .... knowledge is a dangerous thing.
8. He's having ..... of trouble with his fellow students.
9. I spend ..... of my time reading novels.
10. He knows ..... English.

### B. Tick the correct choice of the word in each blank.

When we got to the farm house, ..... (*much/lots of*) people were already there, and we couldn't find a place to sit down. There were a ..... (*few/little*) empty chairs under one sun umbrella. We were carrying ..... (*a lot of/many*) food baskets and it was a long walk from the entrance. But we didn't have ..... (*much/many*) choice. As we trudged along carrying all that weight, we met ..... (*a few/little*) people we had known earlier. We spent ..... (*few/a little*) time there because there wasn't ..... (*much/many*) to do. Finally, we decided to get back in the car and go to the next beach, where there would not be ..... (*many/much*) people. This was much better since there was ..... (*a lot of/many*) room to spread out our things. Before we realised it we had eaten so ..... (*much/many*) and within ..... (*a few/little*) minutes we were all dozing happily in the sun.

## Articles—**a, an, the**

There are only three articles in English: **a, an** and **the**.

There are two types of articles—**indefinite ‘a’** and **‘an’** or **definite ‘the’**.

### Using the definite article ‘the’:

- Before a noun which must be important in some way, special.  
Example: The person, the country, the book, the apple, the bird, the radio, the colour
- Before a noun which is the only one of its type.  
Example: the Sun (only one), the Earth
- Note – ‘The’ some particular or specific.  
Example: ‘The books are good.’—means, the ones I’m talking about.  
‘Books are good.’ —means, all books are good.

### Using the indefinite articles ‘a’ or ‘an’:

An ordinary article is one of many, it is not unique, and it could just be any one.

‘An’ is used with vowel sounds, i.e., orange, egg, igloo, idiot.

‘A’ is used with all the rest, i.e., car, tree, pen, book, banana

**Note:** We use ‘an’ before words that begin with a vowel sound. For example: an hour.  
Here, ‘h’ is silent and the word when pronounced, sounds like ‘our’.

We use ‘a’ before words that begin with consonant sounds. For example: a university.  
Here the word when pronounced sounds like ‘youniversity’.

### No article:

- We usually use no article to talk about things in general.  
For example: **Children** are very technology-savvy these days.  
**People** are worried about rising crime.
- You do not use an article when talking about sports.  
For example: I play **football**.  
**Tennis** is expensive.
- You do not use an article before uncountable nouns when talking about them generally  
For example: **Milk** is nutritious.  
**News** is important.
- You do not use an article before the names of countries **except** where they indicate many areas or contain the words (state(s), kingdom, republic, union).  
For example: No article—India, Nepal, England
- Use **the** in these cases—**the** UK (United *Kingdom*), **the** USA (United *States* of America), **the** Soviet *Republic*  
Multiple areas—**the** Netherlands, **the** Philippines, **the** British Isles

**A. Complete the conversation with *a, an, the*, or put a cross (X).**

**Mani:** I had ..... very strange dream!

**Linda:** What was it about?

**Mani:** ..... dinosaur.

**Linda:** ..... dinosaur? It must have been ..... strange dream indeed. Tell me ..... little about it.

**Mani:** I saw ..... poor dinosaur, who had lost his way in ..... jungle and wandered into ..... city. .... dinosaur wasn't alone but had four of its young ones as well. .... people of ..... city were horrified to see such ..... huge creature trudging in and so all of them left ..... city and fled. .... poor creature wanted to scream, 'Stop please, I'm ..... herbivore. All I need is some food and ..... place to rest till I find my way back.' But ..... loud grunting scared ..... people even more.

**B. An article has been omitted in each line. Mark it in sentence and write the article in the blank.**

|                                                        |            |
|--------------------------------------------------------|------------|
| Suzy was going to bazaar                               | i. ....    |
| last Sunday when she met with green monster            | ii. ....   |
| and unicorn on the way.                                | iii. ....  |
| Green monster said to Suzy,                            | iv. ....   |
| 'Suzy, we have come to town to see old bazaar.         | v. ....    |
| Can we come along with you?                            |            |
| We won't get into any scrapes and will be good friends |            |
| from now to end of our lives.'                         | vi. ....   |
| Suzy agreed to let them accompany her to bazaar.       | vii. ....  |
| They went along merrily when Mr Pots, policeman        | viii. .... |
| caught them all. Trio were in for some trouble now!    | ix. ....   |

## Pronouns

Read the sentences and notice the highlighted words. These are emphasizing pronouns as they have been used just for emphasis.

- My parents organised my birthday party **themselves**.
- My sister cooked her dinner **herself**.
- Sid **himself** played two instruments.
- I made the painting **myself**.

A **pronoun** (I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.) is a word that takes the place of a noun.

A **reflexive pronoun** is used as an object to the verb and refers to a person, animal or thing that is the subject of the verb.

- I saw **myself** in the mirror.
- The captain cursed **himself**.
- The cat hid **itself** under the table.

The highlighted words in the sentences above are **reflexive pronouns**. We can change a personal pronoun into a reflexive pronoun when we need to 'point back to the doer of the action'.

A reflexive pronoun ends in 'self' in the singular form, or 'selves' in the plural form.

| Personal Pronoun | Reflexive Pronoun      |
|------------------|------------------------|
| I/we             | myself/ourselves       |
| you (singular)   | yourself               |
| you (plural)     | yourselves             |
| he/she/it        | himself/herself/itself |
| they             | themselves             |

When used for emphasis, these self-pronouns are called **emphasizing pronouns**.

- The captain answered all the questions **himself**.  
or The captain **himself** answered all the questions.
- I met the director **myself**.  
or I **myself** met the director.
- She came to me **herself**.  
or She **herself** came to me.

**A. Choose the correct pronoun to complete each sentence.**

1. Are ..... at home?  
a. she                      b. his                      c. us                      d. they
2. Are ..... your shoes?  
a. it                      b. these                      c. that                      d. this
3. The children are playing by .....  
a. herself                      b. themselves                      c. himself                      d. yourself
4. The child cannot wash .....  
a. himself                      b. herself                      c. itself                      d. ourself
5. Is this pencil box .....?  
a. you                      b. yours                      c. your                      d. him
6. Do ..... know the answer?  
a. us                      b. you                      c. she                      d. his
7. Lalit gave ..... a present.  
a. I                      b. he                      c. her                      d. they
8. My father gave ..... a new bike.  
a. me                      b. I                      c. mine                      d. my
9. This is Sunil. .... is my brother.  
a. She                      b. He                      c. His                      d. They
10. Shalini and ..... walked to school today.  
a. our                      b. me                      c. I                      d. us
11. I didn't eat ..... for lunch. So I am very hungry now.  
a. everything                      b. anything                      c. something                      d. nothing
12. Don't use that knife. You will hurt .....  
a. ourself                      b. themselves                      c. himself                      d. yourself
13. I looked ..... for my cat, but I couldn't find it.  
a. anywhere                      b. nowhere                      c. something                      d. everywhere
14. We should all try and help .....  
a. anyone                      b. one another                      c. itself                      d. some
15. .... took the book from the table?  
a. Which                      b. Who                      c. What                      d. Whose

**B. Edit the statements. There are pronoun errors in each sentence. Correct them.**

1. Her is my younger sister, Rupa. He is two years younger than me/I.
2. I wonder if they are busy this/that afternoon. If you are not, us could go out.
3. Which do you prefer, milk or fruit juice? Myself like juice.
4. I chose these sarees for my mother. Her likes the colour.
5. I will give these books to she on her birthday.
6. The Palace on Wheels is a luxury train who travels across Rajasthan. She travels pretty fast.
7. Whom is taller, John or Peter? Myself am taller than Peter but shorter than John.
8. Pinky is this umbrella your? The two black ones are my.
9. Which is the best time to meet you? I will ask Tim to be there. Himself will be on time.
10. The dog can fetch the ball herself. My sister himself taught it to do so.

### **Subject-Verb Agreement**

**Singular subjects should have singular verbs; plural subjects should have plural verbs.**

- The subjects and verbs must agree. When the subject is formed by two or more nouns or pronouns, they are connected by ‘**and**’ and a plural verb is used.

*Example: She and her friends are at the theatre.*

- When two or more singular nouns or pronouns are connected by ‘or/nor’, use a singular verb.

*Example: The pencil or the pen is in the drawer.*

- When a compound subject contains both a singular and a plural noun or pronoun joined by or/nor, the verb should agree with the part of the subject that is nearer the verb.

Example: The boy or his friends have broken the glass.

His friends or he himself has broken the glass.

- Doesn’t should be used only with a singular subject. Don’t should be used only with a plural subject. The exception to this rule appears in the case of the first person and second person pronouns *I* and *you*.

Example: He doesn’t like it. I don’t like it.

They don’t like it. You don’t like it.

- If a phrase or a clause comes between the subject and the verb, the verb agrees with the subject, not with a noun or pronoun in the phrase.

Example: One of the boys is here.

The people who work hard are few.

- The words *each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone*, and *no one* are singular and require a singular verb.

Example: Each of them is known to me.

Neither is correct.

- Nouns such as *civics, mathematics, measles*, and *news* require singular verbs.

*Example: Mathematics is my favourite subject.*

- Nouns such as *scissors, tweezers, trousers*, and *shears* require plural verbs. (There are two parts to these things.)

*Example: The trousers are in the cupboard.*

- In sentences beginning with *there is* or *there are*, the subject follows the verb. Since *there* is not the subject, the verb agrees with what follows.

*Example: There are many questions.*

- Collective nouns may take a singular verb, or a plural verb depending on the context.

*Example: My family has never been able to agree.*

*The class have got their books.*

*The team has played well.*

*The team have left their kitbags.*

- Expressions such as *with, together with, including, accompanied by, in addition to, or as well* do not change the number of the subject. If the subject is singular, the verb should be singular.

Example: All of the books are in that box.

#### **A. Read this anonymous poem about a postman.**

The whistling postman swings along

His bag is deep and wide,

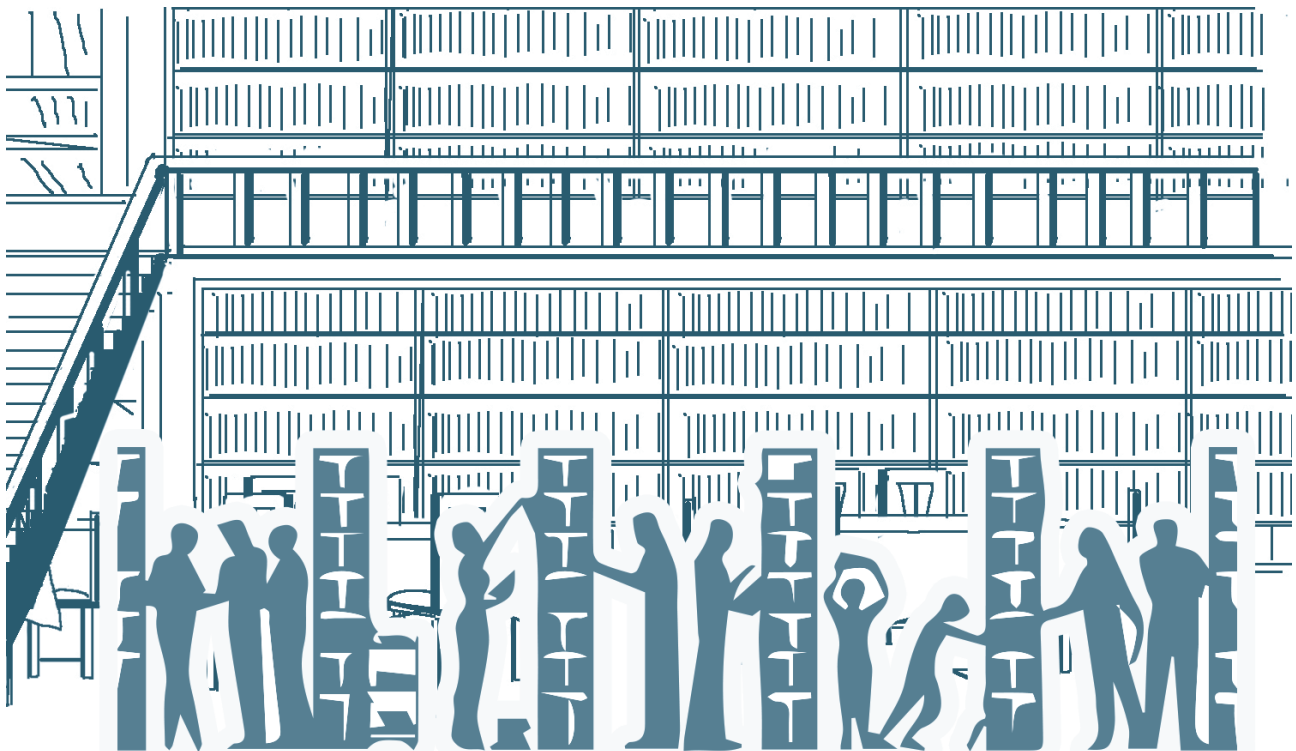
And messages from all the world  
 Are bundled up inside.  
 The postman's walking up our street,  
 Soon now he'll ring my bell.  
 Perhaps there'll be a letter stamped  
 In Asia. Who can tell?



**Now, fill in the blanks by ticking the correct form of the verb.**

I saw the postman ..... (walk/walks) down the street. He .....  
 (was/were) carrying a bag that was deep and wide. The letters in his bag .....  
 (were/was) from all over the world. They ..... (was/were) lying bundled up  
 in the bag. I thought the postman would ..... (rings/ring) my door bell. He  
 will ..... (does/do) that if he ..... (have/has) a letter for us. It  
 ..... (was/were) very difficult to tell at that moment.

**B. Your school has got a new library built. Write to your friend Joseph, describing the library.**



Place: .....

Date: .....

Dear Joseph,

Our school library ..... (has/have) just become functional. I can't tell you how delighted I am. It ..... (is/are) an amazing building with two floors. On the ground floor ..... (is/are) the Reading Room with lots of tables and chairs. This area ..... (provide/provides) ample space to sit and read. On the first floor ..... (is/are) bookshelves stacked with books. The books ..... (include/includes) both fiction and non-fiction. One can be issued two books at a time. The catalogue ..... (has/have) names of all the books with their authors.

The corner on the far end ..... (is/are) the Kids' Corner. Here the librarian or the teacher ..... (reads/read) out to the younger children. The children, sometimes ..... (act/acts) out different roles from stories as well.

**C. Fill in the blanks with the correct choice of the verb in brackets.**

1. The doctors ..... (is/are) treating the patients.
2. The news in the paper ..... (was/were) true.
3. Either ..... (come/comes) with me or ..... (stay/stays) at home.
4. I will ..... (study/studies) mathematics or physics.
5. .... (Is/are) there an extra pair of scissors in the drawer?
6. The students in the class ..... (was/were) shouting loudly.
7. The players and the coach ..... (put/puts) in a lot of hard work.
8. Our parents ..... (want/wants) us to be good.
9. One of my sisters ..... (is/are) going to Australia to ..... (meet/meets) our youngest sister.
10. Dr Doolittle, with all the animals, ..... (live/lives) on my street.
11. Everybody ..... (know/knows) that I can act well.
12. All the actors in the movie had ..... (come/comes) to promote the film.

**D. Underline the incorrect verb and write the correct verb in the space provided. One has been done for you.**

1. Geckos, garden lizards, frogs and toads has a vital role ..... *have*.....
2. to played in the ecosystem. Many of us, in a fit of rage, or due to .....
3. aversion kills these reptiles, without realizing the fact that they .....
4. eat many insects, which is harmful to humans. One can .....
5. sees hundreds of snakes in a paddy field in the rural areas. ....
6. Rats is found in large numbers in and around paddy fields .....
7. and the snakes is attracted towards them. Sadly, even some .....
8. misinformed farmers looks at the snakes as their enemies .....
9. and kills them, while the intelligent ones realize  
their role in pest control. ....

**E. Complete this story about the farmer's concern for others by filling in the correct form of the verb.**

Once, a king's army ..... (is/was) going back after a battle. Their food supplies ..... (was/were) depleted. The king said to his soldiers, 'Go to a nearby village and ..... (get/gets) some food.'

The soldiers and their commander entered the village and met a farmer. The commander said, 'Dear farmer, please ..... (lead/leads) us to this village's largest field.'

The farmer took them to a large field. The commander ordered his soldiers, '..... (Cut/cuts) and ..... (collect/collects) all the grains.'

The farmer got scared and said, 'Sir, come and I'll ..... (show/shows) show/shows) you another field.' The soldiers went with him to a small field. He asked the soldiers to ..... (take/takes) the grains from that field.

The commander asked the farmer why he had led them to this field.

The farmer replied, 'That field ..... (belong/belongs) to someone else. How could I let you destroy it? This is my field and I can allow you to do what you wish.'

The king learnt of the farmer's concern for others. He paid him handsomely for his grains.

**F. There is one error in each line of the following passage. Underline the incorrect word and write the correction in the space provided.**

|                                                        |            |
|--------------------------------------------------------|------------|
| Vivek and Ritwick is good friends.                     | i. ....    |
| They goes to school together and                       | ii. ....   |
| participates in all activities together.               | iii. ....  |
| One day, a few boys from the nearby school comes       | iv. ....   |
| and catches hold of Ritwick.                           | v. ....    |
| They beats him up,                                     | vi. ....   |
| takes his bag and                                      | vii. ....  |
| tears his books.                                       | viii. .... |
| Vivek see this from his study window.                  | ix. ....   |
| He come running to save his friend.                    | x. ....    |
| He catch hold of the boys and                          | xi. ....   |
| snatch the bag away from them.                         | xii. ....  |
| By then, Ritwick have also recovered.                  | xiii. .... |
| The two friends chases the boys out of their locality. | xiv. ....  |

# Dr Talimeren<sup>1</sup> Ao

## —The Football Wizard

### Warming Up

**Your school elections are being held shortly. You wish to contest for the post of Sports Captain because you feel you can do complete justice to the post.**

**(a) What do you think is the role of a Sports Captain?**

**(b) List the qualities and write how each of these will be helpful.**

| Quality | How will it help you? |
|---------|-----------------------|
| 1.      |                       |
| 2.      |                       |
| 3.      |                       |
| 4.      |                       |

### Now, read about the footballer who made India proud.

Dr. Talimeren Ao was born in **Changki village**<sup>2</sup> on 28 January 1918 to Reverend Subongwati Ningdangri and his wife, Maongsangla Changkilari. Nature endowed Talimeren with sharp features and, as an adult, he stood all of 5'10" barefooted. He also had a towering personality with a booming voice, and people who met him for the first time, were always momentarily taken aback by his sheer presence. He was a refined gentleman, well versed in all matters, and very **articulate**<sup>3</sup>.



Talimeren was fortunate that his football talents were recognised and constructively utilised from early childhood. While he was still at school, he impressed not only the locals but even the American Missionaries with his football skills. They observed that if guided in the right manner, he could one day become a great footballer.

In 1938, while in his first year **I.Sc**<sup>4</sup> at Cotton College, Talimeren became captain of the football team. It was a tradition in Assam then for the two colleges—Cotton College

**1 Talimeren:** Tali means 'more' and meren means 'prominent' villages in the District of Mokokchung, Nagaland. It is about 900 years old.

**2 Changki village:** Changki is one of the oldest Ao Naga  
**3 articulate:** expressive    **4 I.Sc:** Intermediate in Science

and Murari Chand College of Sylhet—to play friendly football matches every year. Each college alternately hosted the matches, and it was the turn of Murari Chand College of Sylhet that year. Though the captain of the Cotton College football team, Talimeren was also taking his I.Sc. final examination, which was crucial for him. His main concern was upholding the name and reputation of the Nagas. He was the only Naga studying science at the time, and perhaps he felt that failure in the examination would reflect badly on his people.

Talimeren requested the Principal and the Professor in charge to exempt him from playing the matches and to replace him with someone else. Refusing to take no for an answer they told him, ‘Mr. Ao, you have to lead the college team by all means.’ Talimeren had already appeared for all except one paper of the examination. Going to Sylhet would mean that he would not be able to appear for it, and he did not feel morally right about the situation. Since he was a good student, his Professor exempted him from appearing for that one paper.

The Cotton College team beat the Murari Chand team by one goal in the first match (2-1). The winning goal was scored by T. Ao, who defended the ball so skilfully that no forward player from the opponent team could get the ball past him.

This sensational news spread like wildfire among the Bengali football fans in and around Sylhet. The reason for this was that Murari Chand had beaten Cotton College for a colossal, thirteen straight years. Captain T. Ao and his team were bringing the trophy back to Cotton College that year.

The next day the Principal of Cotton College announced that T. Ao had passed the examination, even before the official results were declared! People were curious about the talented young man, especially as his team mates spread the story that he was a **Naga head-hunter**<sup>5</sup>! T. Ao became an **enigma**<sup>6</sup> to his opponents, who were already in awe of his good physique and brilliant football moves.

It was his father’s dying wish that T. Ao become a doctor, and the young man went on to study medicine at R.G. Kar Medical College in Calcutta. When he played for the Maharana Club of Guwahati, Ao had made friends with Sarat Das. By the time Ao reached Calcutta, Sarat Das was already playing for Mohun Bagan. When Sarat Das learnt that T. Ao was in the city, he came rushing over to his hostel and took him along to register as a member of both Mohun Bagan Club and the **Indian Football Association**<sup>7</sup>. T. Ao was also inducted

<sup>5</sup> **Naga head-hunter**: The Central Government has banned the custom of head-hunting that was once predominant among the Nagas. According to anthropologists and research books, head hunting was conducted for retaliation purposes, as a dedication to God, or for personal glory.

<sup>6</sup> **enigma**: mystery

<sup>7</sup> **Indian Football Association**: Founded in 1893, the Indian Football Association is the organization that administers football in West Bengal.

into the Mohun Bagan Team, a fact that was immediately published in the local papers and publicised through the radio. For Mohun Bagan, it was a matter of great pride to announce the admission of a player of his **calibre**<sup>8</sup> into their team.

This was possibly the turning point in Ao's career as a footballer. When free India was to be represented as a country for the first time at the London Olympics in 1948, he was chosen as the undisputed Captain of the Indian Football Association. India won the first match against Burma by default. The second match, played against France, would have ended in a draw, but in the last minute (after 89 minutes) France scored the winning goal (2-1) and India lost. The barefooted Indian team, and T. Ao in particular, made a great impact on the world. He was given the title of *Barefooted Genius*. The team attended a press conference in London a few days later, where he was asked, 'Mr. Ao, how do you play football without boots?' Ao replied, 'I play football not bootball!'

T. Ao extensively toured South East Asia and other Asian countries. In Dhaka once, where his team was to play against a local team, he decided to stay out of the match to give his other team mates a chance. When he did not come out of the dressing room, the crowd became unruly and started shouting, 'We want T. Ao! No T. Ao, no play!' The angry spectators did not allow the other players to enter the ground. The officials finally persuaded Ao to play and it was only when he emerged to join his friends that the mob frenzy subsided.

It was not in Ao's nature to steal the limelight but it could not be denied that he was immensely popular, and that too at a time when Nagas were considered by most outsiders to be 'naked head-hunters'. This impression was completely turned around when T. Ao became a football hero. People realised that contrary to their misconceptions, Nagas were actually a race of great valour and integrity.

Although he had a flourishing football career, Ao did not neglect his studies and, in 1950, he passed the MBBS course. He was invited to join a foreign club (Arsenal) but he declined, choosing instead to live a simple life among his people.

In 1952, Ao joined Dibrugarh Medical College as Registrar (ENT). The next year the Government of Assam transferred him to Kohima as Assistant Surgeon; at this time Nagaland was still a part of Assam.

Despite his innumerable preoccupations as Director of Health Services, a position he retained till his retirement in 1978, Dr. Ao's zeal for the game never diminished. He was

made a member of the All India Council of Sports in 1972, a rare honour bestowed on men who have distinguished themselves in the field of sports and games. In 1968–69, he was selected a Member of the All India Football Selection Committee. He also served as an Executive Member of the All India Council of Sports, and Member Secretary of the Nagaland State Sports Council. It was largely due to his untiring efforts that the Nagaland Football Association and the Nagaland Badminton Association have been recognised and affiliated at the national level.

After retiring from Government service, Dr. Ao settled in Dimapur, Nagaland. He once requested the Mohun Bagan Club to send a team to Kohima for a friendly match. Before the match, one of the officials is said to have asked him, ‘Well Dr. Ao, you are a life member of the Mohun Bagan Club and today Mohun Bagan is playing against Nagaland. Which team do you support?’ Dr. T. Ao promptly replied, ‘Well, Mohun Bagan is playing against the Nagas, and I am a Naga first!’ To every Naga’s delight, the Nagaland XI team won the match (1-0).

In 1956 Dr. T. Ao married a Staff Nurse, Deikim DOUNGEL, whom he had met in Kohima. They were blessed with four children—two daughters and two sons. He aged gracefully, occasionally attending sports tournaments as the chief guest. He passed away in Dimapur on 13 September 1998, after a brief illness. Dr. Ao left behind a legacy of **laudable**<sup>9</sup> achievements that speak volumes for themselves. At a time when there were practically no facilities available, he set himself as an example of a man whose hard work, curious and observant mind, and total commitment led to his achieving excellence in the twin disciplines of sports and academics. He did it because he was willing to go that extra mile!

Olympians like Dr. T. Ao may be unsung, unrewarded and unrecognised but they do not need trophies or awards or appreciation. Sailen Manna put it best in a recent interview, ‘At that time we played football for the love of the game and not for money...’ They are men who lead by example and Dr. T. Ao’s exemplary life makes him a legend that never ceases to inspire. His name remains alive and it is time the youth of Nagaland rises to fill the vacuum left by him.

*Dr Senti Longkumer*

#### About the Author

*From: A Brief Sketch of Dr. Ao: Dr. Senti Longkumer; Dr. T. Ao (Naga Olympian): Material by NBSE; T. Ao of Nagaland: A. Tally, son of T. Ao, and correspondences with A. Tally*



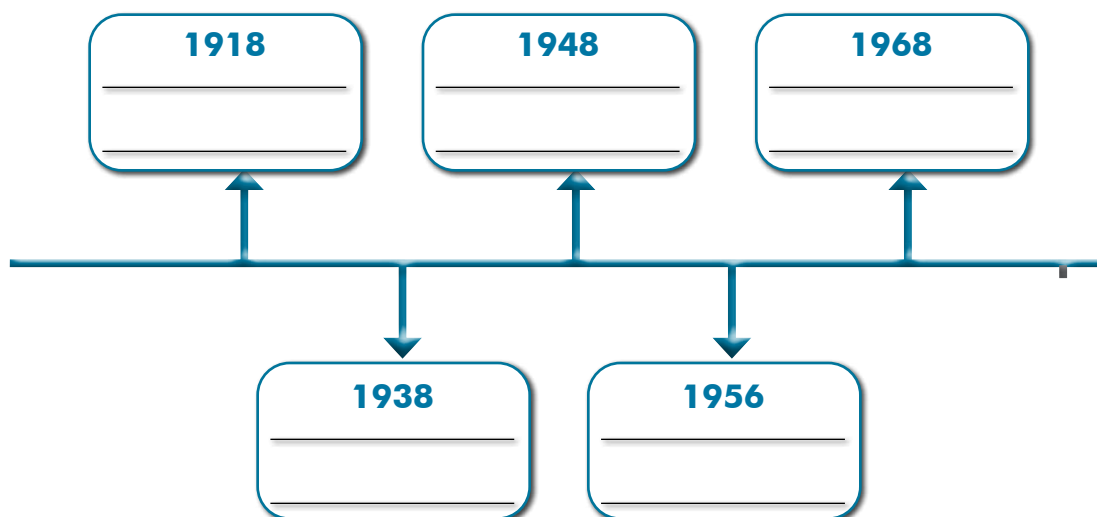
## Comprehension

### A. Multiple Choice Questions

Choose the correct option.

1. Talimeren Ao was ..... gentleman.  
☐ a tall, expressive and a refined      ☐ a tall and soft-spoken  
☐ a soft-spoken but rude      ☐ an unimpressive
2. T. Ao wanted to excel in his I.Sc. exams because .....  
☐ it was a matter of pride for him  
☐ it would get him college admission  
☐ he had to uphold the name of the Nagas  
☐ he had to fulfil his dad's wish
3. The best way to describe T. Ao would be to call him .....  
☐ an all-rounder  
☐ a committed and hard-working person  
☐ an exemplary son  
☐ all of the above
4. The incident at the Dhaka match showed that T. Ao was .....  
☐ a true team leader      ☐ selfish      ☐ arrogant      ☐ not sociable
5. The life of Dr T. Ao put the Nagaland ..... on the national level.  
☐ Football Association      ☐ Badminton Association  
☐ Football and Badminton Associations      ☐ None of these

### B. Complete the timeline with information from the text.



### C. Answer the following questions briefly.

1. Mention some of Dr. T. Ao's impressive personality traits.
2. What was the fortunate thing to have happened to Dr. T. Ao? How did that help him?
3. Dr. T. Ao was proud to be a Naga and wanted to uphold their reputation. How do you know this?
4. How did the Principal and the Professor of Cotton College encourage Dr T. Ao's sporting career?
5. How did Dr. T. Ao's story of being a head-hunter spread in the area?
6. How did Dr. T. Ao get national recognition?
7. Why was Dr. T. Ao given the title of a *Barefooted Genius*?
8. What is the lesson that we learn from Dr. T. Ao's life?

### Think and Write

1. Dr Talimeren was not only a talented sportsman, but also a bright student. He proved that academics and co-curricular activities can go hand in hand. Do you know of another well known person who was a bright academician and equally good in co-curricular activities? Write about him/her in about 50 words.
2. Dr. Talimeren Ao was one of the pioneers of Indian football. He was the Captain of the Indian Football Team in the first official match in 1948 London Olympics. This ace footballer from the North East also played in the 1950 World Cup team; the Indian team was barred from entering the tournament just because they played barefooted. He has a very important place in Indian Football history. To commemorate his birth centenary in 2028, the government has called for ideas so that his contribution to the sport inspires the footballing generations to come.
3. Madame Tussauds is a museum in London with branches in a number of major cities. It was founded by wax sculptor Marie Tussaud. Madame Tussauds is a major tourist attraction in London, displaying waxworks of historical and royal figures, film stars, sports stars and other well known people. Madame Tussauds, London has invited nominations for the wax statute of a sportsperson. Suggest the name of Indian footballer, Dr. Talimeren Ao. Write to the Director stating why you think he deserves the honour.



**Read the article on a hockey wizard, a contemporary of Dr. T. Ao, and notice its features.**

### **Dhyan Chand: Saluting a Legend**

*Maleeva Rebello*

August 29 is the birthday of hockey's greatest legend. The game would not have been where it was during his time in India. But Dhyan Chand is one of history's and hockey's and India's greatest ever champions.

Hockey in India, today, is a dying sport with not much patronage in the country. On his 118th birth anniversary, here's remembering the legend—Dhyan Chand the man who helped India win three Olympic gold medals in 1928, 1932, and 1936.

This great hockey player was known as 'the wizard' for his awesome ball control and great playing style that helped him become one of the greatest players ever of hockey.

Having joined the Indian Army, Dhyan Chand reached the rank of a Major. Chand played the army hockey tournaments and regimental games and was ultimately selected for the Indian Army team and later, the Indian national hockey team for which he scored many goals and went on to become the team's captain.

The hockey wizard's birthday is celebrated as National Sports Day and the sports awards—Rajiv Gandhi Khel Ratna, Arjuna Award and Dronacharya Award are given to deserving players by the President on August 29 every year.

Dhyan Chand scored more than 1000 goals in his career that spanned from 1926 to 1948. During his last days, Chand suffered financial problems and died of liver cancer in a general ward at the New Delhi, AIIMS hospital.

Today, a stadium is named after Dhyan Chand and when hockey is played around the world the legend is remembered. His legacy lives on but the Indian national game continues to struggle as officials overpatronise cricket.



**Remember:** An article in remembrance of someone must have the following.

- Format
  - a) heading
  - b) byline
- Body of the Article (Write in paragraphs)
  - a) opinion/view
  - b) arguments supporting your view
  - c) contributions
  - d) future proposal
- Appropriate language
  - a) Use direct quotes.
  - b) Use a combination of active and passive voice.

**Write articles on the following topics. It could be for a blog, a newspaper or a magazine.**

1. The sports-person I admire.
2. Declining interest in outdoor sports.
3. The youth of the state need encouragement and support to excel in sports.

## Vocabulary

**Enrich your sports vocabulary.**

**A. Match the sports idioms to their meanings.**

|                              |                                                             |
|------------------------------|-------------------------------------------------------------|
| 1. ball is in your court     | a. win easily                                               |
| 2. blow the competition away | b. start before all others                                  |
| 3. call the shots            | c. have responsibility removed                              |
| 4. get a head start          | d. it's your decision or responsibility to do something now |
| 5. get off the hook          | e. try your hardest                                         |
| 6. give it your best shot    | f. make the decisions                                       |
| 7. hit below the belt        | g. to be in a close tie with someone                        |
| 8. neck and neck             | h. do or say something that is very unfair or cruel         |

## B. Complete the sentences with the idioms given in exercise I.

1. While my parents are away, my elder sister will .....
2. 'Do you think I should accept his apology and become friends again?' 'It's your decision; the ..... now'.
3. If you practise sincerely for a month, you are going to .....
4. Jimmy and Johnny are ..... in all athletic events. Either of them could win the gold.
5. .... and you will certainly make it to the finals.
6. The burglar ..... easily because nobody could identify him.
7. If we get ....., we will beat the morning traffic.
8. Ananya was ..... when she let out her sister's secrets in school.



## Pronunciation

In English 'r' is always silent before a consonant sound. The 'r' is only pronounced before a vowel sound. If it comes at the end, it's often replaced with the schwa sound /ə/. If it's before a consonant, elongate the vowel before it, for example, 'butter and jam'. The final 'r' in 'butter' is not silent because the next sound is a vowel sound of the word 'and'. Keeping this in mind, speak the following sentences correctly.

1. The American Missionaries observed that if guided in the right manner, Talimeren could one day become a great footballer.
  2. Dr. T. Ao surprised people by his sheer presence.
  3. He was a great footballer of his age.
  4. The news was published in a local paper of the town.
  5. This was possibly the turning point in Ao's career as a footballer.
- (The 'r' in the sentences above must be pronounced.)*



## Listening

**Listen to this conversation about Glenn Cunningham and do the exercises given below.**

### A. Fill in the blanks using the information you gathered after listening to the text.

1. Helen had learnt of Glenn Cunningham through a magazine named .....
2. Glenn was an .....

3. Glenn was injured when a ..... exploded.
3. Glenn bagged ..... medal at the Olympics.
4. Times were difficult in America in the 1930s because people had no .....

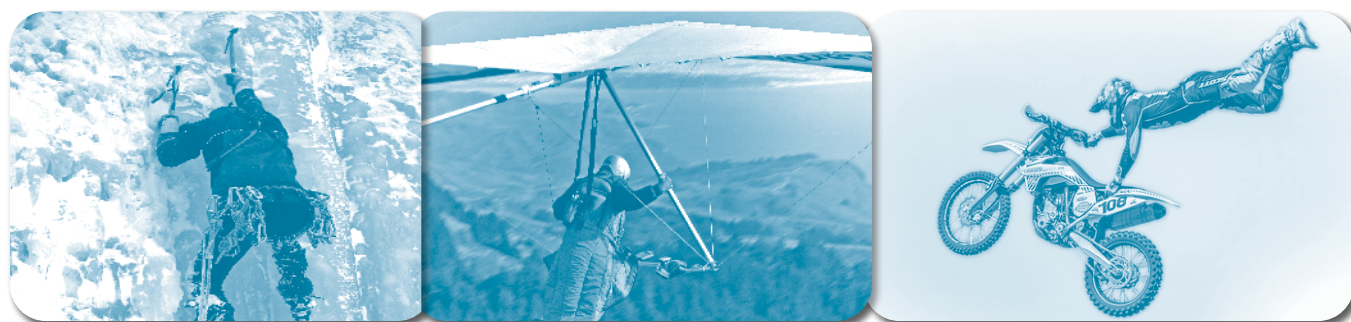
## B. Listen to the passage again and match the persons to their opinions.

|                    |                                                                                      |
|--------------------|--------------------------------------------------------------------------------------|
| 1. Glenn           | a. You should never quit trying.                                                     |
| 2. Glenn's doctor  | b. We are looking for heroes who had succeeded despite tragic events in their lives. |
| 3. Glenn's mother  | c. He'll never be able to walk.                                                      |
| 4. Glenn's father  | d. Massaging will get your strength back.                                            |
| 5. American people | e. As long as you believe you can do things, they're not impossible!                 |

## Speaking

### Extreme Sports

**Extreme sports** are those that are more dangerous than the usual sporting activities. Such sports can be exciting too.



- Give reasons why you think people enjoy such high risk sports.
- Would you like to learn any one such sport? Which one would it be? Why?

### Organise a class debate on

- "Extreme Sports encourage children to participate in dangerous activities."

## Reading

### Read the following passage.

#### The Lady Who Was Born Again

At 10:55 am on 21 May, 2013, Arunima Sinha, aged 26, became India's first woman to conquer Mount Everest with a prosthetic (artificial) leg. Life took a complete turn for

Arunima, a former national volleyball champion, after she was pushed out of the moving Padmavat Express for resisting a chain-snatching attempt by hoodlums on 13 April, 2011.

Arunima, who is also known by her nickname Sonu, boarded the general compartment of Padmavat Express in Lucknow on 13 April, 2011. She was going to Noida (Gautam Buddha Nagar) to appear for an examination conducted by the Central Industrial Security Force. She was pushed out of the train by some thieves when she resisted their attempt to snatch her golden chain. Arunima sustained serious leg and pelvic injuries after being run over by a moving train on the adjacent track. To save her life, doctors had to amputate her left leg below the knee. The incident occurred about 15 km from the Bareilly railway station. Arunima was initially admitted to the Bareilly District Hospital from where she was shifted to a larger hospital in Lucknow.

Arunima, a resident of Ambedkar Nagar in Uttar Pradesh, was later airlifted to Delhi's Jai Prakash Narayan Apex Trauma Centre, an arm of the All India Institute of Medical Sciences (AIIMS). The decision to shift her was taken after infection set in on her amputated leg.

She finally recovered and was determined to climb to the top of Mt. Everest. Arunima completed her expedition from Kathmandu to the top of the peak in 52 days. 'When I was in the hospital, everyone was worried about me, and I realised that I had to do something in my life so that people would stop looking at me with pity. I spoke to my elder brother and my coach about climbing Everest, and they encouraged me,' she said.

For her successful climb, Arunima trained under Bachendri Pal, the first Indian woman to conquer Mount Everest. Congratulating Arunima on her achievement, Ms Pal said: 'It's a moment of pride for the whole nation. The spirit, mental strength and willpower of Arunima have been exemplary. She has defied all odds and will be an inspiration for millions throughout the world.' an official of Tata Steel, a division of which supported her climb, said: 'These qualities played a major role in her very special achievement. The youth of the country will derive inspiration from achievers like Arunima who have now etched their names in history for their extraordinary and brave achievements, despite all odds.'

**A. On the basis of your reading of the passage, answer the following.**

1. What was the purpose of Arunima's journey by train?
2. How did Arunima sustain injuries?
3. How did Arunima finally reach Delhi's Jai Prakash Narayan Apex Trauma Centre?
4. What were the reactions of the following people on Arunima's conquest?

**B. Write brief answers and fill in the table.**

Person's Reaction

- a) Bachendri Pal
- b) M C Misra
- c) Sunil Bhaskaran

| Person             | Reaction |
|--------------------|----------|
| a) Bachendri Pal   |          |
| b) M C Misra       |          |
| c) Sunil Bhaskaran |          |

**C. Find words in the passage which mean:**

- 1. cut off a part of a limb of the body by surgery .....
- 2. serving as a model .....
- 3. replaced with an artificial substitute .....
- 4. transported by aircraft, especially, in an emergency .....
- 5. firmness of character .....

 **Writing**

**A. After reading about Arunima Sinha, you were truly inspired by her perseverance. You wish to share the information with your younger brother, who is a budding sportsperson. Since he is in hostel, write a letter to him.**

**Notice the format of an informal letter.**

**Informal Salutation**



Place

Date

**My dear** .....

**The begining/direct**



**I have been wanting to write to you ever since I read**

.....

.....

.....

**More details about  
what you introduced**



**A true sportsperson .....**

.....

.....

.....

**Conclusion**



**You have all this in you, .....**

.....

.....

.....

**Informal closure**



**Looking forward to .....**

**Signing off**



**With love**

- B. You were taken from boarding school on an excursion to Delhi and Agra. You are now back in school. Write a letter to your parents telling them about your excursion and how you enjoyed it.**
- C. You are the Sports Captain of your school. A well-known sports personality lives in your locality. You would like to invite him/ her as the Chief Guest for your school Annual Sports Day.**

**Write an informal invitation.**

Informal invitations are sent for personal occasions. The main characteristics of an informal invitation are that:

- It is written in the first person (I/we).
- The sender's address is written as usual but the receiver's address is not mentioned.
- The date of writing the invitation is given (but there is no need to write the year).
- The salutation is 'Dear + name'.
- The complimentary close is 'Yours sincerely'.
- Various tenses of the verb are used unlike in the formal invitation.
- The invitation does not ask for a reply as in the formal invitation.
- The vocabulary is simple and less formal.

## The format

### Name of the School

Sender's name and address

Date

Salutation

Subject Statement

- name of the school
- event/occasion for which invitation is issued
- additional details—date, time, venue

Complimentary close

Name

Designation

## D. The sportsperson agrees to be the Chief Guest. Write his reply.

### Reply to an Informal Invitation

It is an essential courtesy to reply to an invitation.

- The layout of a reply to an informal invitation is also informal like the invitation. The reply is written in the first person. The salient points in the reply to an informal invitation are:
  - Acknowledging the invitation
  - Mention acceptance/ refusal (it is essential to give a reason for refusing an invitation)
  - Use warm and simple language

## The Format

Sender's Letterhead/address

Date

Salutation

Subject Statement

- Acknowledging invitation
- Acceptance

Complimentary close

Name

Designation

### Write the following invitations/replies.

1. You are a member of the organising committee of the Literary Fest to be held in your school. A well-known writer/poet is a family friend of yours, and you wish to invite him/her to the Literary Fest to encourage budding writers. On behalf of the school, write an invitation to the writer/poet.
2. As the writer/poet in question (1), write a reply of acceptance to the invitation to the Literary Fest.
3. The students of your school are planning an elaborate celebration for Teacher's Day and want to invite Mr Radhakrishnan, an eminent teacher and recipient of the National Award for the Best Teacher, to inaugurate and participate in the celebrations. As Head Prefect of your school, write an invitation to Mr Radhakrishnan.
4. As Mr Radhakrishnan in question (3), write a reply to the invitation politely refusing as you have prior commitments on the said day.



## Problem Solving Assessment II

Eyes from other worlds ..... (1) us, according to the International UFO Society. The number of ..... (2) sightings of UFOs (Unidentified Flying Objects) has increased over the years, says the Society. No less than 14,000 reports ..... (3) by the Society, some accompanied by photographs or video recordings. While the Society's Chairman, Prof. E.S. Petrie, admits that the ..... (4) majority have since been confirmed to have been meteors, ion clouds, aircrafts, birds, balloons, etc., a significant minority are still officially classified as "unidentified". 'This means', he says, 'that the ..... (5) remains strong that the earth is regularly being ..... (6) by creatures from other planets, or extraterrestrial beings. Sooner or ..... (7), world governments will have to ..... (8) fact and do something about it.'

1. Which of these fits gap 1?  
a) is watching                      b) are watching                      c) were watching
2. Which of these fits gap 2?  
a) recorded                      b) record                      c) recording
3. Which of these fits gap 3?  
a) have been received              b) having been received              c) has been received
4. Which of these fits gap 4?  
a) enormous                      b) measureless                      c) vast
5. Which of these fits gap 5?  
a) potential                      b) possibility                      c) option
6. Which of these fits gap 6?  
a) sightseeing                      b) toured                      c) visited
7. Which of these fits gap 7?  
a) latest                      b) later                      c) earlier
8. Which of these fits gap 8?  
a) face up to this                      b) face towards this                      c) face at this

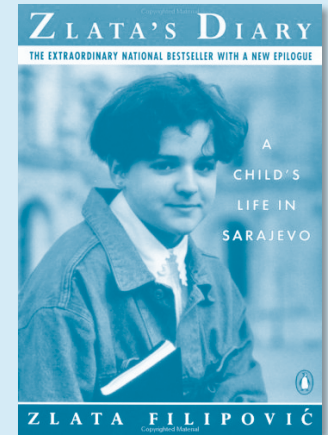


## Warming Up

- I. Read this excerpt from *Zlata's Diary*, a young girl, who wrote her diary from 1991 to 1993 during the Bosnian war.

Monday, March 15, 1993

'There are no trees to blossom and no birds, because the war has destroyed them as well. There is no sound of birds twittering in spring time. There aren't even any pigeons—the symbol of Sarajevo. No noisy children, no games. Even the children no longer seem like children. They've had their childhood taken from them, and without that they can't be children. It's as if Sarajevo is slowly dying, disappearing. Life is disappearing. So how can I feel spring, when spring is something that awakens life, and here there is no life, here everything seems to have died.'



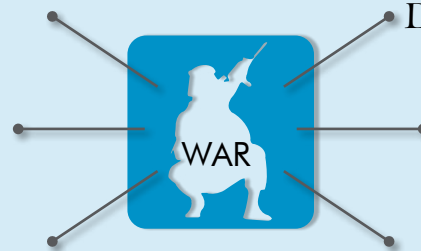
- Give two words/phrases to describe the scene.
- Give three words to describe Zlata's feelings.

- II. Complete this web chart with the words that you associate with these situations.

Progress



Destruction



Now, read this poem on peace.

I'd like to build the world a home  
and **furnish**<sup>1</sup> it with love.  
Grow apple trees and honey bees  
and snow white turtle doves.

<sup>1</sup> furnish: stock

I'd like to teach the world to sing  
in perfect harmony.  
I'd like to hold it in my arms,  
and keep it company.

I'd like to see the world for once  
all standing hand in hand.  
And hear them echo through the hills  
Ah, peace throughout the land.

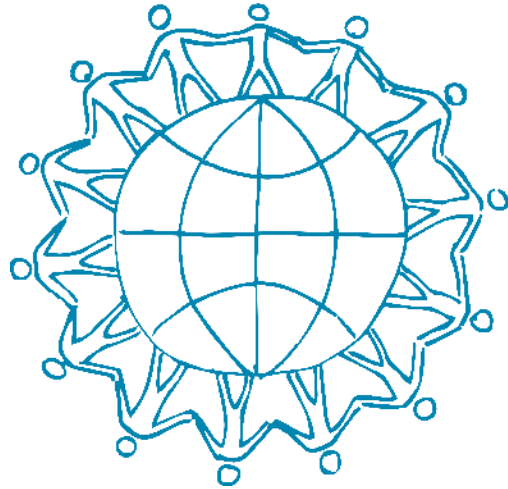
Last night I had the strangest dream,  
I ever had before.  
I dreamed the world had all agreed  
To end war and put it in a **deed**.<sup>2</sup>

I dreamed I saw a room somewhere,  
And the room was full of men and women.  
And the paper they were signing said  
'We'll never fight again.'

And when the paper was all signed and sealed,  
And a million copies made,  
There was cheering in the street,  
And grateful prayers indeed.

I'd like to see the world for once  
All standing hand in hand.  
And swords and guns and uniforms  
**Banned**<sup>3</sup> throughout the land.

Last night I had the strangest dream,  
I ever had before  
I dreamed the world had all agreed  
To end war and never fight like before.



## Comprehension

### A. Multiple Choice Questions

Choose the correct option.

1. In the poem, home refers to .....

- |                                                          |                                                    |
|----------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> a shelter                       | <input type="checkbox"/> love's abode              |
| <input type="checkbox"/> a house made of stone and brick | <input type="checkbox"/> a specific world location |

2 deed: a legal document

3 banned: something not allowed by an official order

2. The poet wishes peace and harmony for .....  
☐ her family      ☐ her country      ☐ the world      ☐ herself
3. The rhyme scheme of the second stanza is .....  
☐ abcd      ☐ abcb      ☐ abab      ☐ aaab
4. The poet dreams of .....  
☐ a house with apple trees, bees and doves  
☐ signing treaties  
☐ peace and unity for all  
☐ lots of guns and uniforms
5. In the strange dream, the poet sees .....  
☐ people standing hand in hand  
☐ people singing in harmony  
☐ apple trees, honey bees and turtle doves  
☐ people vowing never to fight again

### B. Answer these questions.

1. The poet compares the world to a home (line 1). What does the poet suggest?
2. What does the world of the poet's dreams look like?
3. What did the poet dream about? What does it tell you about his innate desire?
4. What was the treaty that the people signed? How was it received by the masses?
5. What are the words/phrases that suggest that the poet wants to put an end to war?
6. Fill in the blanks with the words given below to complete the summary of the poem.

|         |         |              |           |        |       |
|---------|---------|--------------|-----------|--------|-------|
| harmony | strange | sword        | document  | war    | peace |
| prayers | message | togetherness | agreement | cheers | guns  |

The poet longs that the people of the world should live in ..... and ..... He would want that the people of the world are in complete ..... with each other. He imagines a scene of ..... where everyone will be holding hands and the world will resound with songs of peace.

The poet dreams of a world where there will be no ..... In his dream he saw people signing a ..... against warfare. After signing the paper they spread this ..... to the world. The world welcomed the news with loud ..... It was an answer to their .....

The poet longs to see the world impose a ban on ....., and  
 ..... This was a ..... dream that he had.

## Style

In this poem, the poet repeats a few words and phrases in order to highlight his ardent desire for peace to prevail in the world. This repetition is made with a view to foregrounding his wish. List all the words, phrases and expressions repeated in the poem for the purpose of foregrounding.

## Appreciation

1. What are 'snow white turtle doves' a symbol of?
2. A **metaphor** is a figure of speech that describes a subject by asserting that it is, on some point of comparison, the same as another, otherwise unrelated object. Explain how a choir is a metaphor for a peaceful world. (Stanza 2)
3. A **refrain** is a line or a set of lines at the end of a stanza or section of a longer poem or song that is repeated at regular intervals in other stanzas or sections of the same work. It is done to underline or stress an idea or a thought.



Pick the refrain from the poem and state the idea that it underlines.

4. What is the rhyme scheme of the poem? Pick the rhyming pairs and add another word to it. For example: love, dove, and glove
5. **Imagery** means use of figurative language to represent objects, actions and ideas in such a way that it appeals to our physical senses. Usually it is thought that imagery makes use of particular words that create visual representation of ideas in our minds. The word, imagery, is associated with mental pictures.

Complete the table:

| Visual (sight) imagery          | Aural (hearing) images   |
|---------------------------------|--------------------------|
| Grow apple trees and honey bees | sing in perfect harmony. |
| .....                           | .....                    |
| .....                           | .....                    |

6. Whenever the poet has a dream, he calls it 'strangest'. Why?
7. The poem is the poet's yearning for peace. Justify.
8. The German National Monument: War and Peace

The statue of War represents an allegorical character, partly Mercury, partly mediaeval knight, with trumpet in one hand, sword in the other.

The statue of Peace represents a mild and modest maiden, holding out an olive branch in one hand and the full horn of peaceful blessings in the other. Between the two statues is a magnificent group in relief representing the 'Watch on the Rhine.' Here the Emperor William appears in the centre, on horseback, surrounded by a noble group of kings, princes, knights, warriors, commanders, and statesmen, who, by word or deed or counsel, helped to found the empire—an Elgin marble, so to speak, of the German nation.

Select any one such monument of your state with the same or another such theme and write a paragraph explaining it.

9. Read the lines from the poem and answer the questions that follow.

a) *I'd like to see the world for once*

*All standing hand in hand.*

*And hear them echo through the hills*

*Ah, peace throughout the land.*

i) How does the poet wish to see the people?

ii) What does the poet wish to hear?

iii) What is the poet's vision for the world?

b) *Last night I had the strangest dream,*

*I ever had before.*

*I dreamed the world had all agreed*

*To end war and put it in a deed.*

i) What was the poet's dream?

ii) Why does the poet call it the 'strangest dream'?

iii) Why do you think the poet has repeated the word 'dream' thrice in the stanza?

c) *I'd like to see the world for once*

*All standing hand in hand.*

*And swords and guns and uniforms*

*Banned throughout the land*

i) How does the poet want to see the world?

- ii) What does 'standing hand in hand' suggest?
- iii) What should be banned? Why?



## Pronunciation

- Every syllable has one vowel sound. For example: boat, good.
- The number of vowel sounds equals the number of syllables. For example: sub-ject.
- When you hyphenate a word, hyphenate between syllables. For example: blend-ing **not** blen-ding.
- Divide a compound word between the words that make up the compound word. For example: base-ball, bed-room
- When a word has a suffix with a vowel sound in it, divide the word between the base word and the suffix. For example: soft-ness, sew-ing

**Pronounce each word and underline the stressed syllable. Cross out the silent letter, if you think there are any. Check your answers in the dictionary.**

| Word        | syllables | stressed syllable |
|-------------|-----------|-------------------|
| hotel       |           |                   |
| animal      |           |                   |
| visitor     |           |                   |
| sermon      |           |                   |
| beetle      |           |                   |
| definition  |           |                   |
| experience  |           |                   |
| responsible |           |                   |

# Grammar Worksheet – II

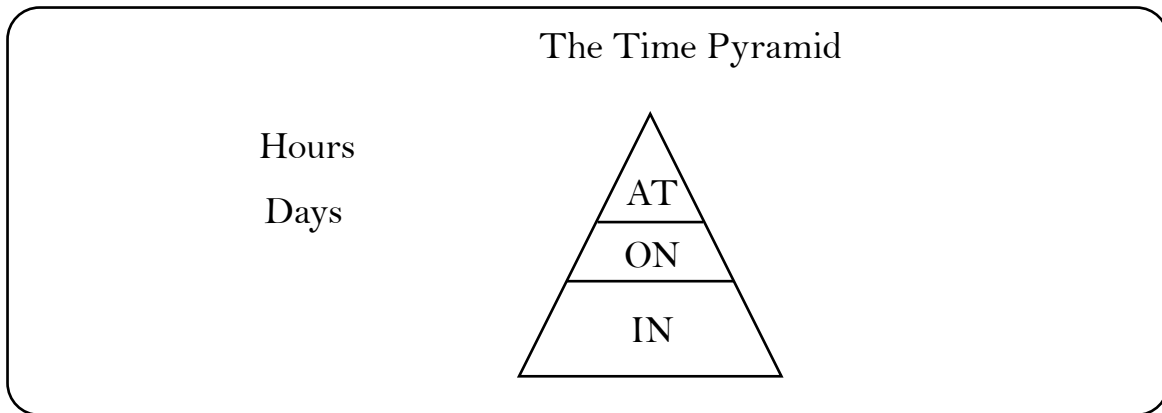
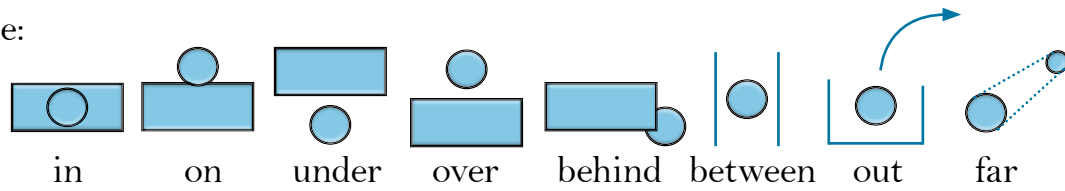
- Prepositions • Adjectives and adverbs
- Prefix and suffix

In this  
worksheet

## Prepositions

A preposition is a word placed before a noun or pronoun to show the relation between the nouns or pronouns and some other words in a sentence.

For example:

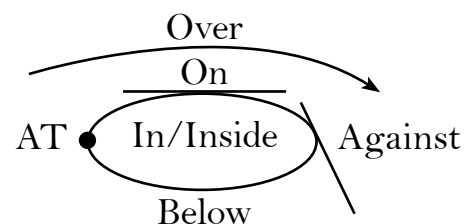


### A preposition tells us

- where something is (location)
- where something is going (direction)
- when something happens (time)
- the relationship between a noun or a pronoun and another word in a sentence

### Prepositions of Time: at, on, and in

1. We use *at* for specific times. Example: The recess bell will ring at 12:15 p.m.
2. We use *on* to talk about selected days and dates.  
Example: My brother is coming on Monday.
3. We use *in* for non-specific times during a day, a month, a season, or a year.  
Example: It's too cold in winter to run outside.

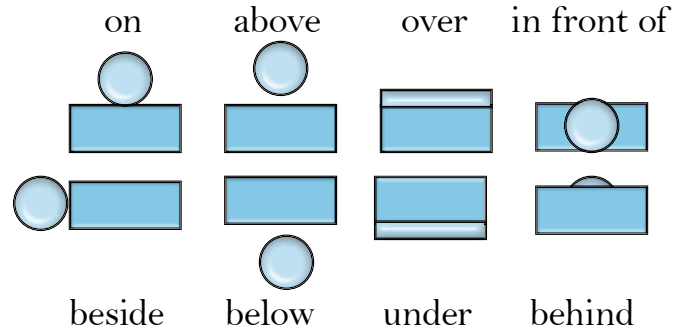


## Prepositions of Place: at, on, and in

1. We use *at* for specific addresses. Example: Anita lives at 1, the Mall, Shimla.
2. We use *on* to designate names of streets, avenues, etc. Example: Her house is on Rouse Road.
3. And we use *in* for the names of land-areas (towns, counties, states, countries, and continents) Example: She lives in India.

## Prepositions of Movement

1. We use *to* in order to express movement towards a place. Example: They were walking to school together.
2. *Toward* and *towards* are also helpful prepositions to express movement. Example: We're moving *toward* the light.
3. With the words *home*, *downtown*, *uptown*, *inside*, *outside*, *downstairs*, *upstairs*, we use no preposition. Example: Mom *went* upstairs.



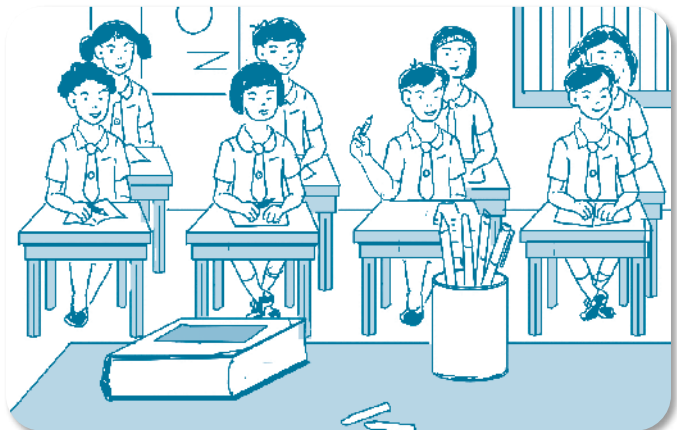
### A. Fill in the correct preposition in each of the sentences.

|         |       |    |       |         |       |     |    |
|---------|-------|----|-------|---------|-------|-----|----|
| against | along | on | under | towards | after | for | to |
|---------|-------|----|-------|---------|-------|-----|----|

1. They went ..... a party in the evening.
2. Awards were given ..... the match.
3. He won the race ..... time.
4. Susie went ..... the theatre.
5. She walked ..... the road.
6. I walked ..... her but she walked away.
7. I was there ..... time.
8. The cat crawled ..... the bed.

### B. Look at the picture given. Fill in the correct prepositions.

1. The students are ..... (*in/ at/on*) the class. There is a pen stand ..... (*on/over/around*) the teacher's table with a few pens ..... (*in/on/through*) it.  
The students are sitting .....  
(*on/at/over*) the chairs. They are



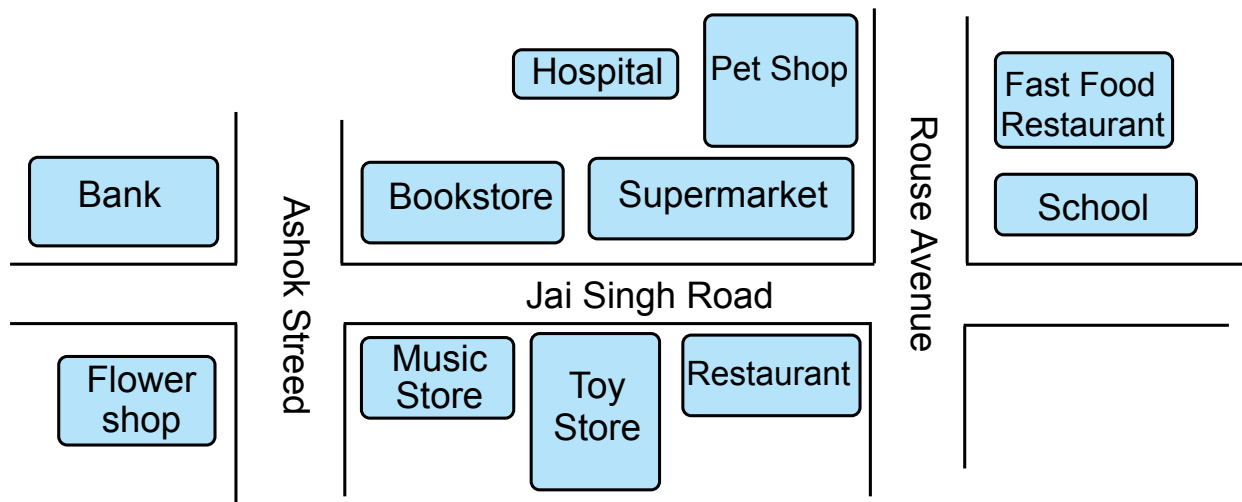
sitting ..... (*behind/on/at*) the desks. Some of them have pencils ..... (*in/on/inside*) their hands.

2. I think this room belongs to a youngster who is fond of stuffed toys. There is one toy rabbit ..... (*in/inside/at*) the cupboard and one (*on/over/at*) ..... the floor. He has thrown his trousers carelessly ..... (*over/on/up*) ..... the back of the chair. Even the mouse of the computer is ..... (*on/over/at*) the chair. The laptop and a watch have been left ..... (*on/over/around*) the floor. There is a 'do not disturb' sign ..... (*at/on/to*) the door. The green pullover is hanging ..... (*from/above/on*) the upper part of the bed.



### C. Map reading

1. There is a toy store ..... (*on/in/around*) the Jai Singh Road.
2. It is ..... (*between/middle/in*) the music store and a restaurant.
3. There is a hospital ..... (*behind/in front of/next*) to the bookstore.
4. On the Rouse Avenue, the shop ..... (*adjoining/opposite/by*) the supermarket is the pet shop.
5. The flower shop is ..... (*near/adjacent/across*) the bank.
6. Jai Singh Road is in the (*middle/near/among*) ..... of Ashoka Street and Rouse Avenue.



## Adjectives

### Order of Adjectives

|                 |                                                                                                                                                                         |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opinion</b>  | This explains what you think about something.<br>Examples: <i>silly, beautiful, horrible, difficult</i>                                                                 |
| <b>Size</b>     | This tells how big or small something is.<br>Examples: <i>large, tiny, enormous, little</i>                                                                             |
| <b>Age</b>      | This tells how young or old something or someone is. Examples: <i>ancient, new, young, old</i>                                                                          |
| <b>Shape</b>    | This describes the shape of something.<br>Examples: <i>square, round, flat</i>                                                                                          |
| <b>Colour</b>   | This describes the colour of something.<br>Examples: <i>blue, pink, reddish, grey</i>                                                                                   |
| <b>Origin</b>   | This describes where something comes from.<br>Examples: <i>French, lunar, Indian</i>                                                                                    |
| <b>Material</b> | This describes what something is made from.<br>Examples: <i>wooden, metal, cotton, paper</i>                                                                            |
| <b>Purpose</b>  | This describes what something is used for. These adjectives often end with ‘-ing’.<br>Examples: <i>sleeping (as in ‘sleeping bag’), dancing (as in ‘dancing shoes’)</i> |

### A. Tick the correct choice to fill in the blanks.

- Liza has ..... hair.
  - long, black, straight
  - long, straight, black
  - black, long, straight
- Liza was wearing ..... in her hair.
  - nice, red, bow
  - nice, bow, red
  - bow, nice, red
- Liza was wearing a ..... frock.
  - beautiful, new, pink

- b) new, beautiful, pink  
 c) beautiful, pink, new
4. Liza is carrying a ..... purse.  
 a) pretty, yellow, striped  
 b) pretty, striped, yellow  
 c) yellow, pretty, striped
5. Liza is wearing ..... shoes.  
 a) pink, leather, high, heeled  
 b) pink, high, heeled, leather  
 c) leather, pink, high, heeled

**B. Describe the pictures in the correct order.**



yellow/small/tennis/furry/ball

a) .....



wooden/huge/sailing/new/ship

b) .....



sugar/blue/round/plastic/bowl

c) .....



monarch/pretty/orange/beautiful/butterfly

d) .....



fresh/yellow/beautiful/fragrant/daffodils

e) .....



tiny/beautiful/white/airy/cottage

f) .....

### C. Reorder the adjectives correctly to make meaningful sentences.

- (a) my/neighbour's/baby/black/large/beautiful/eyes/has
- (b) friend/new/video/exciting/game/my/has/a
- (c) dad/ink/new/Chinese/pen/has/Parker/a
- (d) mean/old/ugly/witch/imprisoned/a/man/old/wise/an
- (e) has/pink/Liza/high/heeled/expensive/shoes.

## Adverb

An **adverb** is a word that tells us more about a verb.

### (a) Adverbs of Place

An adverb of place tells us **where** the action takes place/took place/will take place. Some common adverbs of place are: **near, far, here, there, away, inside, outside, everywhere, nowhere, up, down, in, out, upstairs, downstairs, etc.**

### (b) Adverbs of Time

An adverb of time tells us the **time (when)** of an action. Some common adverbs of time are: **always, never, early, late, before, later, yesterday, today, tomorrow, soon, now, then, earlier, etc.**

### (c) Adverb of Manner

An adverb of manner tells us **how** or **in what manner** the action takes place. Adverbs of manner are usually formed by adding '**ly**' or '**ily**' to adjectives.

| Adjective | Adverb   |
|-----------|----------|
| brave     | bravely  |
| silent    | silently |
| bright    | brightly |
| nice      | nicely   |
| angry     | angrily  |
| easy      | easily   |
| hungry    | hungrily |

**A. Underline the adverbs and mention what kind of adverbs they are. There may be more than one adverb in a sentence.**

1. The poor child looked on hungrily.
2. There will soon be elections in India.
3. Saina Nehwal practises hard every day.
4. They were making a plan secretly.
5. He hit the ball out of the ground.
6. The ball was lost somewhere in the bushes.
7. The children followed the instructions obediently.
8. He ran up and down the stairs many times.
9. You can come to my house now or later.
10. She danced well yesterday.

**B. You can reverse the meaning of a sentence using the opposite adverb.**

1. She smiled sweetly at the stranger.  
She smiled ..... at the stranger.
2. The boy wrote the note very nervously.  
The boy wrote the note very .....
3. The teacher very politely asked him to shut the door.  
The teacher very ..... asked him to shut the door.
4. The students watched the match happily.  
The students watched the match .....
5. The city was densely populated.  
The city was ..... populated.

**Sometimes a word can be used as an adjective as well as an adverb.**

- David is a **fast** runner. (Here **fast** is an adjective.)
- David runs **fast**. (Here **fast** is an adverb.)

In the first sentence, the word **fast** tells us more about the noun.

In the second sentence, the word **fast** tells us more about the verb.

**C. Fill in the blanks with adjectives in the positive, comparative or superlative degree. Choose from the box below.**

|          |      |      |        |       |      |       |           |
|----------|------|------|--------|-------|------|-------|-----------|
| near     | good | far  | good   | cold  | much | rich  | difficult |
| powerful | few  | late | little | sweet | old  | young | elder     |

1. How is Hassan? I know he has been ill. Is he ..... now?
2. Rita and Angel were adjudged the ..... speakers in the debate.
3. Bill Gates is one of the ..... men in the world.
4. Siberia is one of the ..... places on earth.
5. Yudhishtira was the ..... of the Pandavas.
6. .... people attended the meeting today than yesterday.
7. We had ..... hope of finding the money we had lost.
8. She does not have ..... patience.
9. The earlier Mughals were some of the ..... kings of India.
10. Rajiv Gandhi was the ..... Prime Minister India has had so far.
11. We filed a complaint at the ..... police station.
12. Have you seen the ..... Aamir Khan movie?
13. This was the ..... exercise in the book.
14. Which is ....., sugar or honey?
15. They have travelled the ....., distance to attend this meeting.

Comparative and superlative adjectives are hyphenated when they are compounded with other modifiers: the highest-priced computer, the lower-priced car.

**D. Fill in the correct form of the words in brackets. One has been done for you as an example.**

*Rahul's answer seemed ..... He could define the terms .....  
(correctly, correct)*

*Rahul's answer seemed correct. He could define the terms correctly.*

1. The students worked ..... The teacher criticized them for being .....  
(noisy, noisily)
2. She ..... adjusted to any situation because she was .....  
to learn the ropes. (quickly, quick)

3. The mason measured the area ..... (exact, exactly) Therefore he was able to execute the plan ..... (perfectly, perfect) He said, 'I had ..... (exact, exactly) measurements.'
4. The graveyard, especially during the night, was ..... (scary, scarily) The stillness of the graveyard was particularly ..... (scary, scarily)
5. The behaviour of the students was ..... The teacher said, 'You are ..... behaved.' (badly, bad)
6. Mita said it was ..... to go out alone. The number of criminals has increased ..... (dangerous, dangerously)
7. It was ..... to swim in the lake. The children swam ashore ..... (easy, easily)
8. She performed ..... The people said it was a ..... performance. (brilliant, brilliantly)
9. The Taj looked ..... in the moonlight. It stood ..... on the banks of the Yamuna ..... (magnificent, magnificently)
10. Her voice sounds ..... She sang the song ..... (melodious, melodiously)
11. She wrote a ..... story. The teacher said it was written ..... (beautifully, beautiful)
12. He took very ..... decisions. In fact he always acted very ..... (sensible, sensibly)
13. My sister wrote very ..... for the exam. I always knew she is a ..... writer. (slow, slowly)
14. Talk ..... Don't disturb everyone. People say Mita talks ..... (softly, soft)
15. The material used for the building is very ..... It has been designed ..... (good, well)
16. You must work hard ..... work will always pay. (regular, regularly)
17. Our teacher is ..... She deals with us very ..... (strictly, strict)
18. The mechanic's tools were ..... (well, good). The foreman said that his work was done ..... (good, well).
19. She worked ..... at making her project. She has always been a ..... (diligent, diligently) worker.
20. I find this novel very ..... It was ..... written. (interesting, interestingly)

## Prefix and Suffix

A **prefix** is added to the beginning of a word to create a new word which has a different meaning. Example: un + happy = unhappy

A **suffix** is added to the end of a word to create a new word which has a different meaning. Example: call + ing = calling

### A. Read the following sentences and write whether the letters in bold are suffixes or prefixes.

1. He wanted to **im**prison a fear**ful** monster. ....
2. They would be flying to freed**om** together. ....
3. He held up a beauti**ful** pair of wings. ....

### B. Join the prefixes in column A with the words in column B to form meaningful words. Then, use these words to fill the blanks that follow.

| Column A | Column B |
|----------|----------|
| pre      | lock     |
| dis      | visible  |
| un       | place    |
| in       | cover    |
| mis      | view     |

1. To be the first to see something .....
2. That which cannot be seen .....
3. To lose something .....
4. Done with a key .....
5. A clip from a film shown before the film comes out .....

### C. Join the suffixes given in column B with the words in column A to form meaningful words. Then, use these words to fill in the blanks that follow.

| Column A | Column B |
|----------|----------|
| back     | ist      |
| art      | ous      |
| suit     | ward     |
| harm     | able     |
| humour   | less     |

1. One who cannot do any damage .....
2. One who likes to draw and paint pictures .....
3. Right or appropriate .....

4. That which makes us laugh .....
5. In the opposite direction .....

**D. Add prefixes and suffixes to the following words to make new words.**

| Root word | Prefix     | Suffix      |
|-----------|------------|-------------|
| familiar  | unfamiliar | familiarity |
| patient   |            |             |
| regular   |            |             |
| popular   |            |             |
| rail      |            |             |
| pack      |            |             |
| comfort   |            |             |

**E. This is the school Harry Potter went to. Fill the blanks by adding suitable suffixes/prefixes given in the box to the words in the brackets.**

|      |     |    |    |
|------|-----|----|----|
| ious | ing | ed | im |
|------|-----|----|----|

Hogwarts is ..... (locate) somewhere in Scotland. The school has ..... (vary) charms and spells that make it ..... (possible) for a non-magic person to locate it. The castle has extensive grounds with sloping lawns, flowerbeds and vegetable patches, a lake, a ..... (forbid) forest, several greenhouses and other outbuildings. Some rooms in the school 'move around', and so do the stairs in the grand staircase.

**F. Study the following table that gives the prefixes and an example using each prefix. Deduce the meaning of the prefix and write another word using the prefix.**

| many   | half    | two | before | more than        | again | not       | across | bad | far |
|--------|---------|-----|--------|------------------|-------|-----------|--------|-----|-----|
| Prefix | Meaning |     |        | Word 1           |       | Word 2    |        |     |     |
| tele   | far     |     |        | telephone        |       | telepathy |        |     |     |
| mis    |         |     |        | misbehave        |       |           |        |     |     |
| poly   |         |     |        | polygon          |       |           |        |     |     |
| dia    |         |     |        | diameter         |       |           |        |     |     |
| semi   |         |     |        | semiconscious    |       |           |        |     |     |
| bi     |         |     |        | bicycle          |       |           |        |     |     |
| non    |         |     |        | nonsense         |       |           |        |     |     |
| over   |         |     |        | overenthusiastic |       |           |        |     |     |
| pre    |         |     |        | preschool        |       |           |        |     |     |
| re     |         |     |        | regain           |       |           |        |     |     |

**G. Unscramble the words and underline the prefix/suffix. One has been done for you.**

|                                      |                  |                |
|--------------------------------------|------------------|----------------|
| full of help:                        | hplflue          | <i>helpful</i> |
| 1. half of a sphere:                 | miseirccle       | .....          |
| 2. to fail to notice:                | veorkloo         | .....          |
| 3. build again:                      | uidlber          | .....          |
| 4. without any fear:                 | nadfairu         | .....          |
| 5. full of cheer:                    | hcereflu         | .....          |
| 6. that which is of no significance: | trmniupotan      | .....          |
| 7. make again:                       | keamer           | .....          |
| 8. not of the earth:                 | lxrteatereastrri | .....          |
| 9. one who helps:                    | perleh           | .....          |
| 10. not used:                        | suenud           | .....          |

**H. Look at the suffixes in the table. Find out what each suffix suggests. Form two words with each suffix.**

| Suffix   | Example 1 | Example 2 |
|----------|-----------|-----------|
| 1. ful   | plentiful | beautiful |
| 2. est   |           |           |
| 3. less  |           |           |
| 4. ing   |           |           |
| 5. tion  |           |           |
| 6. ous   |           |           |
| 7. ly    |           |           |
| 8. ness  |           |           |
| 9. able  |           |           |
| 10. ment |           |           |



# Toasted English



## Warming Up

### A. Match the British English and American English words that mean the same.

| American   | British     |
|------------|-------------|
| pants      | petrol      |
| nappy      | autumn      |
| cookies    | garden      |
| apartments | diapers     |
| yard       | curtains    |
| lorries    | trousers    |
| closet     | torch       |
| fall       | flats       |
| thumb-tack | trucks      |
| gas        | biscuits    |
| flashlight | drawing pin |
| drapes     | cupboard    |

### B. Here are some words with American spellings. Write the British spellings in the space provided.

- (a) airplane ..... (b) check ..... (c) tire .....  
(d) defense ..... (e) pajamas ..... (f) woolen .....  
(g) center ..... (h) traveling ..... (i) theater .....  
(j) humor .....

### Now, read the author's views on American English.

In American restaurants they call for 'toasted English', referring to English muffins which, though being made in America, now retain 'English' as a sort of **concession**<sup>1</sup> to their origin. The same may be said of American language too. They went through a phase of throwing out the British but retaining the language and letting it flourish on the American soil; the restaurant English is somewhat different from its British **counterpart**<sup>2</sup>; it may have said to gone through a process of toasting. One noticeable

<sup>1</sup> concession: allowance

result of this toasting is that much of the formalism surrounding the use of English has been **abandoned**<sup>3</sup>.

In America, they have freed the language from the **stifling**<sup>4</sup> **tyranny**<sup>5</sup> of the Passive Voice. Where we would say ceremoniously ‘Trespassing Prohibited’, their signboards, as I noticed in the parks of Berkeley, merely say ‘Newly Planted, Don’t Walk’. Or ‘Absolutely No Parking’, which leaves no room for speculation and motorists need not spend too much time peering out and studying the notice. In a similar situation our authorities are likely to plant a twenty-line inscription on the landscape to say ‘Under Municipal Act so and so this area has been reserved, etc., etc., and any vehicle stationed thereon will be deemed to have contravened sub section so and so of the Motor Vehicles Act, etc., etc. I saw on many American office doors just ‘Do Not Enter’. The traffic signs at pedestrian crossings never mince words: they just say ‘Go’, or ‘Wait’. In a Hollywood studio I was rather startled to read, ‘Mark Stevens–Keep Out’. Mark Stevens is a busy television personality who does not like to be disturbed by visitors. Incidentally it left me wondering why, if Mr. Stevens did not like interruptions, he announced his name at all on the door! But it is one of the minor mysteries that make travel through that country so **engrossing**<sup>6</sup>.



The ‘toasting’ of English has been achieved through other means also. Americans have evolved certain basic keywords which may be used anywhere, anyhow words which have universal, multi-purpose use. I may make my point clear if I mention the usage of the word ‘check’ which may be safely labelled as the American National Expression. While the British usage confines to the bare dictionary definition, the American uses it anywhere, this expression is so devised that one may blindly utter it and still find that it is appropriate for the occasion. ‘I’ll check,’ means ‘I’ll find out, investigate, examine, scrutinize, verify or probe. ‘Your check’ means your ticket, token or whatever you may have to produce. ‘Check room’ is where you have your possessions for a while, ‘Check girl’ is one who takes care of your umbrella, or anything else you may leave in custody. ‘Check in’ and ‘Check out’ (at first I heard ‘Chuck Out’ and felt disturbed) refers to one’s arrival in hotel and departure therefrom. And there are scores of other incidental uses for the word. If you are ever hard up for a noun or a verb you may safely utter the word ‘check’ and feel confident that it will fit in. ‘Fabulous’ is another word that is used freely, without much premeditation. Of course, everyone knows what fabulous means, but American usage has enlarged its sense. I heard a lady in Wisconsin declare ‘Oh

2 counterpart: equal 3 abandoned: discarded 4 stifling: oppressive 5 tyranny: cruelty 6 engrossing: absorbing

those cats of mine are fabulous’—meaning they were eccentric. ‘Oh, so and so, he’s so fabulous!’ may mean anything from a sincere compliment to an insinuation that so and so displays a mild form of charming lunacy.

‘O.K.’ or okay is another well-known example. It is the easiest sound that ever emanated from the human vocal chords. Everyone knows how comprehensive its sense can be. ‘Okay’ is a self-sufficient word which needs no suffix to indicate any special respect for the listener, it can be by itself without a ‘Sir’ to conclude the sentence. In this respect it is like ‘Yeah’ which seals off a sentence without further ado. ‘Yes, sir’ or ‘Yes, darling’ are conceivable but ‘Yeah sir’ or ‘Yeah darling’ is unthinkable. ‘Yeah’ is uttered in a short base-of-the-tongue grunt, which almost snaps any further continuation of a sentence. ‘Yes’ involves time as a sibilant could be prolonged.

The refinements of usage in countries where English has a bazaar status are worth a study. On a London bus you will never hear the conductor cry, ‘Ticket, Ticket’. He approaches the passengers and says ‘Thank you’, and on receiving the fare says again, ‘Thank you, sir’. I found out that one could calculate the number of passengers in the bus by halving the total number of ‘Thanks’ heard. In any western country if a receptionist asks, ‘Can I help you?’ it really means ‘Have you any business here, if so state it.’ Or it may mean, ‘Evidently you have wandered off to a wrong place, go away.’ A man who wants to pass you always says ‘excuse me’, while he may with all justice burst out, ‘What do you mean by standing there gaping at the world while you block everybody’s passage? Stand aside man!’ When you send your card in, the busy man’s secretary appears and whispers in your ear, ‘Would you like to wait?’ Though the tone is one of consultation, you have really no choice in the matter. The thing to do is not to answer the question but say ‘Thanks’ and look for a comfortable seat in the waiting room, although you may feel like saying, ‘No I wouldn’t like to wait. I have other things to do.’

The time has come for us to consider seriously the question of a Bharat brand of English. As I have said in my essay on ‘English in India’, so far English has a comparatively confined existence in the country—chiefly in the halls of learning, justice or administration. Now the time is ripe for it to come to the dusty street, to the market place, under the banyan tree. English must adopt the complexion of our life and assimilate its idiom. I am not suggesting here a mongrelization of the language. I am not recommending that we should go back to the days when we heard, particularly in the railways, ‘Wer U goin, man?’ Bharat English will respect the rule of law and maintain the dignity of grammar, but still have a *swadeshi* stamp about it unmistakably, like the Madras handloom check shirt or the Tirupati doll. How can it be achieved is a question for all practical men to tackle.

### About the Author

**R.K. Narayan** (1906–2001) was born in Madras, South India, and educated there and at Maharaja's College in Mysore. His first novel, *Swami and Friends* and its successor, *The Bachelor of Arts*, are both set in the enchanting fictional territory of Malgudi and are only two out of the twelve novels he based there. In 1958 Narayan's work *The Guide* won him the National Prize of the Indian Literary Academy, the country's highest literary honour. In addition to his novels, Narayan has authored five collections of short stories. In 1980 he was awarded the A.C. Benson Medal by the Royal Society of Literature and in 1982 he was made an Honorary Member of the American Academy and Institute of Arts and Letters.

## Comprehension

### A. Multiple Choice Questions

Choose the correct option.

1. The title of the story is an expression used .....  
☐ across the globe                      ☐ in Britain  
☐ in Bharat                                  ☐ in America
2. The Americans abandoned various British things but could not abandon their .....  
☐ language                                  ☐ ideas  
☐ culture                                      ☐ eating habits
3. In American English, the use of a word is ..... multi-dimensional than/as in British English.  
☐ less                      ☐ as                      ☐ more                      ☐ can't really tell
4. 'Ticket, ticket' will be heard on a/an ..... bus while 'Thank you' will be heard on a/an ..... bus.  
☐ British, American                      ☐ American, British  
☐ British, Bharat                          ☐ Bharat, American
5. Bharat English will .....  
i. honour the rules of the language      ii. respect English grammar  
iii. leave an Indian stamp on the language      iv. self sufficient  
☐ i, ii and iv                      ☐ i, iii and iv                      ☐ i, ii and iii                      ☐ ii, iii and iv

### B. Read and Write

1. What does 'toasted English' refer to in American restaurants?
2. What has happened as a result of the 'toasting' of English in America?

3. How have the Americans simplified the language? Give examples.
4. What does the author mean by 'the American National Expression'? Why does he say so?
5. The author approves and disapproves of American English in certain senses. Give examples to elaborate.
6. How, according to the author, can the mongrelisation of English be prevented?
7. How does the author visualize Bharat English?

### C. Think and Write

1. Humour is the quality of a literary or informative work that makes the character and/or situations seem funny, amusing, or ridiculous.  
Do you appreciate the humour in this piece? Support your answer with examples.
2. Do you agree with Narayan that we need a 'Bharat' brand of English? Why?
3. Give examples of Indian words that have been incorporated into the English dictionary.
4. While using English for social or business communication, what skills should one master, according to you?

### Vocabulary

#### A. Notice the humour in the essay. Many times humour is created with jokes that play with words. This is called a pun.

**Underline the pun and explain the humour in the following statements.**

1. A horse is a very stable animal.
2. A cat ate some cheese and waited for a mouse with baited breath.
3. Time flies like an arrow. Fruit flies like a banana.
4. An angry bird landed on a door knob. Then flew off the handle.
5. Two silk worms had a race. They ended up in a tie.
6. The duck said to the waiter, 'Put it on my bill.'
7. Birds are grouchy in the morning because their bills are over dew.
8. In the winter my dog wears his coat, but in the summer he wears his coat and pants.

- B. A phrasal verb is a combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition. A phrasal verb often has a meaning which is different from the original verb.**

**Match the phrasal verb with the meaning.**

|                   |                                         |
|-------------------|-----------------------------------------|
| back someone up   | help                                    |
| chip in           | interrupt                               |
| cut in            | reveal hidden information about someone |
| fall apart        | support                                 |
| give someone away | have none left                          |
| hang on           | break into pieces                       |
| run out           | wait a short time                       |

- C. One should avoid using roundabout phrases in order to make one's speech or writing clear, brief and precise. Use shorter alternatives as given below.**

**Roundabout phrases**

for the purpose of  
with regard to  
in connection with  
in relation to  
in view of  
in the event of  
by means of  
in the majority of cases  
on a few occasions  
in the time of  
in order to

**Shorter alternatives**

for  
about  
due to, about, of, in, on  
concerning  
due to, because, since  
if  
by, with  
usually  
occasionally  
during  
to

### Replace the underlined words with shorter alternatives.

1. My stand with regard to transparency in this matter is very clear.
2. I don't have any comments in relation to your resignation.
3. The boy has been rusticated in connection with misconduct.
4. The meeting is postponed in view of poor attendance.
5. In the event of his being absent, the next participant will get a turn.
6. I gave him money in order to help him.
7. The task can be made easier by means of machines.
8. In the majority of cases the accused are not convicted.



### Pronunciation

In American English,

'god' is pronounced as 'guard' of British English.

'cot' is pronounced as 'cart' of British English.

'hot' is pronounced as 'heart' of British English.

### Now pronounce these words both in the American and British styles.

rock fox lock knot property odd model lost nonsense

### Dictionary skills

**Given in Column A are terms related to the dictionary. Column B tells you what these terms mean. Match Columns A and B.**

| A              | B                                                                      |
|----------------|------------------------------------------------------------------------|
| guide words    | learning the grammar concept                                           |
| origin         | the word in bold placed at the beginning of an entry in the dictionary |
| number         | the first and last words on each page                                  |
| part of speech | meaning of the word                                                    |
| headword       | tells us how each word is to be spoken                                 |
| definition     | tells where the word comes from                                        |
| pronunciation  | singular/plural nouns                                                  |

Use the terms given in the box to label the given figure.

|             |            |               |                 |
|-------------|------------|---------------|-----------------|
| page number | guide word | origin        | part of speech  |
| headword    | definition | pronunciation | singular/plural |

The diagram shows a dictionary entry for 'intent' with several labels pointing to specific parts:

- intent/interview**: Points to the entry title.
- in•tent**: Points to the headword.
- [in'tent]**: Points to the pronunciation.
- n.**: Points to the part of speech.
- 1**: Points to the first numbered definition.
- 2**: Points to the second numbered definition.
- plural intents**: Points to the plural form.
- (from L. intendere "a stretching out")**: Points to the origin.
- in•tent**: Points to the second headword.
- adj.**: Points to the part of speech for the second entry.
- 387**: Points to the page number.

**The Guide** words tell you the first and last word of the dictionary on a page.

Look at these guide words and write which word will not be found on this page.

| Guide words            |                                  | Which words will not fall on this page? |
|------------------------|----------------------------------|-----------------------------------------|
| excellence/exchange    | excerpt, exciting, exception     |                                         |
| cosmos/costly          | couch, costal, costly            |                                         |
| introspection/invasion | intruder, invalid, invent        |                                         |
| milky/mimetic          | mime, mince, miller              |                                         |
| pigmentation/pillar    | pilfer, pilot, pilgrim           |                                         |
| landfill/lane          | languish, landing, landmine      |                                         |
| fly/foam               | flying fish, foamy, flying start |                                         |
| reset/resist           | resident, resin, resolve         |                                         |

## Listening

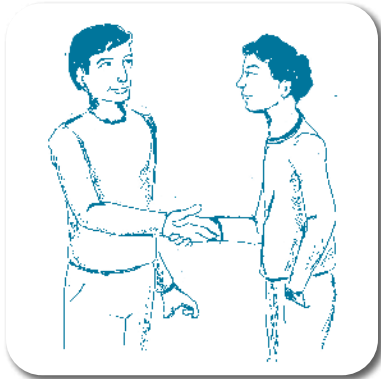
**Listen to the conversation about learning languages and write True/False against the statements given below.**

**Read the sentences and write *true* or *false* against them.**

1. Some languages are as easy to learn as our mother tongue.
2. The difficulty or the ease of learning a language varies with different people.
3. A native speaker of Spanish will find Portuguese much easier to learn.
4. Chinese language is unlike Portuguese.
5. A good teacher will add to the ease of learning a language.
6. If we have to use a language only in office we find it difficult to learn.
7. It is believed that Japanese is difficult to learn.
8. Resemblance of script will make it easier to learn a language.

## Speaking

**In pairs or small groups, make polite conversations in the following situations and enact them in class.**



**Read this passage and answer the questions that follow.**

A good memory could be the key to a happy and successful life (by *Daily Mail* Reporter, 17 September 2010)

A good working memory could be the secret to a happy and successful life, research suggests. Scientists have found people with a good working memory are more likely to be optimistic and self-assured. Those whose working memory was poor were more likely to 'brood' and score higher in tests of pessimism.

Working memory is the ability to remember and process information at the same time. It is employed when a person is asked to count back two digits from a number and provide the answer without hesitation. Research suggests that individuals with good working memories tend to have better jobs and relationships.

Dr Tracy Alloway, from the University of Stirling in Scotland, wanted to see if it also had a bearing on happiness. She carried out a study of 1,200 people aged from their late teens to their sixties who were given a series of psychological tests and questionnaires. 'We found that people who have a high working memory tend to be more optimistic, more hopeful about life, more confident that they can cope with problems and adjust to situations,' said Dr Alloway.

'People with a poor working memory tended to be more brooding and to spend more time fixated on problems when they arose in their life.' She added that brooding was linked to depression. 'People who brood tend to be depressed more often,' she said.

Dr Alloway was speaking at the British Science Festival at Aston University, Birmingham. She described working memory as the brain's 'Post-it note'. 'With working memory you're taking new information, integrating it with the facts you know, and then moving forward,' she said.

The average adult can remember and work with five bits of information simultaneously, whereas a five-year-old can cope with only two.

**A. Write True/False.**

1. Good working memory is the key to a happy and successful life.
2. People with good working memory are more likely to be optimistic but less confident.
3. Good working memory is more than rote memory. It also includes managing information.
4. Good working memory can sometimes ruin relationships.
5. Dr Tracy Alloway studied good working memory for the Scottish movement.
6. Dr Tracy Alloway concluded that sometimes brooding was linked to depression.
7. British Science Festival at Aston University, Birmingham described working memory as the brain's 'Post-it note'.

**B. Pick words from the passage that mean the same as the following.**

1. hopeful/optimistic    2. think deeply about something    3. reluctance

 **Writing**

**A. You have noticed increasing amounts of litter in the school premises.  
Design and put up a poster urging the students to keep the school and the surroundings clean.**

**What are Posters?**

- Large hoardings to be put up on walls, or the size of the handbills to be displayed on the notice boards.
- Should be captivating, attractive and persuasive
- Purpose:
  - i) to inform
  - ii) create social awareness
  - iii) extend public invitations and wire notices.

**Main Features of a poster**

(a) Layout

- Visually attractive
- Catchy title/jingle
- Sketch or simple visuals
- Fonts of different shapes and sizes

(b) Content

- Theme/subject
- Description/details related to the theme
- Essential details, e.g., date, time, venue
- Names, i.e., issuing authority, organizers

(c) Expression

- Organizing and sequencing of content
- Appropriate language
- Creativity (language and design)

## The format

|                                             |
|---------------------------------------------|
| ISSUING AUTHORITY                           |
| PURPOSE (Drama/ Exhibition/ Workshop, etc.) |
| Visual                                      |
| Attractions                                 |
| DATE                                        |
| TIME                                        |
| VENUE                                       |
| Tickets/ Further information                |
| Contact details                             |

### **B. A report is a factual narration of an event or incident. It could also be the investigation of a problem, or an objective analysis of something.**

A report meant for an inhouse magazine is usually a brief account of an activity or function conducted in or by the institution or organisation. A report meant for a newspaper is basically a news story such as the report of an incident, event, programme, crime, development, etc.

As does an article, a report will have a heading and carry the name of the reporter and details of the event.

### **While writing a report, remember to**

- mention the place, date, time and other relevant facts about the event.
- include information collected from people around who are affected by the event.
- name the reporter.
- write a suitable title/heading.
- always write in the past tense.
- always write in reported speech and in the passive voice.

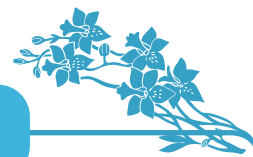
**Sample: Write a report on the recently concluded dance festival that took place in the Town Hall.**

**Chennai, 15 October 2017:** With a view to showcasing the rich heritage of the dances from across our country, a dance festival was conducted by the All India Dance Promotion Council. Held in the Town Hall on Golf Course Road between the 3rd and 10th October

2017, the cultural extravaganza included Dandiya, Bharatanatyam, Bhangra, Odissi, Kuchipudi, Mohiniyattam and Maharashtrian and North-eastern dance forms. The soothing music, the rhythmic sound of agile feet and the beat of the drums created a magical aura. The audience participated wholeheartedly by clapping enthusiastically to the beat. On popular demand, the bamboo dance from Mizoram was performed a second time. The colourful, traditional attire and well-choreographed moves transported the audience back in time to when folk dance and music were cherished by one and all. The children appeared proud to be rooted in the unique cultural heritage of our country. The judges appreciated the initiative that aimed not only to instil the spirit of unity in diversity but also develop a taste towards classical dances among the children. The jury declared the Bharatanatyam dancers from Tamil Nadu the best, followed by the bamboo dancers. At the closing ceremony attended by the senior dignitaries of the National Natyasala, it was decided to conduct this festival as an annual event.

**Answer these questions.**

1. The academic year has just begun. You are part of the new editorial board in charge of the school magazine. The new set of prefects have been elected and the investiture ceremony is over. Write a brief report on the investiture ceremony for the school magazine.
2. Metro service has just commenced in your city. As a press reporter, you covered the inaugural ceremony. Write a report on the ceremony. You must include the likely benefits/problems that the service will present the city with.



## Problem Solving Assessment III

Sir Ernest Shackleton is widely known as (1) ..... inspirational characters of the twentieth century. His ship, the *Endurance*, departed on 8<sup>th</sup> August 1914. (2) ..... , by January 1915 it had already become trapped in the Antarctic ice, (3) ..... it remained for ten months. The crew had hoped that warmer spring weather would (4) ..... free the vessel from the ice, but (5) ..... , when spring arrived, the breaking of the ice splintered the ship's hull. The men were forced to (6) ..... their ship, and spent the next six months camping on an ice floe. To supplement their diet, the men ate penguins and seals found in the area. This (7) ..... when the local animals migrated north for the winter; food became (8) ..... , and the men resorted to eating their dogs. On April 9<sup>th</sup>, their ice floe broke in two and Shackleton decided that the crew should enter their three small lifeboats and head for land. After five days at sea, the men (9) ..... reached Elephant Island.

1. In gap 1, the word that fits best is .....  
a) one of the many    b) the most    c) one of the most    d) one of best.
2. In gap 2, the word that fits best is .....  
a) conversely    b) yet    c) however    d) on the other hand.
3. In gap 3, the word that fits best is .....  
a) when    b) where    c) here    d) that.
4. In gap 4, the word that fits best is .....  
a) usually    b) eventually    c) normally    d) never.
5. In gap 5, the word that fits best is .....  
a) because    b) usually    c) in place of    d) instead.
6. In gap 6, the word that fits best is .....  
a) abandon    b) live    c) survive    d) ditch.
7. In gap 7, the word that fits best is .....  
a) seized    b) ceased    c) increased    d) continued.
8. In gap 8, the word that fits best is .....  
a) unhygienic    b) abundant    c) scarce    d) available.
9. In gap 9, the word that fits best is .....  
a) consequently    b) subsequently    c) initially    d) eventually.



### Warming Up

(a) In what ways are you like your mother or father?

- .....
- .....
- .....

Are you proud of the similarities?

(b) In what ways are you unlike your mother or father?

- We talk of different things.
- .....
- .....

(c) **Generation gap** is the differences found between members of different generations. These differences can be in actions, beliefs, tastes, etc.

Is there a generation gap between you and your parents? Why do you think so?

### Now, read the poem.

They say I look a lot like my mother  
I do not think this pleases her  
It cannot please her  
I do not blame her  
But we've learnt, she and I  
To live in our own mirror.

I know why I look a lot like my mother  
She's put much of her into my making  
After my birth, as well as before;  
More after my birth  
Because before my birth  
I was just a **nebulous**<sup>1</sup> wish in her.



1 **nebulous**: hazy



Then a **tangible**<sup>2</sup> hope, then a **palpable**<sup>3</sup> joy  
Then she'd stroke me gently through her flesh  
And she'd see me  
In her daydreams, she'd see me  
She'd see me the way she wanted to see me.

Sometimes I'd see the **phantom**<sup>4</sup> child  
And it would anger me to unreasoning hatred,  
I'd see it in the things she'd say  
'Why aren't you? Why can't you?  
Why do you always...? Why do you never...?  
And I would weep in wild **frustration**,<sup>5</sup>  
Weep hot and helpless, hopeless tears;  
Hopeless, because I'd recognize, even then,  
My **invulnerable**<sup>6</sup> rival, my little enemy:  
What I had never been,  
And could not hope to be,  
And did not want to be.

So you see, I look a lot like my mother.  
She's stamped herself soul-deep in me  
With things that are of hers  
And things that are of hers  
And did not want to be...  
Yes, I look a lot like my mother  
And my daughter looks  
A lot like me.

*Nini Lungalang*

## Comprehension

### A. Multiple Choice Questions

Choose the correct option.

1. What is the theme of the poem?  
☐ Parent's joy of having children  
☐ Mirror reflections  
☐ Resemblance between parents and children  
☐ Parents' hopes from their children

2 tangible: real

3 palpable: obvious

4 phantom: ghost

5 frustration: irritation

6 invulnerable: untouchable

2. What emotions does the mother display as her daughter grows up?

☐ joy, sorrow, hope

☐ joy, hope, frustration

☐ hope, sorrow, anger

☐ love, hope, sorrow

3. How has the mother left her stamp on her daughter?

☐ through her aspirations and lost dreams

☐ through her physical attributes

☐ through her upbringing

☐ through all of the above

4. How does the speaker change from nebulous to tangible thought?

☐ inception to childhood

☐ the unseen to the seen

☐ a maiden to a mother

☐ a daughter to a mother

5. Who were the poet's enemies?

☐ the person she never grew up to be

☐ the person she never wanted to be

☐ the person she could never dream of becoming

☐ all of the above

## B. Answer these questions.

1. What were the mother's feelings before the birth of the poet?

2. How did the feelings change over the years?

3. What do you think has led to this change?

4. Both the mother and daughter are unhappy. Pick words/phrases that reflect this.

### Complete the summary of the poem by filling each blank with one word.

The poet feels that although the people find a lot of ..... between her mother and her, the mother is not ..... about this. However the poet does not ..... her mother. She feels they have learnt to respect the space.

The poet feels this similarity is because the mother has invested a lot of emotions in her. These had begun even before her ..... After she was born, the mother felt more strongly because before her birth she was just a .....

After she was born the hope became a ..... The mother saw her in her ..... imagining her to be the way she wanted to see her.

This distance is the mother's dreams and reality evokes ..... in the daughter. She wept in ..... She felt ..... because she could never be the child of her mother's dreams. Yet, despite this there is a lot of her mother in her, just as her ..... has a lot of her.

## Style

1. The poem lacks a regular rhyme and rhythm. It is written in **free verse**. This helps the poet to express his/her feelings freely without any constraints of metre, rhyme scheme, etc. Make a list of other poems you have read that are written in free verse.
2. The poem is remarkable for its suggestiveness. Say what the following expressions suggest.  
nebulous wish, tangible hope, a palpable joy, my invulnerable rival,  
my little enemy
3. Why does the daughter feel that she hasn't come up to her mother's expectations? Quote the lines from the poem to support this.
4. What is the central idea of the poem 'Mirror'?

## Appreciation

1. What do you think is the mood of the poet? Why do you think so?
2. What do these lines suggest?
  - a) *But we've learnt, she and I  
To live in our own mirror.*
  - b) *Because before my birth  
I was just a nebulous wish in her.*
  - c) *She's stamped herself soul-deep in me*
3. What does the poet call 'the phantom child'? Why?
4. Do you think the child of the mother's dreams and the reality are different? Give reasons.
5. Before the birth of the daughter, the mother had dreamt of an ideal daughter. How do you think her dreams were different from reality?
6. Make a list of five things that your parents expect of you. How many of these do you fulfil? What are the ones that you don't? Why don't you?
7. Read the lines from the poem and answer the questions that follow.
  - a) *I know why I look a lot like my mother  
She's put much of her into my making  
After my birth, as well as before;  
More after my birth  
Because before my birth  
I was just a nebulous wish in her.*

- i) What does the poet look like?
- ii) Why does she resemble her mother?
- iii) What words show that the mother was looking forward to having her baby?
- iv) What is the mood of the poet?

b) *Sometimes I'd see the phantom child*

*And it would not anger me to unreasoning hatred,  
I'd see in the things she'd say  
'Why aren't you? Why can't you?  
Why do you always .....? Why do you never ..... ?  
And I would weep in wild frustration,  
Weep hot and helpless, hopeless tears;  
Hopeless, because I'd recognize, even then,  
My invulnerable rival, my little enemy:*

- i) Who is the phantom child being referred to?
- ii) How does the mother react to her daughter?
- iii) How does the daughter feel?
- iv) Who is 'my little enemy'?

c) *So you see, I look a lot like my mother.*

*She's stamped herself soul-deep in me  
With things that are of hers  
And things that are of hers  
And did not want to be .....  
Yes, I look a lot like my mother  
And my daughter looks  
A lot like me.*

- i) What words show that the daughter is essentially like her mother?
- ii) How does the poet view these resemblances?
- iii) What does the poet say about her daughter?
- iv) What is the poem about?

## Pronunciation

a) Can you hear /s/or/z/ at the end? Write each word in the correct column.

- i) pleases
- ii) because
- iii) looks
- iv) slice

| /s/ | /z/ |
|-----|-----|
|     |     |

|  |  |
|--|--|
|  |  |
|  |  |

b) Do they begin with /ch/or/sh/?

- i) shirt                      ii) shorts                      iii) cheese                      iv) check

|      |      |
|------|------|
| /ch/ | /sh/ |
|      |      |
|      |      |
|      |      |

c) Do they end in /d/or/t/?

- i) hatred                      ii) confused                      iii) embarrassed                      iv) checked

|     |     |
|-----|-----|
| /d/ | /t/ |
|     |     |
|     |     |
|     |     |

# Grammar Worksheet – III

- Simple Past Tense • Simple Present Tense
- Simple Future Tense • Past Continuous Tense
- Present Continuous Tense • Future Continuous Tense

In this  
worksheet

## The Past

This is when an event has already happened.

- I walked hurriedly to my school.
- I sang at the concert.
- I ran down the lane.

Past tense expresses an action or situation that was started and finished in the past. Most past tense verbs end in ‘-ed’. The irregular verbs have special past tense forms which must be memorized.

## The Present

This is when an event is actually happening.

- I walk to my school.
- I am singing at the concert.
- I am running down the lane.

Present tense expresses an unchanging, repeated, or recurring action or situation that exists only now. It can also represent a universal truth.

## The Future

This is when an event has not taken place yet.

- I will walk to my school.
- I will sing at the concert.
- I will run down the lane.

This tense is formed by using will/shall with the base form of the verb.

**Remember: Whenever you are writing, you should try to stay in the same tense all the way through.**

| Past                                      | Present                                         | Future                                        |
|-------------------------------------------|-------------------------------------------------|-----------------------------------------------|
| Past simple (commonly called simple past) | Present simple (commonly called simple present) | Future simple (commonly called simple future) |
| The dog <u>was</u> sick.                  | The dog <u>is</u> sick.                         | The dog will be sick.                         |
| It <u>rained</u> . (yesterday)            | It <u>rains</u> . (everyday)                    | It <u>will</u> rain. (tomorrow)               |
| She (just) <u>went</u> to the market.     | She <u>goes</u> to the market. (as usual)       | She <u>will go</u> to the market. (soon)      |

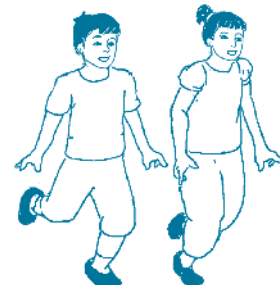
**A. Fill in the blanks by ticking the correct form of the verbs given in the brackets.**

When I ..... (is/am/was) a little boy, my mother ..... (use/ is use/used) to take me to the park every evening, along with my elder sister. I ..... (loves/loved/love) the swings. In fact, I ..... (used/is used/use) to spend my entire evening there. My mother ..... (carried/carrying/carry) a basket of food and some toys as well. While my sister ..... (plays/played/play) with her friends, my mother ..... (talks/ talk/talked) to me and ..... (keep/ kept/keeping) me amused.



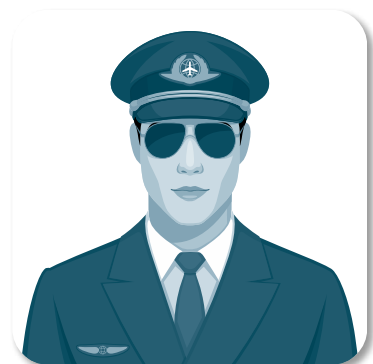
**B. Fill in the blanks by ticking the correct form of the verbs given in brackets.**

Now that I ..... (have/has/having) grown up, I still ..... (loved/ loves/love) being outdoors. Now I ..... (play/am playing/plays) football every evening. On weekends, my sister and I ..... (go/goes/going) fishing. Our dog, Champ ..... (comes/come/is coming) along. While I ..... (am fishing/is fishing/fished), my sister ..... (plays/ is playing/are playing) with Champ. Champ ..... (waits/is waiting/waited) for me to catch a fish because he ..... (loves/is loving/loved) feasting on it.



**C. Fill in the blanks with the correct form of the verbs given in brackets.**

When I grow up, I ..... (be/am/is) a pilot. This job ..... (take/taking) me to different countries. I ..... (see) places all over the globe. This ..... (give) me a chance to serve my country as well. I ..... (wear) the smart uniform, that I have always liked. In addition to this, I ..... (get) a handsome salary. I know I ..... (feel) homesick sometimes but we can't be at home all our lives.



**D. Change the verbs into past simple, keeping them positive or negative.**

1. He studies here.

He (studied/study) ..... here.

2. Do you go to school by bus?  
(Did/Do) ..... you ..... (go/went) to school by bus?
3. We don't like filthy places.  
We (didn't/don't) ..... (liked/like) ..... filthy places.
4. I love flying kites.  
I ..... (loves/loved) flying kites.
5. I hate waiting for people.  
I ..... (hated/hates) waiting for people.
6. Do you play the guitar?  
..... (Did/Do) you ..... (play/played) the guitar?

**E. Write the sentences putting the verbs into the simple future tense.**

1. (I do) the home work for you?  
(Shall I do? Will I do) ..... the home work for you?
2. You (never see) your friend again.  
You (will never see/will never be seeing) ..... your friend again.
3. (You be) home tomorrow?  
(Will you be/Could you be) ..... home tomorrow?
4. (I call) the doctor.  
I (will call/would call) ..... the doctor.
5. The school (not give) preparatory holidays.  
The school (will not give/will not gave) ..... preparatory holidays.
6. Don't jump off. You (fall)  
Don't jump off. You (will fall/will fell) .....

## The Present Continuous Tense

The present continuous tense is formed from the present tense of the verb **be** and the present participle (**-ing** form) of a verb.

1. We use the present continuous tense to talk about the present:
  - For something that is happening **at the moment of speaking**. For example: I'm **just leaving** school. I'll be home in an hour.
  - For something which is happening before and after a given **time**: For example: At one o'clock we **are usually having** lunch.
  - For something which is **new** and **contrasts** with a previous state: For example: These days most people **are using** email instead of writing letters.
  - To show that something is changing, growing or **developing**. For example: The children **are growing** quickly.
  - For something which happens **again and again**. For example: It's **always raining** in Cherapunji.

**Note:** We normally use **always** with this use.

2. We use the present continuous tense to talk about the **future**:  
For something which has been **arranged** or **planned**. For example: I am **going** to a new school **next year**.
3. We can use the present continuous to talk about the **past**: For example: When we are telling a **story**.

### A. Put the verb in brackets in the correct form.

1. It is school reopening day once more and the children ..... their school bags. (pack)
2. It is a bright day and dad ..... a family picnic. (plan)
3. My mother ..... a sweater for my aunt's new born baby. (knit)
4. We ..... in the Youth Festival. (participate)
5. He ..... Geography today. (revise)
6. It ..... too heavily to go out just now. (rain)
7. My mother and I ..... the house today. (spring clean)
8. Look! The thieves ..... the house. (enter)
9. My parents ..... for a trip to the Holy Land. (leave)
10. Please do not disturb me. I ..... on the computer. (work)



**B. Give short answers to the following questions.**

Examples: What does a driver do? —He drives.

1. Is Ali working at the moment?  
..... (he is/he are)  
.....
2. Are your friends coming? .....  
(they aren't/they isn't) .....
3. Are you watching television?  
..... (I isn't/I am not)  
.....
4. Is she reading this book? .....  
(she isn't/she aren't) .....
5. Is Mary preparing for her exams? ..... (she isn't/she is) .....
6. Is the lion roaring? ..... (it isn't/it is) .....



**C. Fill in the blanks with present indefinite tense or present continuous tense of verbs given in the brackets.**

1. The classes at the University (begin/beginning) ..... at 9 o'clock.
2. The Earth (goes/going) ..... round the Sun.
3. My family always (spends/is spending) ..... their holidays at the seaside.
4. I often (take/takes) ..... my dog out for a long walk but today he (walk/walks) ..... in his garden.
5. The Principal generally (make/makes) ..... a short speech. Today he (deliver/delivers) ..... a long lecture.
6. India (is/are) ..... a vast country. Here the people belonging to various castes and creeds (live/lives) ..... together.

**D. On behalf of your friend you come to see a house. Use your cell phone to describe the house by filling in the blanks.**

I (stand/am standing) ..... in front of the house. It (is/are) ..... a spacious white coloured house. I (stood/am standing) ..... on the lush green grass and (looks/looking) ..... at tall trees that (are forming/is forming/forms) ..... a boundary to the house. The shrubs on both sides of the entrance (is/are) ..... well pruned. The house (has/have) ..... a grey sloping roof which (improves/is improving) .....

the beauty of the house. The place (appears/is appearing) ..... calm and quiet. I'm sure it (is/will be) ..... a perfect place for resting away from the humdrum of city life.

**E. Tick suitable question tags in the following sentences.**

1. We reach home at the same time, (didn't we/don't we)?
2. He studies a lot for his tests, (doesn't he/didn't he)?
3. She understands the subjects well, (doesn't she/didn't she)?
4. He plays cricket very well, (doesn't he/didn't he)?
5. They often go for outings together, (didn't they/don't they)?
6. We usually have dinner at 8 o'clock, (don't we/doesn't we)?
7. She misses them a great deal, (does she/doesn't she)?
8. Father leaves for office at 9 a.m. every day, (doesn't he/didn't he)?

**F. Read the excerpts from a cricket commentary. Tick the correct verb form.**

1. 'It ..... (is/are) overcast and it ..... (feels/feeling) like a good bowling morning. The play ..... (get/gets) under way at 0800 and you can bet that K.P. and Colly ..... (is/are) going to ..... (face/facing) some serious heat from South Africa first up.'
2. 'One run off the first ball and six runs ..... (requiring/required) to win! Then another bouncing single. And finally, 101-0 as Gayle ..... (hit/hits) a final six to seal the victory. It's all over, as England ..... (is/are) demolished by 10 wickets! Stanford Superstars ..... (is/are) a million dollars richer.'
3. 'Gayle ..... (lash/lashes) the first ball off Broad but no run. England ..... (don't/didn't) seem to have an answer, however. Two runs off the third ball. He ..... (take/takes) another single at the end of the 12th over.'
4. 'Freddie to bowl, and Gayle ..... (was/is waiting). It is the second ball and Gayle ..... (makes/make) his fifty. Fletcher ..... (hit/hits) the third full toss for a single.'

## Past Continuous Tense

The past continuous tense expresses an action at a **particular moment** in the past. The action had started before that moment but did not finish at that moment.

For example: I **was studying** at 10 p.m. last night.

### The past continuous tense is used when:

- The action happened at a specific time.  
For example: We were studying yesterday at 10:00.
- There was an interruption while performing the action.  
For example: I was studying when the phone rang.

### A. Fill in the blanks choosing the correct form of the verb.

1. My brother and sister ..... (was/were) packing their school bags at 7 a.m.
2. (Was/Were) ..... you in office at 7 p.m. last night?
3. At 6.30 a.m. today I ..... (was/am) jogging in the park.
4. Why ..... (was/were) he shouting so much?
5. The sun ..... (was/were) shining bright by 8 a.m.
6. I ..... (was/were) talking to my neighbour yesterday, when I got the message.

### B. Fill in the blanks using 'when' or 'while'. Either can be used when the meaning is 'during the time'.

1. .... he was talking on the phone, I was doing my project.
2. He was packing his bags ..... I called him.
3. We were watching television ..... the lights were switched off.
4. I was washing the dishes ..... the plate broke.
5. He came ..... I was playing.
6. We let out our apartment ..... we were abroad.

### C. You saw a burglar escaping. Describe the scene to the police by ticking the correct choice of words.

Last night ..... (while/when) I had just switched off my light and ..... (was/were) retiring to bed, I heard a loud thud. I went to the window and ..... (see/saw) a burglar ..... (jump/jumping) out of the window. He ..... (was carrying/were carrying) a torch and a bag. Just as he landed on his feet, a dog that ..... (was lying/were lying) in wait ..... (pounced/pounce) on him.



**D. Complete a news story by filling in the correct option in the blanks.**

**Girl Killed In Go-Kart Crash Wasn't In Seat Belt**

**Grand Junction, Colo—**A 9-year-old Aurora girl who was killed in a go-kart crash on Sunday ..... (*wasn't wearing/isn't wearing/weren't wearing*) a seat belt. Sources initially said the girl ..... (*was wearing/is wearing/were wearing*) a seat belt, but she later ..... (*unfastened/unfasten*) it. The driver was safe because he ..... (*is wearing/was wearing/were wearing*) ..... a safety helmet and a chest protector.

**E. Make past continuous 'yes/no' questions: When you arrived at the party...**

1. Was/Were ..... the guests still ..... (*arriving/arrived*)?
2. Were/Was ..... the dancers ..... (*danced/dancing*)?
3. Were/Was ..... Sue and Ann ..... (*sing/singing*)?
4. Were/Was ..... everyone ..... (*have/having fun*)?
5. Who ..... (*was/were*) you (*talk/talking*) ..... to?
6. How ..... (*was/were*) Linda ..... (*feel/feeling*)?

**F. This is Janvi's diary. Read it and complete the exercise below.**

- |                   |                           |
|-------------------|---------------------------|
| 9 a.m. - 10 a.m.  | Go for morning yoga       |
| 10 a.m. - 11 a.m. | Do office work            |
| 11 a.m. - 1 p.m.  | Do the accounts           |
| 1 p.m. - 2 p.m.   | Have lunch                |
| 2 p.m. - 5 p.m.   | Have meeting with clients |
| 5 p.m. - 6 p.m.   | Talk to office staff      |
| 6 p.m. - 8 p.m.   | Watch television          |
| 8 p.m. - 9 p.m.   | Have dinner               |

**Now, answer the following questions.**

1. What was Janvi doing at 6.15 p.m.?  
She ..... (*was watching/were watching/is watching*) television.
2. What was Janvi doing at 10.30 a.m.?  
She ..... (*was doing/were doing/was do office*) work.
3. What was Janvi doing at 2.30 p.m.?  
She ..... (*was meeting/were meet with/is meeting*) her clients.
4. What was Janvi doing at 8.10 p.m.?  
She ..... (*was eating/were eating/is eating*) dinner.

5. What was Janvi doing at 11.05 a.m.?

She ..... (*was doing/were doing/is doing*) accounts.

6. What was Janvi doing at 5.15 p.m.?

Janvi ..... (*was talking/were talking/is talking*) with the office staff.

**G. Put the verbs in the following sentences into the correct form of the past tense.**

1. When I was a child I ..... (*want/wanted/was wanting*) to be a teacher.

2. I ..... (*am cooking/was cooking/were cooking*) when the phone  
..... (*rings/rang/was ringing*).

3. He ..... (*ran/is running/was running*) down the road when the accident  
..... (*happened/were happened/is happened*).

5. I ..... (*have meeting/were meeting/met*) Geeta at the airport. She  
..... (*was going/is going/were going*) to Australia.

6. We ..... (*was shouting/were shouting/is shouting*) when you  
..... (*arrive/arriving/arrived*).

**H. Match the following.**

|                                     |                                |
|-------------------------------------|--------------------------------|
| We were driving to my grandmother's | when someone picked my pocket. |
|-------------------------------------|--------------------------------|

|                            |                           |
|----------------------------|---------------------------|
| I was shopping with my mom | when the lights went off. |
|----------------------------|---------------------------|

|                  |                         |
|------------------|-------------------------|
| They were eating | when the doorbell rang. |
|------------------|-------------------------|

|                               |                          |
|-------------------------------|--------------------------|
| I was watching a horror movie | when the alarm went off. |
|-------------------------------|--------------------------|

|                       |                               |
|-----------------------|-------------------------------|
| I was writing an exam | when the car had a flat tyre. |
|-----------------------|-------------------------------|

|                           |                     |
|---------------------------|---------------------|
| I was talking on the cell | when the pen broke. |
|---------------------------|---------------------|

**I. Fill in the blanks with the past simple or past continuous tense.**

1. We ..... (*were watching/was watching*) a horror film when the door  
..... (*opened/was opening*).

2. Suddenly the singing ..... (*was stopping/stopped*).

3. The fire ..... (*started/was starting*) when I ..... (*warmed/  
was warming*) the milk.

4. The little boy ..... (*was smiling/has smiled*) because he .....  
..... (*got/had got*) an ice cream.

5. He ..... (was happy/were happy) to get the news that he .....  
(was/were selected) to captain the school cricket team.
6. (Did/Was) ..... you ..... (see/seen) the film last night?

**J. Form correct questions. Then complete the answers.**

1. (*Were/Was*) ..... you ..... (*shout/shouting*) at him? No I,  
..... (*weren't/wasn't*).
2. (*Were/Was*) ..... you ..... (*talk/talking*) to him? Yes I,  
..... (*were/was*).
3. (*Were/Was*) ..... they ..... (*laughed/laughing*) at him? No they  
..... (*weren't/wasn't*).
4. (*Were/Was*) ..... she ..... (*taken/taking*) the books? Yes, she  
..... (*was/were*).
5. (*Were/Was*) ..... you ..... (*helping/help*) her with her business?  
No I, ..... (*weren't/wasn't*).
6. (*Were/Was*) ..... he (*ran/running*) fast? Yes he ..... (*were/was*).

## Future Continuous Tense

The future continuous tense is used to emphasize an action or an event that will be in progress at some time in the future.

For example: Next week we will be leaving for Egypt.

Tomorrow we will be shifting into our new house.

### **Use**

- Future actions in progress.

For example: In an hour, I **will be lying on my bed**.

- Guesses about the present or the future.

For example: My sister **will be getting** married very soon.

- Polite questions about somebody's intentions

For example: **Will** you **be waiting for me** after 10 p.m.?

### **A. Fill in the blanks using the future progressive tense correctly.**

1. Do you think Sara ..... (will do/do) the same job after she has a higher educational qualification?
2. I just got scholarship for higher education at Singapore, so ..... I (will shift/shift) shortly.
3. Because of global warming natural calamities ..... (increase/will increase) in the future.
4. I ..... (study/will study) late tonight because I have my presentation tomorrow.

### **B. Fill in the blanks to convey your summer vacation plans.**

1. Next summer vacation I ..... (go) to Kerala.
2. We ..... (board) a flight from Delhi to Chennai.
3. We ..... (stay) in Chennai for two days.
4. We ..... then ..... (drive) to Cochin.
5. We ..... (sightsee) for a couple of days before we move on to Thrissur.

### **C. Fill in the blanks using the simple future or future continuous tense.**

By 2021 humans ..... (live) on Mars. Joseph Palaia said his company ..... (build) the first manned headquarters for humans on Mars and it would happen within 15 years. The company ..... (use) mining technology. Humans and robots ..... (work) closely together.

Mars already has sufficient water supplies. The initial settlement .....

(include) the use of nuclear reactors, mining, manufacturing, and construction equipment, control systems, robots and automation systems and greenhouses to grow food. All this ..... (allow) human habitation in a safe environment.

Later, the scientists ..... (tackle) the issue of transporting all the necessary equipment and science in an affordable manner. 'We ..... (share) our dream, selling the dream and engineering our dreams,' the CEO of the company said.

Some experts, however, don't believe humans ..... (live) on Mars. They feel that people ..... (waste) their time and resources if they carry on such experiments. But others hope that science ..... (make) their dreams become reality.



Look at the pictures and form a sentence each in the present continuous tense, the past continuous tense and the future continuous tense.



# A Simple Philosophy



## Warming Up

- I. Look at the pictures depicting our changing environment. Fill in the columns with words/phrases that are best suited to describe them.



| Environment Past | Environment Present | Environment Future |
|------------------|---------------------|--------------------|
| .....            | .....               | .....              |
| .....            | .....               | .....              |
| .....            | .....               | .....              |

- II. What are the steps that you can take to counter these adverse effects?

| As an individual | As a community | As a nation |
|------------------|----------------|-------------|
| .....            | .....          | .....       |
| .....            | .....          | .....       |
| .....            | .....          | .....       |

**In 1860, American Indian Chief is said to have written this letter, in response to a request from President Franklin Pierce to purchase land from the tribe.**

The **Great Chief**<sup>1</sup> in Washington sends word that he wishes to buy our land.

The Great Chief also sends us words of friendship and goodwill. This is kind of him, since we know he has little need of our friendship in return. But we will consider your offer. For we know that if we do not sell, the white man may come with guns and take our land.

How can you buy or sell the sky, the warmth of the land? The idea is strange to us.

<sup>1</sup> Great Chief: President Franklin Pierce (1835–57)

If we do not own the freshness of the air and the **sparkle**<sup>2</sup> of the water, how can you buy them from us?

We will decide in our time.

What Chief Seathl says, the Great Chief in Washington can count as truly as our white brothers can count on the return of the seasons. My words are like the stars. They do not set.

Every part of this earth is sacred to my people. Every shining pine needle, every sandy shore, every **mist**<sup>3</sup> in the dark woods, every **clearing**<sup>4</sup>, and humming insect is holy in the memory and experience of my people. The sap which courses through the trees carries the memories of the red man.



The white man's dead forget the country of their birth when they go to walk among the stars. Our dead never forget this beautiful earth, for it is the mother of the red man.

We are part of the earth and it is part of us. The **perfumed**<sup>5</sup> flowers are our sisters; the deer, the horse, the great eagle, these are our brothers. The rocky **crests**<sup>6</sup>, the juices in the meadows, the body heat of the pony, and man—all belong to the same family.

So, when the Great Chief in Washington sends word that he wishes to buy our land, he asks much of us.

The Great Chief sends word he will reserve us a place so that we can live comfortably by ourselves. He will be our father and we will be his children.

But can that ever be? God loves your people, but has **abandoned**<sup>7</sup> his red children. He sends machines to help the white man with his work, and builds great villages for him. He makes your people stronger every day. Soon you will flood the land like the rivers which crash down the **canyons**<sup>8</sup> after a sudden rain. But my people are an **ebbing tide**<sup>9</sup>, we will never return.

No, we are separate races. Our children do not play together and our old men tell different stories. God favours you, and we are orphans.

So we will consider your offer to buy our land. But it will not be easy. For this land is sacred to us. We take our pleasure in these woods. I do not know. Our ways are different from your ways.

This shining water that moves in the streams and rivers is not just water but the blood of our ancestors. If we sell you land, you must remember that it is sacred, and that each ghostly reflection in the clear water of the lakes tells of events and memories in the life

2 **sparkle**: shine

3 **mist**: large mass of water vapour, less dense than a fog

4 **clearing**: an open area of land in which there are no trees

5 **perfumed**: scented

6 **crests**: the highest part of a hill or mountain range; summit

7 **abandoned**: to leave completely and finally

8 **canyons**: a deep valley with steep rock sides with often a stream or river flowing through it

9 **ebbing tide**: the tide while it is flowing outward from the land

of my people. The water's murmur is the voice of my father's father.

The rivers are our brothers, they quench our thirst. The rivers carry our **canoes**<sup>10</sup>, and feed our children. If we sell you our land, you must remember, and teach your children, that the rivers are our brothers, and yours, and you must henceforth give rivers the kindness you would give any brother.



The red man has always **retreated**<sup>11</sup> before the advancing white man, as the mist of the mountain runs before the morning sun. But the ashes of our fathers are sacred. The graves are holy ground, and so these hills, these trees, this portion of the earth is **consecrated**<sup>12</sup> to us. We know that the white man does not understand our ways. One portion of land is the same to him as the next, for he is a stranger who comes in the night and takes from the land whatever he needs. The earth is not his brother but his enemy, and when he has conquered it, he moves on. He leaves his fathers' graves behind, and he does not care. He kidnaps the earth from his children. He does not care. His fathers' graves and his children's birthright are forgotten. He treats his mother, the earth, and his brother, the sky, as things to be bought, **plundered**<sup>13</sup>, sold like sheep or bright beads. His appetite will **devour**<sup>14</sup> the earth and leave behind only a desert.

I do not know. Our ways are different from your ways. The sight of your cities pains the eyes of the red man. But perhaps, it is because the red man is a savage and does not understand.

There is no quiet place in the white man's cities. No place to hear the unfurling of leaves in spring or the **rustle**<sup>15</sup> of insect's wings. But perhaps it is because I am a savage and do not understand. The clatter only seems to insult the ears. And what is there to life if a man cannot hear the lonely cry of the **whippoorwill**<sup>16</sup> or the arguments of the frogs around a pond at night? I am a red man and do not understand. The Indian prefers the soft sound of the wind darting over the face of a pond, and the smell of the wind itself, cleansed by a midday rain, or scented with **pinon pine**.

The air is precious to the red man, for all things share the same breath—the beast, the tree, the man, they all share the same breath. The white man does not seem to notice the air he breathes. Like a man dying for many days, he is **numb**<sup>17</sup> to the **stench**<sup>18</sup>. But if we sell our land, you must remember that the air is precious to us, that the air shares

10 **canoes**: narrow, light boat propelled by paddles

11 **retreated**: stepped back

12 **consecrated**: for a special purpose, usually religious

13 **plundered**: raided

14 **devour**: eat greedily (here) demolish

15 **rustle**: soft sound: medium-sized brown bird that is mainly nocturnal and can be found in North and Central America

16 **whippoorwill**: the state tree of New Mexico

17 **numb**: unable to feel anything

18 **stench**: bad smell

its spirit with all the life it supports. The wind that gave our grandfather his first breath also receives his last sigh. And the wind must also give our children the spirit of life. And if we sell you our land, you must keep it apart and sacred, as a place where even the white man can go to taste the wind that is sweetened by the meadow's flowers.



So we will consider your offer to buy our land. If we decide to accept, I will make one condition: The white man must treat the beasts of this land as his brothers.

I am a savage and I do not understand any other way. I have seen a thousand rotting buffaloes on the **prairie**<sup>19</sup>, left by the white man who shot them from a passing train. I am a savage and I do not understand how the smoking iron horse can be more important than the buffalo that we kill only to stay alive.

What is man without the beasts? If all the beasts were gone, men would die from a great loneliness of spirit. For, whatever happens to the beasts, soon happens to man. All things are connected.

Whatever befalls the earth, befalls the sons of the earth.

You must teach your children that the ground beneath their feet is the ashes of our grandfathers. So that they will respect the land, tell your children that the earth is rich with the lives of our kin. Teach your children what we have taught our children that the earth is our mother. Whatever befalls the earth, befalls the sons of the earth. If men spit upon the ground, they spit upon themselves.

This we know. The earth does not belong to man; man belongs to the earth. This we know. All things are connected like the blood which unites one family. All things are connected.

Whatever befalls the earth befalls the sons of the earth. Man did not weave the web of life; he is merely a **strand**<sup>20</sup> in it. Whatever he does to the web, he does to himself.

No, day and night cannot live together.

Our dead go to live in the earth's sweet rivers, they return with the silent footsteps of spring, and it is their spirit, running in the wind, that ripples the surface of the ponds.

We will consider why the white man wishes to buy the land. What is it that the white man wishes to buy, my people ask me. The idea is strange to us. How can you buy or sell the sky, the warmth of the land, the swiftness of the antelope? How can we sell these things to you and how can you buy them? Is the earth yours to do with as you will, merely because the red man signs a piece of paper and gives it to the white man? If we

19 **prairie**: wild grassland

20 **strand**: a single thread

do not own the freshness of the air and the sparkle of the water, how can you buy them from us?

Can you buy back the buffalo, once the last one has been killed? But we will consider your offer, for we know that if we do not sell, the white man may come with guns and take our land. But we are primitive, and in his passing moment of strength the white man thinks that he is a god who already owns the earth. How can a man own his mother?

But we will consider your offer to buy our land. Day and night cannot live together. We will consider your offer to go to the reservation you have for my people. We will live apart, and in peace. It matters little where we spend the rest of our days. Our children have seen their fathers **humbled**<sup>21</sup> in defeat. Our warriors have felt shame, and after defeat they turn their days in idleness and **contaminate**<sup>22</sup> their bodies with sweet foods and strong drink. It matters little where we pass the rest of our days. They are not many. A few more hours, a few more winters, and none of the children of the great tribes that once lived on this earth or that roam now in small bands in the woods will be left to mourn the graves of a people once as powerful and hopeful as yours.

But why should I mourn the passing of my people? Tribes are made of men, nothing more. Men come and go, like the waves of the sea.

Even the white man, whose God walks and talks with him as friend to friend, cannot be **exempt**<sup>23</sup> from the common destiny. We may be brothers after all; we shall see. One thing we know, which the white man may one day discover—our God is the same God.

You may think now that you own Him as you wish to own our land; but you cannot. He is the God of man, and His compassion is equal for the red man and the white. This earth is precious to Him, and to harm the earth is to heap contempt on its Creator. The whites too shall pass; perhaps sooner than all other tribes. Continue to contaminate your bed, and you will one night suffocate in your own waste.

But in your **perishing**<sup>24</sup> you will shine brightly, fired by the strength of the God who brought you to this land and for some special purpose gave you **dominion**<sup>25</sup> over this land and over the red man. That destiny is a mystery to us, for we do not understand when the buffaloes are all slaughtered, the wild horses are tamed, the secret corners of the forest heavy with the



21 **humbled**: degraded

22 **contaminate**: to defile by touching or mixing

23 **exempt**: freed

24 **perishing**: decay

25 **dominion**: power; authority

scent of many men, and the view of the ripe hills blotted by talking wires. Where is the **thicket**<sup>26</sup>? Gone. Where is the eagle? Gone. And what is it to say goodbye to the swift pony and the hunt? The end of living and the beginning of survival.

God gave you dominion over the beasts, the woods, and the red man, and for some special purpose, but that destiny is a mystery to the red man. We might understand if we knew what it was that the white man dreams—what hopes he describes to his children on long winter nights—what visions he burns onto their minds so that they will wish for tomorrow. But we are savages. The white man's dreams are hidden from us. And because they are hidden, we will go our own way. For above all else, we cherish the right of each man to live as he wishes, however different from his brothers. There is little in common between us.

So we will consider your offer to buy our land. If we agree, it will be to secure the reservation you have promised. There, perhaps, we may live out our brief days as we wish.

When the last red man has vanished from this earth, and his memory is only the shade of a cloud moving across the prairie, these shores and forests will still hold the spirits of my people. For they love this earth as the newborn loves its mother's heartbeat.

If we sell you our land, love it as we've loved it. Care for it as we've cared for it. Hold in your mind the memory of the land as it is when you take it. And with all your strength, with all your mind, with all your heart, preserve it for your children, and love it...as God loves us all.

One thing we know. Our God is the same God. This earth is precious to Him. Even the white man cannot be exempt from the common destiny. We may be brothers after all. We shall see.

*Chief Seathl*

#### About the Author

**Chief Seathl** was a leader of the ***Suquamish Tribe***<sup>27</sup>. He was a figure of great authority and widely respected. The Suquamish had to adapt their culture, based on fishing, hunting, berry and root gathering and travelling by canoe, to accept a new economy and lifestyle forced upon them. The United States wanted to clear the land of Indian title to allow for settlement via a new transcontinental railroad. This angered the tribes. Chief Seathl agreed to sell the lands the tribes lived on and move into settlement areas marked out for them. However, the Indian tribes felt wronged and rose in revolt against the white invaders. Chief Seathl led this huge war. The superior power of the settler's weaponry ensured their victory and Chief Seathl was captured. But even in defeat he ensured the victory of his message and became a legend even amongst the people he fought against. Europeans called him Chief Seattle and named the city of Seattle in the United States of America after this hero.

26 **thicket**: woods

27 **Suquamish Tribe**: a Red Indian tribe of the north-west of America

**A. Multiple Choice Questions**

Choose the correct option.

1. The Americans treat land as .....  
☐ a commodity to be used for their gain  
☐ their father and brother  
☐ sacred as their forefathers are buried there  
☐ their children's birthright
2. If the Red Indians do not part with their land, they know that the Americans will .....  
☐ renegotiate with them  
☐ forcefully take it away from them  
☐ take no for an answer and move on  
☐ none of the above
3. The Chief refers to the Earth as the ..... of the red man.  
☐ sparkle  
☐ mother  
☐ father and brother  
☐ ashes
4. The Chief compares the shining water of the streams to .....  
☐ blood of their ancestors  
☐ mist of the mountains  
☐ voice of his grandfather  
☐ the birthright of his children
5. The Chief requests that their land be kept ....., as its ..... gives them their first breath as well as their last sigh.  
☐ clean, streams  
☐ quiet, wind  
☐ sacred, air  
☐ free of litter, ashes

**B. Answer these questions.**

1. Why does Chief Seathl accept the white man's offer?
2. 'The clatter only seems to insult our ears.' What is Chief Seathl trying to say?
3. 'All things are connected.' In what context does the Chief say this?
4. What does the author want the white man to teach his children?
5. What does the author hold sacred to his tribe?
6. How does the author explain man's relation to his environment?
7. *The red man has always retreated before the advancing white man, as the mist of the mountain runs before the morning sun.* Why does the author say so? What does it convey about the relationship between the tribal people and the white men?
8. What is the author's concept of ownership?

9. The value of land cannot be measured. Pick up words and phrases that convey this.
10. Discuss the relevance of these words, written more than a century back, in the present day context.

### Think and Write

1. What is Chief Seathl's belief regarding the ownership of land?
2. Many other people in the United States also hold views on owning land which are quite different from those of Chief Seattle. What are these views?
3. Read the definitions of the literary devices and complete the table given below.
  - a) A **simile** is a figure of speech that makes a comparison, showing similarities between two different things. Unlike a metaphor, a simile draws resemblance with the help of the words 'like' or 'as'. Therefore, it is a direct comparison.
  - b) A **metaphor** is a figure of speech that describes a person or thing by asserting that, on some point of comparison, the two things have the same qualities.
  - c) **Personification** means representing a non-human thing as if it were human. Personification gives human traits and qualities, such as emotions, desires, sensations, gestures and speech to the non-human thing or aspect.
  - d) A **rhetorical question** is a question that is asked for effect with no answer expected.
  - e) **Sarcasm** comes from the Greek word that means 'to tear flesh; to wound'. When you use sarcasm, you really mock at or attack someone.

| Sentence                                                                                                                                                   | Literary Device | Explanation                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------|
| i) ...But we will consider your offer. For we know that if we do not sell, the white man may come with guns and take our land.                             | sarcasm         | It's not friendship that the Whites are looking for, but a veiled threat. |
| ii) My words are like the stars.                                                                                                                           |                 |                                                                           |
| iii) Our dead never forget this beautiful earth, for it is the mother of the red man.                                                                      |                 |                                                                           |
| iv) The Great Chief sends word he will reserve us a place so that we can live comfortably by ourselves. He will be our father and we will be his children. |                 |                                                                           |

|       |                                                                                                           |  |  |
|-------|-----------------------------------------------------------------------------------------------------------|--|--|
| v)    | Soon you will flood the land like the rivers which crash down the canyons after a sudden rain.            |  |  |
| vi)   | This shining water that moves in the streams and rivers is not just water but the blood of our ancestors. |  |  |
| vii)  | His appetite will devour the earth and leave behind only a desert.                                        |  |  |
| viii) | But perhaps it is because the red man is a savage and does not understand.                                |  |  |
| ix)   | Like a man dying for many days, he is numb to the stench.                                                 |  |  |
| x)    | Man did not weave the web of life; he is merely a strand in it.                                           |  |  |
| xi)   | Men come and go, like the waves of the sea.                                                               |  |  |
| xii)  | Continue to contaminate your bed, and you will one night suffocate in your own waste.                     |  |  |

4. *All things are connected.* What does the author say about the web of life? How can our actions have a deep impact on Nature?
5. Seathl's letter, though written in prose, has all the qualities of a poem. One of its most remarkable qualities is the aesthetic balance. For example,
- How can you buy or sell the sky, the warmth of the land?
  - We are part of the earth and it is part of us.

Pick out a few more sentences that exhibit this aesthetic balance.

## Vocabulary

Here are some words from the text. These are followed by two synonyms and an antonym for each word. Match each word to its corresponding synonyms and antonym and make nine sets.

| Words   | synonyms 1 | synonyms 2 | antonym    |
|---------|------------|------------|------------|
| sparkle | glitter    | prized     | lustreless |
| sacred  | fragrant   | holy       | stinking   |

|           |            |             |            |
|-----------|------------|-------------|------------|
| perfumed  | proceeding | ransacked   | retreating |
| devour    | valuable   | shimmer     | sustained  |
| advancing | revered    | linked      | secular    |
| plundered | associated | aromatic    | modern     |
| precious  | consumed   | progressing | separated  |
| connected | ancient    | prehistoric | nibble     |
| primitive | looted     | gulped      | worthless  |

**A. Fill in the blanks with these words related to conservation of nature.**

|              |               |                 |                  |              |
|--------------|---------------|-----------------|------------------|--------------|
| poaching     | habitat       | conservationist | endangered       | exotic       |
| conservation | deforestation | endemic         | environmentalist | biodiversity |

1. The place where an animal or a plant lives and grows is called its .....
2. Clearing Earth's forests on a massive scale, often resulting in damage to the quality of the land is called .....
3. The illegal hunting, killing or capturing of wild animals is called .....
4. An ..... species is any species intentionally or accidentally transported and released into an environment outside its present range.
5. A species whose numbers are so small that it can face extinction is called ..... species.
6. The careful use of something, especially a natural resource, to protect it from waste is known as .....
7. A person who works to protect the environment from destruction and pollution is an .....
8. Species inherently belonging to that area ..... species.
9. The variety of plant and animal life in a particular habitat (or in the world as a whole) is known as .....
10. One who advocates the care and protection of natural resources through controlled use is a .....

**B. In literature, words are usually used metaphorically, for example,**

- This shining water that moves in the streams and rivers is not just water but the blood of our ancestors. ('blood' is metaphorical)
- How can you buy or sell the sky, the warmth of the land? ('warmth' is metaphorical)

**Pick out a few more words/phrases that are examples of metaphorical use in the letter.**

## Pronunciation

A very important feature in pronunciation of a word in a connected speech is **word stress**. In a word of two or more than two syllables, one particular syllable is pronounced more prominently than the others, for example,

- ɪ-'deə ('deə is more prominent than the syllable ɪ.)
- con-'stɪ -der (the syllable stɪ is more prominent than the syllables 'con' and 'der'.)

The word stress is marked by a vertical bar before and above the stressed syllable.

**Now, with the help of a dictionary, pronounce these words correctly placing the stress on the right syllable.**

memory, forget, beautiful, perfumed, meadows, reserve, comfort, abandon, separate, remember, advance, mountain

## Listening

**Listen to the text on 'Trees' and fill in the columns that follow.**

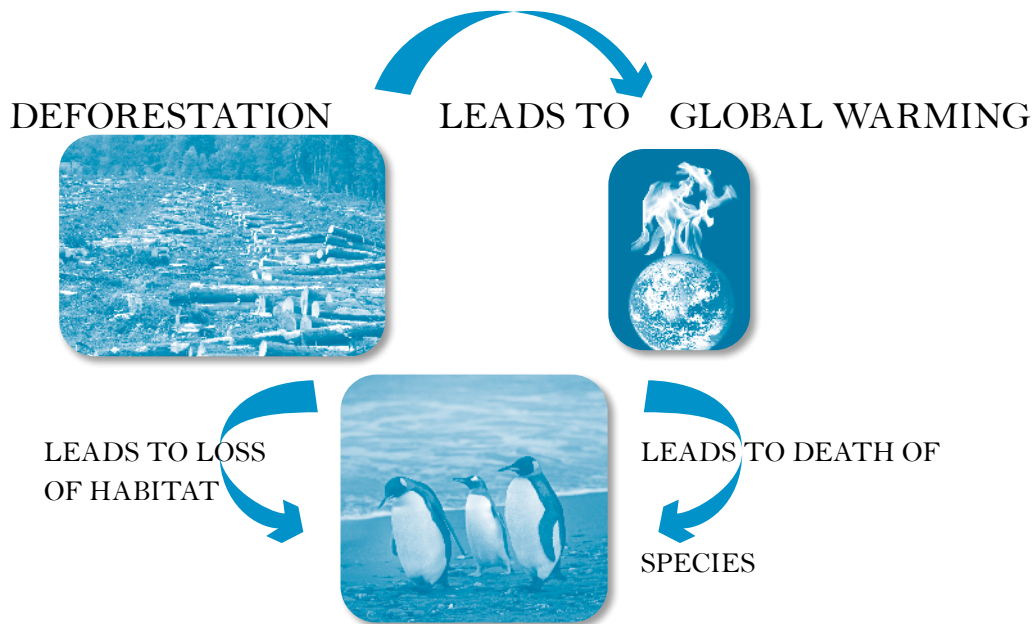
| Amenities provided by trees                                                                                         |  | Preventing air pollution by                                                                                              |  |
|---------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li>• Food</li><li>• .....</li><li>• .....</li><li>• .....</li></ul>              |  | <ul style="list-style-type: none"><li>• Supplying ..... and reduce carbon dioxide generated by ..... and .....</li></ul> |  |
| Reduce noise pollution by                                                                                           |  | Protect the surface soil by                                                                                              |  |
| <ul style="list-style-type: none"><li>• ..... noise</li></ul>                                                       |  | <ul style="list-style-type: none"><li>• .....</li></ul>                                                                  |  |
| Moderate climate by preventing                                                                                      |  | Trees have medicinal value too!                                                                                          |  |
| <ul style="list-style-type: none"><li>• .....</li><li>• .....</li></ul>                                             |  | For example <ul style="list-style-type: none"><li>• .....</li><li>• .....</li></ul>                                      |  |
| The threats to trees are                                                                                            |  |                                                                                                                          |  |
| <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• natural disasters</li><li>• .....</li></ul> |  |                                                                                                                          |  |

## Speaking

A **panel discussion** is a public exchange to inform the audience about a particular topic. Generally, 3 or more panellists share their knowledge through a discussion.

**Topic:** *Nature has enough to satisfy everyone's need but has not enough to satisfy man's greed.*  
—Mahatma Gandhi

**With the help of the verbal and visual prompts, conduct a panel discussion.**



### Discuss:

- What effect has the modern style of living had on our environment?
- What problems—pollution, disasters, species extinction, etc.—do we face?
- What is your prediction for the future?
- What measures must be taken to protect the environment (reduce, reuse, recycle)?

## Reading

**Read the poems given below.**

### I. The Redbreast Chasing the Butterfly

Art thou the bird whom Man loves best,  
The pious bird with the scarlet breast,  
Our little English Robin;  
The bird that comes about our doors

When Autumn-winds are sobbing?  
Art thou the Peter of Norway Boors?  
Their Thomas in Finland,  
And Russia far inland?  
The bird, that by some name or other  
All men who know thee call their brother,  
The darling of children and men?  
Could Father Adam open his eyes  
And see this sight beneath the skies,  
He'd wish to close them again.—  
If the Butterfly knew but his friend,  
Hither his flight he would bend;  
And find his way to me,  
Under the branches of the tree:  
In and out, he darts about;  
Can this be the bird, to man so good,  
That, after their bewildering,  
Covered with leaves the little children,  
So painfully in the wood?  
What ailed thee, Robin, that thou could'st pursue  
A beautiful creature,  
That is gentle by nature?  
Beneath the summer sky  
From flower to flower let him fly;  
'Tis all that he wishes to do.  
The cheerer Thou of our in-door sadness,  
He is the friend of our summer gladness:  
What hinders, then, that ye should be  
Playmates in the sunny weather,  
And fly about in the air together!

His beautiful wings in crimson are drest,  
A crimson as bright as thine own:  
Would'st thou be happy in thy nest,  
O pious Bird! whom man loves best,  
Love him, or leave him alone!

—William Wordsworth

**A. Fill in the blanks to show your understanding of the poem.**

- a) The English robin is most commonly seen in .....
- b) The butterfly is ..... by nature.
- c) The butterfly only wishes to fly .....

**B. Answer these questions.**

- a) How does the robin harm the butterfly?
- b) What does the poet want the robin and the butterfly to do?
- c) Give one similarity between the robin and the butterfly.
- d) What does the poet request the robin to do?
- e) What is the theme of the poem?

**II. The Bangle Sellers**

Bangle sellers are we who bear  
Our shining loads to the temple fair..  
Who will buy these delicate, bright  
Rainbow-tinted circles of light?  
Lustrous tokens of radiant lives,  
For happy daughters and happy wives.  
Some are meet for a maiden's wrist,  
Silver and blue as the mountain mist,  
Some are flushed like the buds that dream  
On the tranquil brow of a woodland stream,  
Some are aglow with the bloom that cleaves  
To the limpid glory of new born leaves  
Some are like fields of sunlit corn,

Meet for a bride on her bridal morn,  
Some, like the flame of her marriage fire,  
Or, rich with the hue of her heart's desire,  
Tinkling, luminous, tender, and clear,  
Like her bridal laughter and bridal tear.  
Some are purple and gold flecked grey  
For she who has journeyed through life midway,  
Whose hands have cherished, whose love has blest,  
And cradled fair sons on her faithful breast,  
And serves her household in fruitful pride,  
And worships the gods at her husband's side.

—Sarojini Naidu

#### A. Answer these questions briefly.

- How does the bangle seller describe her ware?
- Read the second stanza. What colours does the poet suggest are suited for a young girl?
- 'Like her bridal laughter and bridal tear.' Why are laughter and tears mentioned together here?

#### B. Answer in detail.

Describe the lady who has travelled through life midway. What do the purple and gold flecked grey bangles she wears, signify?

#### Phrasal verbs

Read the sentences given below.

- Cut down* my branches and build your house.
- Sometimes a single spell of rain *washes off* that much of the valuable surface soil.

In sentence 1 'cut down' means make something come to the ground by cutting it at the base.

In sentence 2 'washes off' means 'wash the surface of'.

The words in the box are **phrasal verbs**. It's a **verb + a particle** (preposition or adverb) that changes the meaning to make a new verb.

### Fill in the blanks with the phrasal verbs in the box below.

|                |         |            |        |        |          |
|----------------|---------|------------|--------|--------|----------|
| to cut it down | cut off | cut across | cut in | cut up | cut back |
|----------------|---------|------------|--------|--------|----------|

1. It is quicker ..... the field than go around it.
2. The news was too long and so the Editor had to ..... to fit the space.
3. The burglars ..... the electricity wires before they broke into the house.
4. The family had to ..... on their monthly budget when the son lost his job.
5. I was speaking with Rima when Sabia .....
6. All of us were ..... from Ali because of his rude behaviour.

### Writing

Paragraph writing is the foundation of all writing. A paragraph should start with an introductory sentence which introduces you to the central topic of the paragraph. A paragraph is written around one central topic, which is coherently built up as the paragraph progresses. The closing sentence of the paragraph should summarise the main idea or central topic of the paragraph.

#### Sample: Write a paragraph on owls.

I have through reading, learnt some interesting facts about owls. While their necks can rotate a full 270 degrees, their eyes are immobile providing them with binocular vision to focus on their prey. Their ears are asymmetrical. Since they are situated at different heights, they can locate the exact location from where the sounds they hear originate. Owls are extremely good hunters and even hunt other owls. While the smallest owl, the Elf Owl, is only about 6 inches tall, the largest, the Great Grey Owl, is about 32 inches tall. Barn owls swallow their prey whole, eating up to a thousand mice a year. Although a commonly known bird, these facts will probably intrigue many!

#### A. Answer these questions.

1. Write a paragraph on the importance of nature in our lives and how we can contribute to keeping our surroundings green.
2. Look carefully at the picture. Write a paragraph on what you see.



## B. Write an e-mail to your pen pal living in France expressing your concern.

### Writing an E-mail

**E-mail**, short for **electronic mail**, is a store and forward method of composing, sending, storing, and receiving messages over electronic communication systems. It is the quickest way to send a letter.

The term **e-mail** is used both as a noun and a verb.

**e-mail** is used by companies to deliver bulk unsolicited messages, or “spam”, but filter programs exist which can automatically delete some or most of these, depending on the situation.

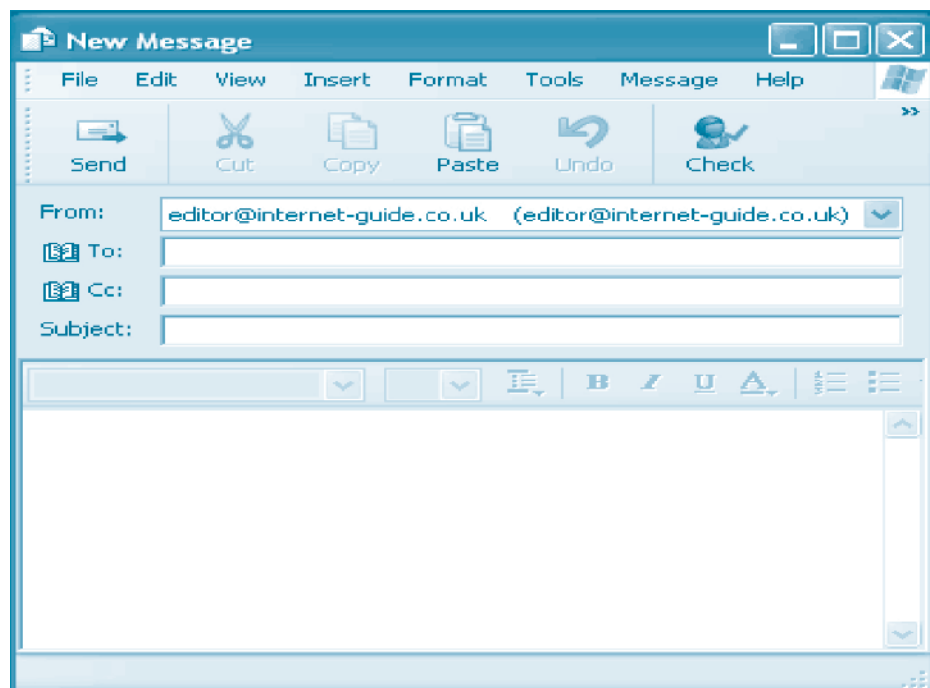
### The format

Internet e-mail messages consist of two major sections:

**Header:** Structured into fields such as summary, sender, receiver, and other information about the e-mail

**Body:** The message itself as unstructured text; sometimes containing a signature block at the end

The header is separated from the body by a blank line.



### The Header

The message **header** consists of fields, usually including at least the following:

**From:** The e-mail address, and optionally, the name of the sender

**To:** The e-mail address[s], and optionally name[s] of the message's recipient[s]

**Subject:** A brief summary of the contents of the message

**Date:** The local time and date when the message was written

Note: The Sender's/ Receiver's address and date are not deliberately used as they are programmed into the computer.

## Subject

The Subject Line provides a proper context for the message. So it must

- be brief
- not be a complete sentence
- give a clue to the contents of the message

If your message is in response to another e-mail, preface the subject line with

- **Re:** or **RE:** for *Regarding*
- **URGENT:** *For messages that have to be acted upon at once*
- **REQ:** *For requests*
- **FYI:** (For Your Information) For non-urgent information that requires no response from the other person)
- Body

The body of the **e-mail** is written largely like a formal/ informal letter depending on the purpose and receiver.

However, in **an informal e-mail** you may use:

- a) Short forms/ abbreviations  
e.g., pl—please, U—You, r--are
- b) Symbols  
e.g., Smileys J or :), :( (to show joy/ sorrow)

## Remember, an effective e-mail

- is complete.
- is concise.
- is clear.
- makes one point per e-mail.
- includes a greeting/salutation.
- specifies the desired response.

## Write an e-mail to

- your friend telling her about a recent place that you visited.
- your brother recommending an interesting book.
- a tourist organisation inquiring about tour details.

**C. Identify an environmental problem in your neighbourhood and make a poster to sensitize people on the issue. Do not forget to suggest solutions for the same.**

**CONSERVE WATER...CONSERVE LIFE**

**WHY CONSERVE**

- Only 1% of the world's water is available for consumption.
- It helps in reducing pollution.
- We must ensure a safe water supply for future generations.
- Saving water, saves money.

**WAY TO CONSERVE**

- Take shorter showers.
- Turn off the tap while brushing.
- Use a bucket instead of a hose to wash your car.
- Check all pipes and faucets for leaks.

**EVERY DROP COUNTS**



*Issued in public interest by the Ministry of Human Resource and Development*

**Remember, posters are**

- large hoardings to be put up on walls, or the size of the handbills to be displayed on the notice boards.
- captivating, attractive and persuasive
- Purpose:
  - a) to inform
  - b) create social awareness
  - c) extend public invitations and wire notices.

**Main features of a poster**

- a) **Layout**
  - Visually attractive
  - Catchy title/jingle

- Sketch or simple visuals
- Fonts of different shapes and sizes

b) **Content**

- Theme/subject
- Description/details related to the theme
- Essential details, e.g., date, time, venue
- Names, i.e., issuing authority, organizers

(c) **Expression**

- Organizing and sequencing of content
- Appropriate language
- Creativity (language and design)

**D. Answer these questions.**

1. We celebrate June 5 every year as 'World Environment Day'. Make a poster showing the importance of maintaining our environment and the things we could do to celebrate 'World Environment Day'.
2. The use of drugs is a problem faced by today's youth. Make a poster to show the evils of using drugs and how people can be saved from its clutches.
3. You are a part of the school Dramatics Club. You are looking for students to act in the upcoming annual school play. On behalf of the Dramatics Club, prepare a poster inviting students to participate in the audition. The poster should be catchy enough to make students want to attend the audition. Remember to provide all details.



## Problem Solving Assessment IV

If you ever go travelling, you (1) ..... stay in a youth hostel. They're cheap, excellent places (2) ..... information, and, above all, weird. Most youth hostels (3) ..... cramped, dirty, and look just like a dormitory. (4) ....., some have nice kitchens and comfortable living rooms (5) ..... TVs and radios. You'll never forget the people you meet at a youth hostel. They're as strange as characters (6) ..... a book. They come from all over the world. (7) ..... are just visitors, but some are permanent residents. Being a strange crowd of people, they have many interesting stories to tell. There's no doubt that you'll hear stories as strange as the people who tell them. Among such an (8) ..... group of people, it is easy to forget where you are. Your travelling experiences won't be complete (9) ..... you stay in a youth hostel.

1. In gap 1, the word that fits best is .....  
a) will                      b) should                      c) would                      d) ought.
2. In gap 2, the word that fits best is .....  
a) of                      b) to                      c) for                      d) in.
3. In gap 3, the word that fits best is .....  
a) was                      b) were                      c) is                      d) are.
4. In gap 4, the word that fits best is .....  
a) usually                      b) wherever                      c) however                      d) whenever.
5. In gap 5, the word that fits best is .....  
a) along                      b) with                      c) some                      d) few.
6. In gap 6, the word that fits best is .....  
a) for                      b) inside                      c) on                      d) in.
7. In gap 7, the word that fits best is .....  
a) much                      b) most                      c) few                      d) little.
8. In gap 8, the word that fits best is .....  
a) ordinary                      b) usual                      c) deadly                      d) exotic.
9. In gap 9, the word that fits best is .....  
a) until                      b) if                      c) only                      d) except.



# The Echoing Green



## Warming Up

Contrast the two pictures given in the poem.

| Input                                                      | Picture 1 | Picture 2 |
|------------------------------------------------------------|-----------|-----------|
| Sights                                                     |           |           |
| Sounds                                                     |           |           |
| Mood                                                       |           |           |
| Three adjectives                                           |           |           |
| Can you compare the cycle of the day to the cycle of life? |           |           |
| What age would they symbolize?                             |           |           |

## Now, read this poem.

The sun does arise,  
And make happy the skies.  
The merry bells ring  
To welcome the spring.  
The skylark and **thrush**<sup>1</sup>,  
The birds of the bush,  
Sing louder around,  
To the bells' cheerful sound,  
While our sports shall be seen  
On the echoing green.

Old John with white hair  
Does laugh away **care**<sup>2</sup>,  
Sitting under the oak,  
Among the old folk.  
They laugh at our play,  
And soon they all say:



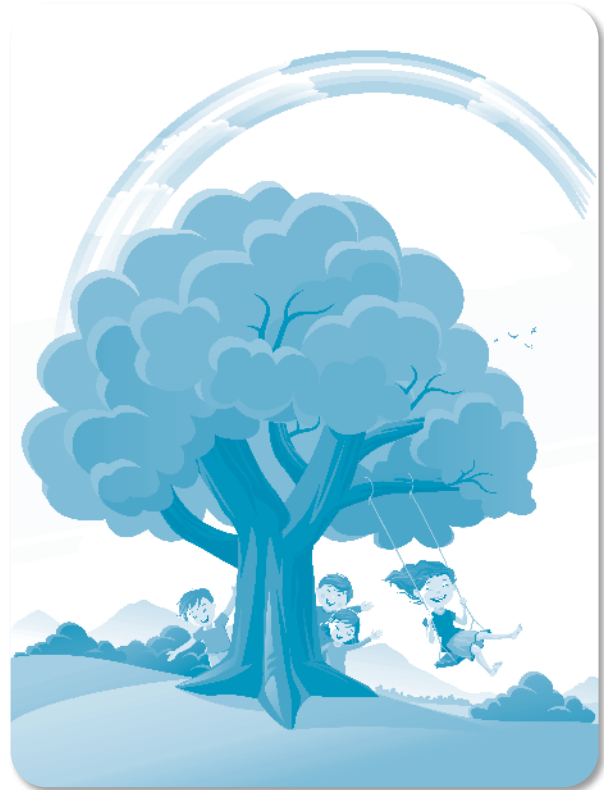
1 thrush: small bird

2 care: worry

‘Such, such were the joys  
When we all, girls and boys,  
In our youth-time were seen  
On the echoing green.’

Till the little ones **weary**<sup>3</sup>  
No more can be merry;  
The sun does descend,  
And our sports have an end.  
Round the laps of their mother  
Many sisters and brothers,  
Like birds in their nest,  
Are ready for rest;  
And sport no more seen  
On the darkening green.

*William Blake*



### About the Poet

**William Blake** (1757 –1827) was an English painter, poet and printmaker. Blake is considered a seminal figure in the history of the poetry and visual arts of the Romantic Age. His visual artistry led one contemporary art critic to proclaim him ‘far and away the greatest artist Britain has ever produced’. In 2002, Blake was placed at number 38 in the BBC’s poll of the 100 Greatest Britons.

## Comprehension

### A. Multiple Choice Questions

Choose the correct option.

- The ‘echoing green’ in the poem means .....  
☐ childhood and youth  
☐ the spring season  
☐ the echo of laughter in the meadows  
☐ the break of dawn
- The poem talks about the cycle of day and night as also the .....  
☐ cycle of season changes  
☐ cycle of change and decay  
☐ water cycle from the lakes to the sky  
☐ life cycle of man
- The rhyme scheme of the second stanza is .....  
☐ aabbaabbaa      ☐ bcdabcdnab      ☐ aaabbbcccd      ☐ aabbccdde

4. The line 'The sun does descend' refers to .....
- ☐ the end of day ☐ the last stage in the life of a man
- ☐ evening and old age ☐ the arrival of winter
5. The first stanza ends with 'the echoing green' whereas the last stanza ends with 'the darkening green'. This shows the transition from .....
- ☐ dawn to dusk ☐ youth to old age
- ☐ both the above options ☐ none of the above options

## B. Answer these questions.

- In line 2, the skies are referred to as 'happy'. What do you think this description means? Why would 'happy' be used to describe the skies?
- Pick the words in stanza 1 that bring out the happiness that envelopes everything.
- In line 11, the speaker refers to 'Old John', an old man who remembers his own childhood. Do you think this is a real person?
- What are the 'old folk' doing?
- In the last stanza, what are the 'little ones' doing?
- Contrast the mood of the last stanza with that in the earlier part of the poem.
- To what are old age and youth being compared in this poem? Why?
- Do you think the word 'echo' resonates with the mood of the scene? Give reasons.
- Fill in the blanks with words/ phrases from the box below.

|                |             |                |           |                |      |
|----------------|-------------|----------------|-----------|----------------|------|
| chirping birds | oak         | youth          | spring    | cold and gloom | joys |
| strength       | descendants | eventually end | grow into | melancholic    |      |

This is a joyful poem celebrating the advent of ..... The green fields, ....., and playing children remind the elderly observers of their own ..... Thus the season brings joy to all.

The older people remember their youth, just as these children will someday be reminded of it by their own ..... These children, too, in their old age will talk of ..... The old man sitting under the ..... in the green is a symbol of ..... and security.

In the last stanza, the mood is ..... where the "Echoing" green becomes the "darkening" green. Spring will always come, but it will .....

This symbolises that joys and vitality of the season will give way to ..... of autumn and winter. Similarly, there will always be young people to celebrate their joy in this world, but every young child will one day ..... an adult like "Old John," who must sit and remember his joyful youth.

## Style

The poem is marked by its simplicity of expression and structure, quick rhyming and commonplace vocabulary. Do these qualities have any bearing on the theme on the poem? Explain.

## Appreciation

1. What is the setting for this poem?
2. Blake paints many a beautiful picture through his poetic verse to provide a vivid imagery. These sounds and images accompany the children playing outdoors.

Fill in the table with this imagery.

| Visual Imagery  | Aural Imagery    |
|-----------------|------------------|
| happy the skies | merry bells ring |
| .....           | .....            |
| .....           | .....            |
| .....           | .....            |
| .....           | .....            |

3. The poem follows the structure of a day— ‘the sun does arise’ at the beginning of the first verse, and ‘the sun does descend’ in the middle of the third stanza, and can be read as a metaphor for human life. Explain this extended metaphor.
4. ‘On the echoing green’—is repeated twice in the poem. Why do you think it is repeated?
5. Blake’s idea was to portray the ‘rising and setting’ of human life amidst the colourful backdrop of Nature. Explain.

**Read the lines from the poem and answer the questions that follow.**

1. *The skylark and thrush,  
The birds of the bush,  
Sing louder around,  
To the bells’ cheerful sound,  
While our sports shall be seen  
On the echoing green.*
  - a) What time of the year is this?
  - b) What time of the day is it?
  - c) Mention the two happy sounds.
  - d) Mention the rhyme scheme.

2. *Old John with white hair*

*Does laugh away care,  
Sitting under the oak,  
Among the old folk.  
They laugh at our play,  
And soon they all say:  
'Such, such were the joys  
When we all, girls and boys,*

- What is old John doing?
- What is he watching?
- What is the tone/mood in these lines?

3. *Till the little ones weary*

*No more can be merry;  
The sun does descend,  
And our sports have an end.*

- What are the children doing?
- How has the mood changed?
- What part of the cycle of life is it?



## Pronunciation

**There is a word list given below. Put these words into their respective columns in the table given after that.**

|        |           |          |          |              |           |
|--------|-----------|----------|----------|--------------|-----------|
| listen | yolk      | lamb     | witch    | psychiatrist | sovereign |
| climb  | gnome     | knot     | edge     | wrestle      | stomach   |
| column | hymn      | ghost    | what     | guitar       | almond    |
| fasten | Wednesday | Thursday | castle   | butcher      | wriggle   |
| wheel  | building  | weather  | handsome | ache         | choir     |

| Silent 'd' | Silent 'g' | Silent 'l' | Silent 'w' | Silent 't' | Silent 'p' | Silent 'r' |
|------------|------------|------------|------------|------------|------------|------------|
|            |            |            |            |            |            |            |
|            |            |            |            |            |            |            |
| Silent 'u' | Silent 's' | Silent 'b' | Silent 'n' | Silent 'h' | Silent 'k' |            |
|            |            |            |            |            |            |            |
|            |            |            |            |            |            |            |

# Grammar Worksheet – IV

• Present Perfect Tense • Past Perfect Tense  
• Future Perfect Tense • Modals

In this  
worksheet

## The Present Perfect

The Present Perfect is used to indicate a link between the present and the past. The time of the action is **before now but not specified**, and we are often more interested in the **result** than in the action itself.

The present perfect of any verb is formed by adding the past participle of the main verb to the appropriate form of the auxiliary verb **to have** (present tense). The past participle of a regular verb is **base + ed**, e.g. *played, arrived, looked*.

### The Present Perfect is used

- to put emphasis on the result.  
Example: She has read five books.
- for an action that is still going on.  
Example: School has not started yet.
- for an action that has completed recently.  
Example: She has cooked dinner.
- for a finished action that has an influence on the present.  
Example: I have lost my key.
- for an action that has taken place once, never, or several times before the moment of speaking.  
Example: I have never been to England.

**Present Perfect Form** Subject + has/have + Past Participle

**Signal Words of Present Perfect:** already, ever, just, never, not yet, so far, till now, up to now

### A. Fill in the blanks with 'since' or 'for'.

1. I have studied here ..... six years.
2. I have lived here ..... 2008.
3. I have been abroad ..... four years.
4. I have been waiting for her ..... 5 pm.
5. We have practised ..... months.
6. I have studied English ..... ten years.

## B. Tick the correct options.

1. I (*practise/have practised*) instrumental music (*since/for*) I was ten years old.
2. She (*works/has worked*) at the store (*since/for*) she left school.
3. I (*live/have lived*) here (*since/for*) I was a little girl.
4. I (*had run/ran*) the race (*for/since*) an hour before I fainted.
5. I (*danced/dance*) on the stage (*since/for*) 7 minutes.
6. I have never (*drive/driven*) a truck before.

## C. Fill in the blanks with *just*, *yet*, *already*.

1. 'Would you like to have a cup of tea?' 'No thanks, I've ..... had.'
2. 'Have you finished your homework .....?'
3. 'Have you cleaned your study table .....?' 'No, not ..... I'll do now.'
4. 'Are you going to complete your assignment?' 'No, I've ..... done it!'
5. You have ..... learnt the first five chapters.

*We often use **just**, **already** and **yet** with the Present Perfect Tense for an action in the past with the result in the present.*

## D. Tick the correct form of the verb.

**Mother:** (*Has/have* you *cleared/clear*) your study table?

**Alina:** No, I ..... (*hasn't/haven't*). I'll ..... (*just/already/yet*) do it.

**Mother:** (*Have/has*) ..... you put the water bottles away in the kitchen?"

**Alina:** Yes, I ..... (*has/have*). I've ..... (*just/already/yet*) done it.

**Mother:** (*Has/have*) ..... you (*packed/pack*) ..... your bag and put it away?

**Alina:** No, I ..... (*hasn't/haven't*) ..... (*just/already/yet done*) it.

We **CANNOT** use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc.

We **CAN** use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.



## Past Perfect Tense

The past perfect tense expresses an action in the past **before another action in the past.**

Past Perfect Form: **had + past participle.**

### The Past Perfect is used

1. for a completed action before another action in the past.

For example: I **had finished** my homework before I went out to play football.

2. with reported speech.

For example: Mary asked if I **had read** *Harry Potter*.

3. when we are dissatisfied with the past.

For example: I wish I had worked hard.

### A. Match the following to make meaningful sentences.

| Column A                          | Column B                               |
|-----------------------------------|----------------------------------------|
| By the time the bell rang         | he had already left.                   |
| By the time I reached home        | I saw that the house had been burgled. |
| By the time I reached the theatre | I had laid the table.                  |
| When I switched on the lights     | who I hadn't seen for years.           |
| I met Lucy at the party           | the show had already begun.            |

### B. Match the questions to their answers.

|                                               |                                                     |
|-----------------------------------------------|-----------------------------------------------------|
| Did you meet her in the mall?                 | No, I had no money left.                            |
| Did you buy the fur coat?                     | No, her flight had taken off by the time I reached. |
| Did you meet Sue at the airport?              | No, I had already seen it.                          |
| Didn't you go with your mom to see the movie? | No, I didn't.                                       |
| Didn't you sit through the play?              | No, she had already left by then.                   |

### C. Fill in the correct option of the verb.

1. Last night, I ..... (*wasn't finished/hadn't finished/didn't finish*) clearing the table when I heard a scream.

2. The sales person ..... (*had negotiated/have negotiated/did negotiated*) a new price before he signed the deal.
3. The food on the cooking gas burnt because I ..... (*had forgot/had forgotten/have forgotten*) to turn down the flame.
4. After we ..... (*had complete/did complete/had completed*) our work, the teacher allowed us to go for games.

**D. Complete the following sentences using the correct tense.**

1. Ali's parents ..... (*had died/had die*) when he ..... (*was/were*) a small boy.
2. After they ..... (*had eaten/have eaten*) their food, they ..... (*packed/are packing*) their belongings and left the place.
3. The film ..... (*had started/started*) by the time we ..... (*reached/had reached*) the theatre.
4. After she ..... (*had finished/will finish*) washing clothes, she ..... (*sat/sit*) down to write a letter.
5. For years we ..... (*had dreamt/have dreamt*) of a house of our own, but we ..... (*did not have/did not had*) the resources to buy one.

## Future Perfect Tense

The future perfect tense expresses an action which will be completed before a certain time in the future. For example: By twelve o'clock we **will have arrived** there.

The structure of the future perfect tense is: will/would + have + past participle

### **A. Complete these sentences using the correct tense.**

1. She ..... (*will have finished/will be finishing*) writing by the time the guests arrive.
2. Gaurav ..... (*will be discussing/will have discussed*) this with his teacher by tomorrow.
3. The police ..... (*will be arresting/will have arrested*) the thief before the end of the week.
4. He ..... (*will have packed/will be packing*) his suitcase by the time the cab arrives.
5. It ..... (*will have stopped/will have been stopping*) raining by the time we have to leave for school.

### **B. Make questions in the future perfect by ticking the correct tense.**

1. .... (*Would he be arriving/Would he have arrived*) by the time we leave for school?
2. .... (*Will he have eaten/would he be eating*) by 8.30?
3. (*Would he have completed/Will he be completing*) ..... his school by May next?
4. (*Would you have left/Would you be leaving*) ..... for Australia by early next month?
5. .... (*Would he have participated/Would he be participating*) ..... in the competition by month end?

### **C. Do as directed. Tick the correct option.**

1. Janvi's friends will have arrived by 4 o'clock. (Interrogative)
  - a) Will Janvi's friends have arrived by 4 o'clock?
  - b) Are Janvi's friends arriving by 4 o'clock?
2. Geeta will have left for Australia next year. (Negative)
  - a) Geeta will not be leaving for Australia next year.
  - b) Geeta will not have left for Australia next year.

3. The Chairman will have met his clients tomorrow at this time. (Interrogative)
  - a) Will the Chairman have met his clients tomorrow at this time?
  - b) The Chairman will be meeting his clients tomorrow at this time?
4. Will Mehak have left this country for a year this November? (Affirmative)
  - a) Mehak will have left this country for a year this November.
  - b) Mehak has left this country for a year this November.
5. Will they have practised their respective sports by next month? (Negative)
  - a) They will not have practised their respective sports by next month.
  - b) They will not have been practising their respective sports by next month.

**D. Match the following to make suitable sentences.**

|                                       |                                            |
|---------------------------------------|--------------------------------------------|
| By this time next month,              | I'll be back in India.                     |
| By the time my parents grow old       | he'll have learnt to take care of himself. |
| By the time the child goes to school  | she would have got a job.                  |
| By the time, she finishes her college | my friends will have left for the party.   |
| By the time, I finish my work         | I'll have submitted my work.               |

## Modals

Modal verbs are also called modal auxiliary verbs, helping verbs, or modal auxiliaries.

Modal verbs are not complete verbs, and they can only be used with the main verb.

Example: *can, could, may, might, shall, should, will, would, must (dare, need, ought to, used to, had better)*

### Rules applying to Modals

- Modals are followed by the base form of a verb.  
For example: *I must leave home to get there in time.*
- Sometimes a modal is followed by the base form of the auxiliary verbs *be* or *have*, followed by a participle.  
For example: *People may be waiting.*
- Modals DON'T follow the rules for subject/verb agreement. They NEVER change form: you can never add an '-s' or '-ed'  
For example: *I am sure he can do it.*
- Modal verbs are NEVER used with other auxiliary verbs such as *do, does, did* etc.
- The negative is formed simply by adding 'not' to the verb.  
For example: *You should not do that.*
- Questions are formed by inversion of the verb and subject.  
For example: *Can you do that?*
- Modals DON'T use the infinitive without *to*, with the exception of *ought to*.  
For example: *Can I borrow your book?*

### The nine modals verbs in English are:

- Can—ability, permission, possibility, request
- Could—ability, permission, possibility, request, suggestion
- May—permission, probability, request
- Might—possibility, probability, suggestion
- Must—deduction, necessity, obligation, prohibition
- Shall—decision, future, offer, question, suggestion
- Should—advice, necessity, prediction, recommendation
- Will—decision, future, intention, offer, prediction, promise, suggestion
- Would—conditional, habit, invitation, permission, preference, request, question, suggestion

**A. Identify the modal verbs and their use in the following sentences.**

1. You could miss school today, but you need to be more responsible.
2. Since all wild animals are caged in the zoo, the rhinoceros must be a wild animal.
3. I will finish my work even if I have to spend a sleepless night.
4. The baby can walk now.
5. You may face difficulties on the path of truth.
6. The guests should be here any time.
7. The situation would not be so bad if all of us behaved sensibly.
8. I will have eaten my dinner by 8 pm.

**B. Chose the correct alternative.**

1. Why didn't you tell me you were unwell? You (*could have phoned/could phone*).
2. I loved vacations as a child. I (*was able to/could go to*) sleep when I liked because I didn't have to get up early.
3. This dress is very expensive. But I (*could get/was able to get*) a discount. So it was affordable.
4. Wish I had studied properly. With a good degree (*I could have been/I can be*) a rich man today.
5. I should have thought of it. (*I can be/I could have been*) saved the trouble of coming here.

**C. Complete the sentences with could (n't)/was (n't) able to.**

1. Ram's car broke down. He ..... reach on time.
2. I had broken my hand. So I ..... write.
3. I ..... get a cab back home. I had to walk.
4. I ..... read well as a young child but I had a lot of trouble with maths.
5. I didn't enjoy the movie. I reached late so ..... understand the story.

**D. Tick the best choice.**

1. My shoes are muddy, I *should/can/may* polish them.
2. I'm tired, I *should/could/might* rest.
3. Young children *should/shouldn't/mustn't* roam on the roads alone.
4. You *mustn't/shouldn't/couldn't* tell lies.
5. You *mustn't/can't/mightn't* drive the car till you get a license.

**E. Match Ashu's questions with Bindu's answers.**

| Ashu's questions                                   | Bindu's answers                         |
|----------------------------------------------------|-----------------------------------------|
| Are you going for the cricket match tomorrow?      | No, the woodwork isn't complete.        |
| Are you shifting into your new house this weekend? | It depends on how expensive it is.      |
| Would you be taking the children for a holiday?    | Yes, I will.                            |
| Have you decided to buy the farm house?            | No, I won't. I have to meet my clients. |
| Can you drop me home?                              | Yes, during the summer vacations.       |

**F. Now complete the list of Ashu's plans.**

1. Ashu ..... (*can't/shouldn't/mightn't*) go for the cricket match tomorrow as her clients ..... (*may/will/shall*) be coming to meet her.
2. Ashu ..... (*may not/would not/must not*) be shifting into her new house as the woodwork ..... (*wasn't/can't be/mightn't be*) complete.
3. Ashu ..... (*will/can/shall*) be taking children for a holiday during their summer vacations.
4. Ashu ..... (*would/should/could*) buy the farm house depending on how expensive it was.
5. Ashu said she ..... (*might/could/would*) drop me home.

**G. Fill in the blanks with *can, may, must*.**

1. 'Hello. It's a bad line. .... you hear me?'
2. You ..... work hard and pass the test next time.
3. You ..... not wait for me, I will reach on my own.
4. I have returned home after a week. I ..... dust the house today.
5. This ..... not be Jane. She's much older.

**H. Complete the following sentences with the following words:**

|     |       |     |       |        |          |       |      |
|-----|-------|-----|-------|--------|----------|-------|------|
| can | could | may | might | should | ought to | shall | will |
|-----|-------|-----|-------|--------|----------|-------|------|

1. Helen Keller ..... read by feeling the dots.
2. You ..... rest or your fever will become worse.
3. .... we leave for school? Else we'll get late.
4. Jenny ..... be leaving by the Air India flight.

5. Since traffic is heavy, I ..... be late for the meeting.
6. You look tired. .... I get you a glass of cold water?
7. You were rude to your teacher. You ..... apologise.
8. I don't have a dress for the party. .... I borrow yours?

**I. Tick the correct modal verb.**

1. (May/Can/Might) I come in?
2. Esther (can/could/should) be a good girl when she wants to.
3. Do you think, it (can/might/shall) snow?
4. We (might/could/can) visit my family in London. But I'm not sure.
5. You (must/can/could) wear your seat belt. It is the law in Delhi.

**J. Complete the following sentences with *needn't have/didn't have to* and use the correct form of the verb.**

1. The hostel provides furniture. You ..... (bring) your own.
2. I ..... (iron) my clothes. My mother had done it for me.
3. I ..... (get) the costume stitched. I borrowed one.
4. You ..... (cook) your meals. You can get them delivered.
5. I could recite the poem any time. I ..... (learn) it.

**K. Fill in the correct question tags.**

1. You can dance well, ..... you?
2. She is going to the US, ..... she?
3. He loves non-vegetarian food, ..... he?
4. They couldn't hear you, ..... they?
5. She needn't have gone there, ..... she?
6. She ought to do her own work, ..... she?

**L. Match the beginning of each sentence with the most suitable ending.**

|                                          |                                        |
|------------------------------------------|----------------------------------------|
| You must have seen beautiful monuments   | you have been playing all day.         |
| You can't be bored                       | after the way the kids behaved.        |
| You could buy a new pair of formal shoes | till you get a visa.                   |
| You must be upset                        | during your visit to Istanbul.         |
| You can't visit a foreign country        | after all, you have lived there.       |
| You know the place is not safe           | since you have forgotten to get yours. |



# A Christmas Carol



## Warming Up

### (a) What is the importance of celebrating Christmas?

- Charity
- .....
- .....
- .....
- .....

### (b) Read this situation from the story and answer the questions given below.

On a Christmas Eve, Scrooge is busy in his counting-house, when people come to see him.



1. What do you see in Scene I?

.....

2. What do you think of the two characters in the pictures?

.....

3. What do you think of Scene II?

.....

4. What do you think of the old man?

.....

5. Look at the title and predict what the story is going to be about.

.....

**Now, read the story about a man and how he learns to recognize the virtues that Christmas celebrates.**

Once upon a time, of all the good days in the year, on Christmas Eve—old Scrooge sat busy in his counting-house. The city clocks had only just struck three, but it was quite dark already. The fog came pouring in at every chink and keyhole, and was so dense **without**<sup>1</sup>, that the houses opposite were mere **phantoms**<sup>2</sup>.



‘A merry Christmas, uncle! God save you!’ cried a cheerful voice. It was the voice of Scrooge’s nephew, who came upon him so quickly that this was the first intimation he had of his approach.

‘Bah!’ said Scrooge, ‘Humbug!’

‘Christmas a humbug, uncle!’ said Scrooge’s nephew. ‘You don’t mean that, I am sure?’

‘I do,’ said Scrooge. ‘Merry Christmas! What right have you to be merry? What reason have you to be merry? You’re poor enough.’

‘Come, then,’ returned the nephew gaily. ‘What right have you to be dismal? What reason have you to be morose? You’re rich enough.’

Scrooge having no better answer ready on the spur of the moment, said, ‘Bah!’ again; and followed it up with ‘Humbug’.

‘Uncle!’ pleaded the nephew.

‘I am sorry, with all my heart, to find you so **resolute**<sup>3</sup>. We have never had any quarrel, to which I have been a party. But I have made the trial in homage to Christmas, and I’ll keep my Christmas humour to the last. So a Merry Christmas, uncle!’

‘Good afternoon,’ said Scrooge.

‘And a Happy New Year!’

‘Good afternoon!’ said Scrooge.

His nephew left the room without an angry word, notwithstanding. He stopped at the outer door to bestow the greetings of the season on the clerk, who, cold as he was, was warmer than Scrooge; for he returned them cordially.

‘There’s another fellow,’ muttered Scrooge, who overheard him: ‘my clerk with fifteen shillings a-week, and a wife and family, talking about a merry Christmas. I’ll retire to Bedlam.’

<sup>1</sup> **without**: outside a place, room etc.

<sup>2</sup> **phantom**: an appearance or image having no physical existence

<sup>3</sup> **resolute**: determined

This lunatic, in letting Scrooge's nephew out, had let two other people in. They were portly gentlemen, pleasant to behold.

'At this festive season of the year, Mr. Scrooge,' said one gentleman, taking a pen, 'it is more than usually desirable that we should make some slight provision for the poor and destitute, who suffer greatly at the present time. Many thousands are in want of common necessities; hundreds of thousands are in want of common comforts, sir.'

'Are there no prisons?' asked Scrooge.

'Since no organisation furnishes Christian cheer of mind or body to multitude,' returned the gentleman, 'a few of us are **endeavouring** to raise a fund to buy the Poor some meat and drink, and means of warmth. What shall I put you down for?'

'Nothing!' Scrooge replied.

'You wish to be anonymous?'

'I wish to be left alone,' said Scrooge. 'Since you ask me what I wish, gentlemen, that is my answer. I don't make merry myself at Christmas, and I can't afford to make idle people merry.'

Seeing clearly that it would be useless to pursue their point, the gentlemen withdrew.

At length the hour of shutting up the counting-house arrived. Scrooge turned to his clerk as they locked up, and said, 'You'll want all day tomorrow, I suppose?'

'If quite convenient, Sir.'

'It's not convenient,' said Scrooge, 'and it's not fair.'

The clerk observed that it was only once a year.

'A poor excuse for picking a man's pocket every twenty-fifth of December!' said Scrooge, buttoning his great-coat to the chin. 'But I suppose you must have the whole day. Be here all the earlier next morning!'

When Scrooge awoke, it was so dark, that looking out of bed, he could scarcely distinguish the transparent window from the opaque walls of his chamber. He was endeavouring to pierce the darkness with his ferret eyes, when the chimes of a neighbouring church struck the hour.

Light flashed up in the room upon the instant, and the curtains of his bed were drawn aside; and Scrooge found himself face to face with a strange figure-like a child: yet like an old man Scrooge looked up at the figure in front of him and said, 'Who and what are you?'

The figure replied, 'I am the Ghost of Christmas Past.'



‘Long past?’ inquired Scrooge: observant of its dwarfish stature. ‘No. Your past. Rise and walk with me.’

As the words were spoken, they passed through the wall, and stood upon an open country road, with fields on either hand. ‘Good Heaven!’ said Scrooge, clasping his hands together, as he looked about him. ‘I was bred in this place. I was a boy here! Why, there’s my old school!’

‘The school is not quite deserted,’ said the Ghost. ‘A solitary child, neglected by his friends, is left there still.’

Scrooge looked and recognised his own younger self.

‘I wish,’ Scrooge muttered, putting his hand in his pocket, and looking about him, after drying his eyes with his cuff: ‘but it’s too late now.’

‘What is the matter?’ asked the Spirit.

‘Nothing,’ said Scrooge. ‘Nothing. There was a boy singing a Christmas carol at my door last night. I should like to have given him something: that’s all.’

The Ghost smiled thoughtfully, and waved its hand: saying as it did so, ‘Let us see another Christmas!’



Scrooge’s former self grew larger at the words, and the room became a little darker and more dirty.

Scrooge looked at the Ghost, and glanced anxiously towards the door.

It opened; and a little girl, much younger than the boy, came darting in, and putting her arms about his neck, and often kissing him, addressed him as her ‘Dear, dear brother.’

‘I have come to bring you home, dear brother!’ said the child, clapping her tiny hands, and bending down to laugh. ‘Father is so much kinder than he used to be, that home’s like Heaven! He spoke so gently to me one dear night when I was going to bed, that I was not afraid to ask him once more if you might come home; and he said Yes, you should;

and sent me in a coach to bring you.’

‘Always a delicate creature,’ said the Ghost. ‘But she had a large heart!’

‘So she had,’ cried Scrooge.

‘She died a woman,’ said the Ghost. ‘She had, as I think, children.’

‘One child,’ Scrooge returned.

‘True,’ said the Ghost. ‘Your nephew!’

Scrooge seemed uneasy in his mind; and answered briefly, ‘Yes.’

Although they had but that moment left the school behind them, they were now in the busy thoroughfares of a city, where shadowy passengers passed and repassed. It was made plain enough, by the dressing of the shops, that here too it was Christmas time again; but it was evening, and the streets were lighted up.

Again Scrooge saw himself. He was older now; a man in the prime of life. His face had begun to wear the signs of care and avarice. There was an eager, greedy, restless motion in the eyes.

He was not alone, but sat by the side of a fair young girl in a mourning-dress: in whose eyes there were tears, which sparkled in the light that shone out of the Ghost of Christmas Past.

‘It matters little,’ Belle said, softly. ‘To you, very little. Another idol has displaced me; and if it can cheer and comfort you in time to come, as I would have tried to do, I have no just cause to grieve.’

‘What Idol has displaced you?’ he rejoined.

‘A golden one. And I’m going to grant your wish: free you from marrying me. That is the way you wish it, Ebenezer. I feel sorry for you.’ She left him, and they parted.

‘Spirit!’ said Scrooge, ‘show me no more! Conduct me home. Why do you delight to torture me?’

Awaking and sitting up in bed to get his thoughts together, Scrooge had no occasion to be told that the bell was again upon the stroke of One. He felt that he was restored to consciousness in the right nick of time, for the especial purpose of holding a conference with the second messenger.

‘I am the Ghost of Christmas Present,’ said the Spirit. ‘Look upon me! You have never seen the like of me before!’

‘Spirit,’ said Scrooge submissively, ‘conduct me where you will. I went forth last night on compulsion, and I learnt a lesson which is working now. Tonight, if you have aught to teach me, let me profit by it.’

‘Touch my robe!’

Scrooge did as he was told, and held it fast.

The good Spirit led him straight to Bob Cratchit’s dwelling. ‘And how did little Tim behave?’ asked Mrs. Cratchit.

‘As good as gold,’ said Bob, ‘and better. He told me, coming home, that he hoped the

people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see.'

At last the dishes were set on, and grace was said.

Then all the Cratchit family drew round the hearth. 'A Merry Christmas to us all, my dears. God bless us!' proposed Bob. Which all the family re-echoed.

'God bless us every one!' said Tiny Tim, the last of all.

'He said that Christmas was a humbug, as I live!' cried Scrooge's nephew. 'He believed it too!'

'More shame for him, Fred!' said Scrooge's niece, indignantly. She was very pretty: exceedingly pretty; and the sunniest pair of eyes you ever saw in any little creature's head.

'I have no patience with him,' observed Scrooge's niece. Scrooge's niece's sisters, and all the other ladies, expressed the same opinion.

'Oh, I have!' said Scrooge's nephew. 'I am sorry for him; I couldn't be angry with him if I tried. Who suffers by his ill whims? Himself, always. The consequence of his taking a dislike to us, and not making merry with us, is, as I think, that he loses some pleasant moments, which could do him no harm. I mean to give him the same chance every year, whether he likes it or not, for I pity him.'

'A Merry Christmas and a Happy New Year to the old man, whatever he is,' said Scrooge's nephew. 'He wouldn't take it from me, but may he have it, nevertheless. Uncle Scrooge!'

Scrooge wished to stay but the Ghost whisked him away. Scrooge found himself once again sitting in his bed as the clock struck twelve once more.

A spirit stood before him, shrouded in a deep black garment, which concealed its head, its face and his form. 'Ghost of the Future!' Scrooge exclaimed, 'I fear you more than any spectre I have seen. But as I know your purpose is to do me good, and I am prepared to bear you company.'

The silent Spirit moved away as it had come towards him. Scrooge followed in the shadow of its robes.

The Spirit stopped beside one little knot of business men. Observing that the hand was pointed to them, Scrooge advanced to listen to their talk.

'No,' said a great fat man with a monstrous chin, 'I don't know much about it, either way. I only know he's dead.'

'When did he die?' inquired another.

'Last night, I believe.'

Scrooge knew the men, and looked towards the Spirit for an explanation, but it remained silent. The street vanished, and Scrooge found himself in a bedroom where a shrouded form lay on the bed. Scrooge said, 'Spirit, who is he? I would look if I could. But I haven't the power. That lonely body in the dark room will ever haunt me.'

The Spirit then took him to Bob Cratchit's house where he sees Bob and his wife sorrowfully talk of Tiny Tim's death. 'Tell me, Spirit, why did Tiny Tim have to die?' asked Scrooge. The Spirit made no response but whirled Scrooge away to a graveyard, where he pointed towards a grave. Scrooge reads:

Ebenezer Scrooge. He cried out, 'No, spirit! Oh, no, no! Hear me! I am not the man I was. I will not be the man I must have been but for this lesson. I will honour Christmas in my heart.'

Scrooge went out on the street. He had not gone far, when coming towards him he beheld the portly gentleman who had walked into his counting-house the day before. It sent a pang across his heart to think how this old gentleman would look upon him when they met; but he knew what path lay straight before him, and he took it.

'My dear sir,' said Scrooge, quickening his pace, and taking the old gentleman by both his hands. 'How do you do? I hope you succeeded yesterday. It was very kind of you. A merry Christmas to you, sir!'

'Mr. Scrooge?'

'Yes,' said Scrooge. 'That is my name, and I fear it may not be pleasant to you. Allow me to ask your pardon. And will you have the goodness'—here Scrooge whispered in his ear.

'Lord bless me!' cried the gentleman, as if his breath were gone. 'My dear Mr. Scrooge, are you serious?'

'If you please,' said Scrooge. 'Not a farthing less. A great many back-payments are included in it, I assure you. Will you do me that favour?'

'My dear sir,' said the other, shaking hands with him. 'I don't know what to say to such munificence.'

'Don't say anything, please,' retorted Scrooge. 'Come and see me. Will you come and see me?'

'I will!' cried the old gentleman. And it was clear he meant to do it. 'Thank'ee,' said Scrooge. 'I am much obliged to you. I thank you fifty times. Bless you!'



He went to church, and walked about the streets, and watched the people hurrying to and fro, and patted children on the head, and questioned beggars, and looked down into the kitchens of houses, and up to the windows; and found that everything could yield him pleasure. He had never dreamed that anything could give him so much happiness. In the afternoon, he turned his steps towards his nephew's house.

'Is your master at home, my dear?' said Scrooge to the girl.

'Yes, sir.'

'Where is he, my love?' said Scrooge.

'He's in the dining-room, sir, along with mistress. I'll show you up-stairs, if you please.'

'Thank'ee. He knows me,' said Scrooge, with his hand already on the dining room lock. 'I'll go in here, my dear.'

'Fred!' said Scrooge.

'Why bless my soul!' cried Fred, 'Who's that?'

'It's I. Your uncle Scrooge. I have come to dinner. Will you let me in, Fred?' Let him in! It is a mercy he didn't shake his arm off. Nothing could be heartier. His niece looked just the same. So did every one when they came. Wonderful party, wonderful games, wonderful happiness!

'Hallo!' growled Scrooge, in his accustomed voice as near as he could feign it. 'What do you mean by coming here at this time of day?'

'I am very sorry, sir,' said Bob. 'I am behind my time.'

'You are?' repeated Scrooge. 'Yes. I think you are. Step this way, if you please.'

'It's only once a year, sir,' pleaded Bob. 'It shall not be repeated. I was making rather merry yesterday, sir.'

'Now, I'll tell you what, my friend,' said Scrooge, 'I am not going to stand this sort of thing any longer. And therefore,' he continued, leaping from his stool, and giving Bob such a dig in the waistcoat that he **staggered**<sup>4</sup> back, 'and therefore I am about to raise your salary!'

Bob trembled, and got a little nearer to the ruler. He had a momentary idea of knocking Scrooge down with it; holding him; and calling to the people outside for help and a strait-waistcoat.

'A merry Christmas, Bob!' said Scrooge, with an **earnestness**<sup>5</sup> that could not be mistaken, as he clapped him on the back. 'A merrier Christmas, Bob, my good fellow, than I have given you, for many a year! I'll raise your salary, and endeavour to assist

4 **staggered**: walk, move or stand unsteadily

5 **earnestness**: seriousness

your struggling family. Bob make up the fires, and buy some more coal before you dot another i, Bob Cratchit!’

*Charles Dickens*

## Comprehension

### A. Multiple Choice Questions

Choose the correct option.

1. Bob Cratchit was .....
  - ☐ a member of the fund-raising organization
  - ☐ Scrooge’s nephew
  - ☐ Scrooge’s niece’s husband
  - ☐ Scrooge’s clerk
2. With the Ghost of Christmas Past, Scrooge saw .....
  - ☐ a little boy standing alone in school
  - ☐ his elder sister welcoming him home
  - ☐ his sister’s daughter
  - ☐ his wife, Belle
3. Scrooge finally changed on Christmas after watching .....
  - ☐ Fred
  - ☐ Bob Cratchit
  - ☐ Tiny Tim
  - ☐ Scrooge’s niece
4. After the Ghost of the Future had finished with Scrooge, Scrooge .....
  - ☐ went to Bob Cratchit’s house
  - ☐ found happiness in everything
  - ☐ went to meet the person to donate money
  - ☐ went straight home
5. The message of the play ‘A Christmas Carol’ is .....
  - ☐ family and friends are a source of happiness
  - ☐ money cannot buy happiness
  - ☐ charity brings true happiness
  - ☐ all of the above

### B. Answer these questions.

1. What kind of man was Ebenezer Scrooge? What were his views on Christmas?
2. Scrooge was mean to all who came to him on Christmas Eve. What did he say?

- Fill in the table with the details of the three ghosts who visit Scrooge.

|                                   | Appearance | Sights the Ghost<br>Showed | Lesson Scrooge<br>Learnt |
|-----------------------------------|------------|----------------------------|--------------------------|
| Ghost of Christmas Past           |            |                            |                          |
| Ghost of Christmas Present        |            |                            |                          |
| Ghost of Christmas Yet to<br>Come |            |                            |                          |

- What was the change that came over in Scrooge's nature after the visitations from the three ghosts? How did he make up for his mean behaviour?
- Fill in the blanks.
  - Scrooge can best be described as ..... and .....
  - Scrooge's nephew wished ..... a merry Christmas as he left Scrooge's counting house.
  - The first person to visit Scrooge in his dream was .....  
.....
  - While at school, Scrooge had been a .....
  - The changed Scrooge shocked Bob Cratchit by .....

### C. Think and Write

- How does Dickens present the theme of charity and Christmas Spirit in 'The Christmas Carol'?
- Where did you find Scrooge at his worst and where did you find him at his best? Why?
- Which of the sights shown by the three ghosts affected Scrooge the most? Why do you think so?
- If you were a business owner, how would you make sure that you treat your employees better than Scrooge did?
- Imagine you are Scrooge. You have learnt your lesson. Write an article for a national daily, telling people how to lead their lives.
- How does Dickens present the importance of family in 'The Christmas Carol'? Write your thoughts in about 100 words.
- Explain the significance of the three ghosts in the story. What kind of change came over in Scrooge's nature after the visitations from the three ghosts?

**A. Scrooge is a wise man after Christmas. He writes a page in his diary expressing his feelings. Complete the diary entry with the words given below. The clues are given as synonyms in the brackets.**

|            |              |          |            |            |            |
|------------|--------------|----------|------------|------------|------------|
| confronted | supernatural | alarming | admonished | regretted  | retrospect |
| enriched   | solitary     | urged    | forewarned | horrifying | reluctant  |

Dear Diary

10 pm, December 26

It was Christmas Eve in 1843. I was in my London office. I was a 'man of business' without friends, unable to give or receive human kindness. I hated all the sentiments of the season. I was greeted by several Christmas well-wishers but I (a) ..... (chided) them and sent them off. I was (b) ..... (hesitant) to share anything with anyone.

That night I was visited by four (c) ..... (ghostly) spirits. The first was my business partner in life, Jacob Marley, who warned me to change my earthly ways or suffer a (d) ..... (dreadful) fate after death. He (e) ..... (cautioned) me that I would be visited by three spirits and (f) ..... (pleaded) me to pay attention to the message of the spirits.

The Ghost of Christmas Past, took me on a journey into the past. In (g) ..... (refer back), I saw myself as a young boy, (h) ..... (lonely) and miserable. I (i) ..... (felt sorry) having left my first love behind to pursue my career. I felt remorse for my actions. The Ghost of Christmas Present, showed me how the season's spirit had (j) ..... (improved) the lives of all who accept it. The ghost also took me to Bob Cratchit's house where I learnt of Tiny Tim's illness. The third and most (k) ..... (upsetting) of all the ghosts was the Ghost of Christmas Yet to Come. It (l) ..... (threatened) me with my death. There was no one to mourn me.

I vowed to keep Christmas throughout the year and follow the lessons of the spirits.

Ebenezer Scrooge

**B. Match the following words with their meanings.**

|             |                 |
|-------------|-----------------|
| morose      | chaos           |
| humbug      | gloomy          |
| bedlam      | stout           |
| aught       | false talk      |
| portly      | anything at all |
| spectre     | generosity      |
| munificence | ghost           |



## Pronunciation

### Which letter(s) is (are) silent in the following sets of words?

1. ghost, ballet, plumber, handsome
2. grandpa, autumn, Wednesday, adjacent
3. precis, whistle, asthma, faithful



## Story Writing

A well-planned story has a plot that develops from setting the scene at the beginning, through the action in the middle, and to the end where you tell your reader what happens to the characters. It is in the end that all mysteries are solved and there is a solution to all problems.

These are the important components of a story

### I. Plot

Plot is what happens in a story. The plot consists of a series of related episodes, one growing out of another. The parts of the plot act like the building blocks in a story.

The plot includes

1. Basic situation
2. Conflict
3. Series of events or rising action
4. Climax
5. Falling action
6. Resolution or denouement

#### 1. Basic situation

- The basic situation introduces the characters and what they want. This is where the reader usually finds out about the conflict or a problem in the story.
- The major character must face obstacles in solving his or her problem.

#### 2. Conflict

- Conflict is a struggle between opposing forces.
- Every plot must contain some kind of conflict.
- Stories can have more than one conflict.
- Conflicts can be external or internal.
- External conflict—outside force may be person, group, animal, nature, or a non-human obstacle.
- Internal conflict—takes place in a character's mind.

### 3. Series of events or rising action

- A series of events takes place that makes it very hard for the character to get what he or she wants.
- The conflict builds up as the major character faces obstacles while solving his or her problem.
- Each new obstacle complicates the conflict and helps build the story's climax.

### 4. Climax

- The climax is the story's most emotional or suspenseful moment.
- This is the point at which the conflict is decided one way or the other.
- The reader's curiosity is at its highest at the story's climax. Make your reader wonder, "How is this going to turn out?"

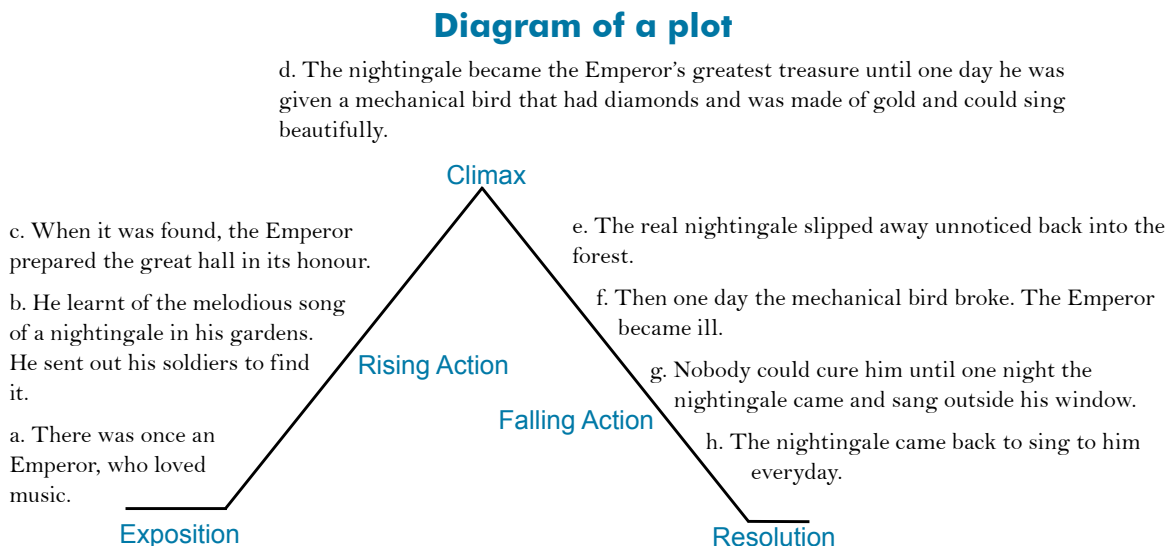
### 5. Falling action

- Here the problems start getting resolved.
- We realize that a solution is close at hand.

### 6. Resolution or denouement

- The resolution is the last part of the story. It is also called denouement.
- This is where the loose ends of the plot are tied up and the story is closed.

For example: Read the story triangle for the story, 'The Emperor and the Nightingale' by Hans Christian Andersen.



## Tips for writing a story

### To make the story very interesting

- start with dialogue, letting a character speak to set the scene.
- or start with action, jumping right into the conflict and describing the setting and the characters as part of the action.
- start developing a character—“What does this character look like?”, “What does the reader need to know about this character?”

“What is this character’s personality like?”

- Plan a setting.

The setting is where and when the story takes place. It can be a kitchen at night or a soccer field on a Friday evening. It can be the present, the past and the future. Include details about the weather, calendar events, or times of the day in your setting.

The problem introduced at the beginning of the story should be resolved.

- Your story’s outcome can be happy or sad, but make sure that it is believable.

### A. Read the story starter and continue the story.

Sam had a long tiring session at office. He was driving back home. Just near the crossroads, a gentleman thumbed a ride.

“It’s dark, and will start raining soon,” thought Sam. “This man must have had a long work day, too.”

Sam brought the car to a halt. “Where would you like to go?” he asked the stranger.

### B. Create a story set in these surroundings. Use these story starters to write the story.

- As soon as I stepped into the house, I could sense that something was out of place...
- One night, I looked out of the window and I saw my neighbour ...
- I was reading a book when I looked up. There in the window, I saw ...
- I decided to go for an evening stroll. I had walked about three blocks when I felt it ...

### Picture description

Factors essential for effective writing are:

- Unity
- Cohesion
- Logical development of thought

### TIPS:

- Avoid rambling or deviating from the task at hand.
- Use appropriate connectives and linkers.
- Provide adequate details.
- Proceed in sequential order with important details listed first and the not-so-important details following.
- Facts are generally universal truths so the present indefinite tense is used.

For example, you could use the following ones:

- Name
- Location
- Dimensions—shape, colour, design/ comparisons
- Type—city/ building/ park/monument, etc.
- Atmosphere
- Sights, sounds, smell
- History
- Importance
- Summing up



### C. Describe the picture given below.



## Listening

**A. All of us know Walt Disney for his films, but not many know of his philanthropy. Listen to the passage and fill in the table given below.**

|                                         |                               |
|-----------------------------------------|-------------------------------|
| Walt Disney's profession                | • .....<br>• .....<br>• ..... |
| Birth                                   | • .....                       |
| Early interest                          | • .....                       |
| Job in 1918                             | • .....                       |
| Distinguishing feature of the ambulance | • .....                       |
| Achievement in 1955                     | • .....                       |
| Philanthropy to children                | • .....                       |
| Any other social service                | • .....                       |

**B. Listen to the passage again and tick the correct answer.**

- Walt Disney began drawing at an early age .....  
a) to get attention      b) to earn money      c) to amuse viewers
- Walt got his recognition after the success of his .....  
a) Disney cartoons      b) Alice comedies      c) Disneyland Park
- Disney's wish-granting organizations cater to fulfilling wishes of .....  
a) his workers      b) his actors      c) youngsters

## Speaking

**What are the different ways in which you can show your kindness? Complete this 'Flower of Kindness'. Write or draw what you would do to show kindness. Share your views with the class.**



**Read the poem.****Sympathy***Charles Mackay*

I lay in sorrow, deep distressed;  
My grief a proud man heard;  
His looks were cold, he gave me gold,  
But not a kindly word.

My sorrow passed—I paid him back  
The gold he gave to me;  
Then stood erect and spoke my thanks  
And blessed his charity.

I lay in want, and grief, and pain;  
A poor man passed my way,  
He bound my head, he gave me bread,  
He watched me night and day.

How shall I pay him back again  
For all he did to me?  
Oh, gold is great, but greater far  
Is heavenly sympathy.

**A. On the basis of your understanding of the poem, complete the following sentences.**

1. The proud man tried to help the poet by .....
2. However, the poet was seeking .....
3. After the poet's adversity was over, he .....
4. The poet blessed the rich man for .....
5. On the contrary, the poor man ..... the poet.
6. The poor man gave him .....
7. There was no way to repay the .....
8. The poet realized that .....

**B. On the basis of your understanding of the poem, tick the best option to complete the following statements.**

1. The speaker of the poem is .....
  - a) a proud man.
  - b) an ailing man.
  - c) a poor man.
2. 'Sympathy' is the poet's attempt to .....
  - a) prove that money cannot beat sympathy.
  - b) prove that money is everything.
  - c) prove that money is not important at all.
3. The poor man helped the poet by .....
  - a) giving him money.
  - b) being with him.
  - c) looking after him.
4. The poor man's effort to help the poet was .....
  - a) the outcome of his genuine concern.
  - b) the outcome of his habit.
  - c) the outcome of his own experience.
5. The central idea of the poem is that .....
  - a) monetary help is the best help rendered.
  - b) one can repay a caring man's services.
  - c) intense, sincere effort to take care is greater than money.

**C. Match these phrases from the poem to their meanings.**

|                   |                        |
|-------------------|------------------------|
| deep distressed   | compassion             |
| gave me gold      | needed help            |
| kindly word       | cared for me           |
| lay in want       | blissful consideration |
| bound my head     | greatly troubled       |
| heavenly sympathy | monetary help          |

**A. As head girl, you have to speak on International Women's Day. Prepare the speech you would deliver in the school assembly on March 8th.**

**Sample speech:**

Good afternoon, respected teachers and dear friends! International Women's Day is celebrated across the globe on 8th March every year. It is an occasion to honour the great women of our society. It has been correctly said that a society where women are given equal respect and not taken for granted, flourishes well, as women contribute equally to the betterment of society.

Have you ever wondered why International Women's Day is celebrated on March 8th? It commemorates the movement for women's rights. The earliest Women's Day celebration was at New York on February 28, 1909. In 1917, Soviet Russia declared March 8th a national holiday. However, it was only in 1975, that the United Nations started celebrating March 8th as International Women's Day.

All well said and done. But what does International Women's Day mean to us today? Let us utilise this day to take time to think of all the women who help shape our lives. Let's begin with our mothers who spend every waking day, juggling work and managing home, ensuring that we are never wanting in anything. Let's remember our sisters who very patiently guide us through our daily ups and downs. Let us remember our teachers who very lovingly teach us to grow step by step, overcoming the hiccups we encounter. This list could go on and on as we have women helping us in every sphere of life. So, let us find time today to salute them and say a big 'thank you' in our own way. Let us live that thank you through our actions throughout the coming year. That would definitely be a fitting acknowledgment of their role in our lives. Thank you!

**Remember the points for writing a speech.**

1. Opening paragraph—quotation/opening statement
2. Salutation (This could also be placed at 1.)
3. Your views:  
What do you feel about the topic?
4. What do others feel and what do you have to say?
5. Summing up

**Answer these questions.**

1. You are a member of PETA, an animal rights organisation. You have been asked to deliver a speech to school children on the topic 'Wild animals should stay wild.' Write the speech, remembering to include kindness to animals.
2. Music education should be a priority in schools. Prepare a speech in support, stressing on the benefits of music.
3. Write a speech on how pollution is having a negative impact on humanity as a whole.

**B. Your school has organized ‘Caring and Sharing’ week. During this week, the students are requested to bring anything that they would like to share with others. The donations will be collected, sorted, and sent to the underprivileged. As the Head Boy/Head Girl of the school, draft the notice in about 60 words.**

### **Features of a notice**

#### **NOTICE WRITING**

A notice is information regarding an important event that is about to happen or that has happened. It is publicly displayed—a kind of information for others to know and follow.

- It should have an eye-catching caption—preferably a phrase and not a sentence.
- Other details should be in order of importance and in crisp short sentences.
- Language of the notice should be impersonal. Use the passive voice as far as possible.
- Use of first person, i.e., ‘I’ or second person, i.e., ‘you’ should be avoided.

#### **The Format**

- Name of School/ issuing authority
- The word NOTICE
- Subject and Date
- Writer’s name
- Designation

|                |         |
|----------------|---------|
| Name Of School |         |
| NOTICE         |         |
| Date           | Subject |
|                |         |
| Name           |         |
| Designation    |         |

**Sample of a notice telling members of staff in a school about the new school timings:**

St George's High School, Chennai

**NOTICE**

February 2, 2024

Change in School Timings

The Management has decided to change the school timings for the convenience of students and staff. The new school and office timings will be as stated below:

1. TEACHING STAFF: From 9 a.m. to 2:30 p.m.
2. NON-TEACHING STAFF: From 10 a.m. to 5:30 p.m.

The above timings come into effect from March 10, 2024 onwards. The school buses will ply accordingly.

Ms Jones Smith  
(PRINCIPAL)

**Write notices for the situations given below.**

1. Imagine you are the Secretary of a club. Inform the members of your club about a Christmas party coming up soon for the following:
  - a) Senior citizens who are/were members of the club
  - b) The grandchildren of the senior citizens of the club
2. You are the Principal of a school. Write a notice for your teachers telling them about completing all their work before the start of the Annual Examinations.
3. You are the editor of a school magazine. Draft a notice asking all the English teachers of your institution to get articles written by the students for the school magazine.
4. The students of class 7 will be taken on a trip to a factory on 15th March. Draft a notice informing the students that they have to bring Rs 50 for the trip which includes transport and snacks.
5. A fancy dress competition is being organized by the school on Children's Day. This will give an opportunity to showcase the hidden talents of the students. As the student coordinator, write out a notice to be put up on the school notice board.



## Problem Solving Assessment V

(1) ..... humour is a perceptual process, laughter is a behavioural response. People of all ages and cultures (2) ..... to humour. The (3) ..... of people are able to experience humour, i.e., to be amused, to laugh or smile at something funny, and thus they are considered to have a sense of humour. The hypothetical person who (4) ..... a sense of humour (5) ..... likely find the behaviour induced by humour to be inexplicable, strange, or even irrational. (6) ..... ultimately decided by personal taste, something humorous depends upon a host of (7) ....., including geographical location, culture, maturity, level of education, intelligence and context. Regular laughter sessions can have important effects on our health and well-being. Laughter is considered to be a stress buster: there is a direct (8) ..... between laughter and the healthy functioning of our blood vessels.

1. Which of these fits gap 1?

- a) Because                      b) Though                      c) After                      d) While

2. Which of these fits gap 2?

- a) responding                      b) response                      c) respond                      d) responded

3. Which of these fits gap 3?

- a) majority                      b) minority                      c) much                      d) a few

4. Which of these fits gap 4?

- a) lacks                      b) lacked                      c) lack                      d) lacking

5. Which of these fits gap 5?

- a) will                      b) can                      c) could                      d) would

6. Which of these fits gap 6?

- a) Consequently                      b) Though                      c) Eventually                      d) After

7. Which of these fits gap 7?

- a) varieties                      b) variable                      c) variables                      d) variety

8. Which of these fits gap 8?

- a) link                      b) proportion                      c) linking                      d) union

# Grammar Worksheet – V

• Finite verbs and non-finite verbs • Phrase and clause • Simple and complex sentences  
• Connectors • Clauses: Noun, Adjective, Adverb

In this  
worksheet

## Finite verbs and non-finite verbs

A **finite verb** is a verb that has a subject. It shows tense (past/present, etc.) or number (singular/plural).

For example: I live in India. (I is the subject—*live* describes what the subject does —*live* is a finite verb).

A **non-finite verb** has nothing to do with tense, or number. The non-finite verb forms are the infinitive (indicated by *to*), the gerund and the participle.

For example: I travelled to India to study the Indian culture. (*to study* is an infinitive).

*Dancing* is an art. (*dancing* is a gerund)

### Infinitive, Gerund, Participles

An **infinitive** is a non-finite consisting of *to*+ verb and functioning as a verbal noun, adjective or adverb.

An infinitive that is used without 'to' is called a **Bare Infinitive**.

A **gerund** is a non-finite consisting of verb+ing and functioning as a verbal noun.

Therefore, it occupies the same position in a sentence as a noun.

A **participle** is a non-finite that is used as an adjective and may end in -ing or -ed.

Participles are of two kinds:

1. Present Participles—end in **-ing**
2. Past Participle—end in **-ed, -en, -d, -t, or -n**, as in the words **asked, eaten, saved, dealt, and seen**

### A. State whether the following verbs are finite or non-finite.

1. Riya **walks** to school every day.
2. They have **to run** to the playground.
3. The teacher **gave** him an amused look.
4. I was **eating** dinner when the bell rang.
5. We found her **dancing** on the stage.

**B. Find out the finite and non-finite verbs in the sentences given below:**

1. He gave me a book to read.
2. It was a delight to hear her sing.
3. I want to try some new dishes.
4. He was about to sleep.
5. It is time to eat.
6. He was sleeping on a torn sheet.

**C. Fill in the blanks with the gerunds of the verbs in the box.**

|      |    |     |      |      |     |
|------|----|-----|------|------|-----|
| lazy | do | run | read | ride | fly |
|------|----|-----|------|------|-----|

1. I like ..... in the park each morning.
2. She likes ..... her homework.
3. I like ..... in the winter sun.
4. .... is the quickest means of travel.
5. She likes ..... before she sleeps.

**D. Write these sentences changing the verbs into gerunds.**

1. I like (bake) cakes.
2. I like (get up) early in the morning.
3. I love (sit) and (gaze) at the stars.
4. (watch) fishes swim is very refreshing.
5. I think it's time to stop (play) silly pranks.

**E. Rewrite these sentences starting with a gerund.**

1. It is not a good habit to smoke.
2. It is not good to be punished.
3. You are not allowed to walk on the grass.
4. You are not permitted to talk in the doctor's waiting room.
5. It is cheaper to grow your own food.

**F. Complete the sentence using the correct form of the verb in the box.**

|       |        |       |       |      |
|-------|--------|-------|-------|------|
| board | listen | write | bring | sing |
|-------|--------|-------|-------|------|

1. She learnt ..... when she was 5 years.
2. I tried ..... you but there was no response.
3. My teacher agreed ..... to my problem.
4. Did you forget ..... your bag back from school?
5. They refused ..... the plane.

**G. Complete the sentences so that they describe the situation correctly.**

1. It is late. I think nobody is awake.  
It's late. Everybody must be .....
2. It rained through the night. I'll not go to school.  
It has been ..... through the night, so I'll not be ..... to school.
3. I had a lot of trouble. The baby cried for two hours.  
I had a lot of trouble with the baby ..... for two hours.
4. I didn't sleep well last night. The phone rang all the time.  
I had trouble ..... because of the phone ..... all the time.
5. I missed the movie. I waited for an important call.  
I missed the movie ..... for an important call.

**H. Use either 'to' or '-ing'.**

1. The teacher said, 'Please work hard.'  
The teacher advised her ..... hard.
2. I asked Mani for a book. He refused.  
Mani refused ..... me his book.
3. I dream of being a celebrity one day.  
I would love ..... a celebrity one day.
4. Neel: 'I don't mind carrying your bag.'  
Neel offered ..... his bag.
5. How about watching a match tomorrow?  
Would you like ..... a match tomorrow?

**I. Add 'go' to the verbs given below and fill in the blanks. Use 'for', 'to', 'on', 'ing', if required.**

|        |          |          |        |      |
|--------|----------|----------|--------|------|
| riding | shopping | swimming | a walk | home |
|--------|----------|----------|--------|------|

1. I'm bored. Why don't we .....?
2. Radhika has ..... for her mother's birthday present.
3. What time are you ..... tomorrow?
4. I'm ..... Do you need something before I leave?
5. Let's ..... before dinner. I need to stretch my legs.

**J. Fill in the blanks with *how, what, who, whether, where* with one of the verbs in the box below.**

|       |       |      |     |        |
|-------|-------|------|-----|--------|
| check | order | sing | say | attend |
|-------|-------|------|-----|--------|

1. I wonder ..... these library books. They are not very interesting.
2. He is a brilliant singer. But nobody taught him .....
3. I was surprised because I could not understand .....
4. I haven't decided ..... school or miss it.
5. Do you know ..... your pulse?

**K. Fill in the blanks with the correct form of the verb.**

1. I saw the thief ..... my room. (enter)
2. The thief tried ..... my room. (enter)
3. I saw the baker ..... cakes. (sell)
4. I would rather work hard than ..... such humiliation. (bear)
5. .... abuses is a bad habit. (hurl)

**L. Fill in the blanks with appropriate forms of the verbs in the brackets.**

The Right of Children to Free and Compulsory Education Act was passed ..... (help) educate the poor children in the country. .... (pass) the law would help every child get education in a school in the neighbourhood.

It aims at ..... (benefit) children who do not go to school at present. It is hoped that the law will help ..... (educate) the children, who have either dropped out from schools or have never been to any educational institution.

## Phrase, clause, and sentence

A **phrase** is a group of words that may function as a noun, verb, adjective or adverb.

The following are examples of phrases:

- leaving behind the books
- before the test
- broken into bits

A **clause** is a combination of words that has a subject and a verb.

The following are examples of clauses:

- since she was careless with her work
- because he helped the poor and needy
- The loud noise startled me.

**Dependent clauses** have a subject and a verb where the subject performs the action indicated by the verb, but they have a subordinate conjunction placed in front of the clause. That subordinate conjunction means that the clause can't become a complete sentence. Instead, the dependent clause is *dependent* upon another clause, even though it has a subject and a verb. Here are some examples of dependent clauses:

- since she laughs at her own jokes
- when the school reopens
- because she smiled at him

| Independent Clauses                 | Dependent/Subordinate Clauses       |
|-------------------------------------|-------------------------------------|
| a complete thought                  | not a complete thought              |
| contains a subject and a predicate. | contains a subject and a predicate. |
| is a complete sentence              | is not a complete sentence          |

### A. Identify the following groups of words as phrase, independent clause, or dependent clause.

1. the exams are scheduled for some time now
2. therefore, we had to reach home
3. since we have no food left
4. nevertheless, I decided to move on
5. even though I didn't know him
6. and we were supposed to practise the sport

7. for the night was dark and scary
8. then the drizzle started
9. the tsunami caused huge destruction
10. for coming late

**B. The following sentences have two clauses. One is in italics and the other is in roman. Which one is the dependent clause?**

1. *If you don't leave on time*, you won't be able to meet him.
2. *I'll go and meet him*, while you are working.
3. *After you return from school*, you'll like to take some rest.
4. *If you want to sleep*, I'll turn off the television.
5. *Since you have visited this city after long*, you may not remember the roads.
6. *Until he apologizes to me for his rude behaviour*, I refuse to be friendly with him.

**C. Match the columns to make meaningful sentences.**

|                                               |                                                      |
|-----------------------------------------------|------------------------------------------------------|
| I have been finding it very difficult to walk | before the bell rang                                 |
| The teacher was waiting                       | after we finished our dinner                         |
| We went for a picnic                          | I enjoy sitting and reading with a hot cup of coffee |
| We watched TV                                 | after the play got over                              |
| When it is raining                            | after my accident                                    |
| We went home                                  | although it was raining                              |

**D. Put the conjunctions provided in the box in the appropriate blank of each sentence below.**

| Reason  | Time           | Contrast | Condition  |
|---------|----------------|----------|------------|
| because | before, while, | although | if, unless |
|         | when,          |          |            |
|         | after          |          |            |

1. Wait for her call ..... you leave for the station.
2. We cancelled our tickets for the movie ..... some guests had arrived.
3. My neighbours were having a party ..... I was trying to sleep.
4. He wasn't at home ..... I called.
5. I will go out to play ..... I finish my dance practice.

6. Raja will be happy ..... he wins the lottery.
7. I will not go to the market ..... you want to go.
8. I don't get along with him ..... we have shared a room in the hostel.

**E. Fill in the blanks with groups of words in the box below.**

|                            |                                  |
|----------------------------|----------------------------------|
| because it is sweltering   | where you left them last night   |
| if you're going for a walk | I'll be completing my assignment |
| If you do the cooking      | If I get a job in your company   |

1. Don't bother me in the evening, ..... .
2. .... I'll wash the dishes
3. ...., will you let the cat outside?
4. ...., I'd quit this one.
5. We'll sit under these sun umbrellas ..... .
6. Your books are still scattered on the dining room table ..... .

**F. Combine each of the following sentences into one sentence using an independent and a dependent clause.**

1. She hardly ever attends school. She gets terrible grades.
2. Vikas took notes from the library book. He returned the book to the shelf.
3. You are saying something very interesting. I cannot agree with it.
4. She took driving lessons for a year. She never learnt to drive.
5. They got a black dog home. They had waited for a year to find a black dog.
6. She finished reading. She switched off the light.

## Conjunctions or Connectives

Connectives or linkers are words or groups of words that help us connect words, phrases, or sentences. These help us express relationships between ideas and improve our expression by making longer, more complex sentences. For example: *and, as well as, but, or, yet, nevertheless, however, so that, as long as, while, until, as if, because, when, after, though, before.*

### Read the connectors in these sentences.

- I like to sing **and** dance **when** I am happy.
- We can play hockey **or** golf **but** we must select a good sports field.
- Mohan is intelligent, **however** he is lazy. He must work hard **or** he will regret it.
- I left the theatre **because** I was bored, **moreover** it was quite late.
- He was sad **and** tired along with being very hungry **when** a wizard appeared **and** offered him food, **however** he laid down some conditions.
- He is cheerful **though** he has suffered a great deal.
- I allowed him in **as** I thought he was a friend **but** he tried to rob me.
- You will excel in maths **if** you practise well.
- Gita is very fat **but** very active.

Conjunctions have two basic functions or ‘jobs’:

**Coordinating conjunctions** are used to join two parts of a sentence that are equal. For example:

1. Jack and Jill went to fetch water.
2. She is gentle but her sister is unkind.

The 7 **coordinating conjunctions** are short, simple words. There’s an easy way to remember them—their initials spell:

**F A N B O Y S**  
For And Nor But Or Yet So

### A. Fill in the blanks with the appropriate conjunctions.

1. I like cats ..... not dogs.  
a) and                      b) since                      c) but                      d) for                      e) or
2. Neither my mother ..... my father are at home today.  
a) or                      b) but not                      c) and                      d) nor                      e) but also

3. .... it rains on Sunday, I will not be able to visit you.  
a) and                      b) where                      c) either                      d) if                      e) how
4. This dress was on sale in the shop close to my place ..... not in the shopping mall.  
a) but                      b) and                      c) though                      d) or                      e) nor
5. Geeta didn't get her car repaired ..... she had to walk.  
a) but                      b) and                      c) so                      d) or                      e) either

**Subordinating conjunctions** are used to join a subordinate dependent clause to a main clause. For example:

1. I went to school although I was tired.
2. I went swimming after it stopped raining.

### Conjunctions followed by a complete sentence:

- **Because:** it usually follows the main clause. For example: *Everybody was scared because they felt tremors.*
- **As** and **since** are very similar. **As** is less formal than **since**. They are used when the reason is well known. The clauses that start with these words often begin the sentence: For example: *As I was an outdoor person, I applied for a sales job.*  
*Since you are late, take a cab and rush off.* (**As** and **since** can also be used for time).
- **For** suggests that the reason is given as an afterthought. 'For' clauses never come at the beginning of the sentence. **For** is mainly used in literary texts, therefore, it is very formal. For example: *We waited eagerly for the train, for my father was coming home.*

Common **subordinating conjunctions** are:

- after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while, who, whom, whose, why, lest

### B. Fill in the blanks with these words: *because, or, since, until, when, so.*

1. Travel was not so easy ..... the wheel was not invented.
2. I went there ..... I wanted to meet him.
3. .... he was a sports person, he had a lot of energy.
4. I will not talk to him ..... he apologizes for his rude behaviour.
5. Janvi ..... Harmeet have pulled out the plants.
6. The teacher was irritated ..... the students were misbehaving.
7. She resigned from her job ..... she's looking for a new one.

**C. Fill in the blanks with 'however' or 'therefore'.**

1. I knew him well ..... I invited him.
2. I don't like books ..... I like comics.
3. He came to India ..... he didn't see the Taj Mahal.
4. Susie loved animals ..... she got a pet.
5. He was overweight. .... he didn't eat much.

'However' is used to express contrast. It means 'despite that'. 'Therefore' means 'for that reason'.

**IV. Match the following to combine the two clauses with a suitable conjunction.**

| Column A                          | Conjunctions | Column B                         |
|-----------------------------------|--------------|----------------------------------|
| Batman is a hero,                 | as           | stay at home and talk.           |
| My pet dog won many prizes        |              | did they see any one around.     |
| The little boy didn't like sports | and          | he doesn't know many tricks.     |
| We can go to see a movie          | but          | the green one?                   |
| There was no house nearby         | for          | he stopped going to the          |
| The job was not done,             | or           | playground for evening practice. |
| It rained all day                 | and          | my sister stitched it.           |
| I cut the cloth                   | nor          | she has no roles.                |
| She is a brilliant actor          | yet          | they took a long break to rest.  |
| Should I wear the red dress       | or           | he catches the wrong doers.      |
|                                   | so           | there was water logging          |
|                                   |              | everywhere.                      |

**D. Fill in the blanks with suitable conjunctions.**

1. I did not go to the party ..... my friends were not coming.
2. I will buy the red cycle ..... the blue scooter.
3. They reached the theatre early ..... got a choice of good seats.
4. I am losing weight ..... I cannot eat too many sweets.
5. Should we leave ..... should we wait for a while longer?
6. There is nobody in the class ..... the fans are on.
7. I think cats make good pets ..... they are neat and clean.
8. She had to see the doctor ..... she went anyway.
9. He ran out of money, ..... he couldn't buy that dress.
10. I really want to go to work ..... it's raining hard.

### E. Join these simple sentences to make compound ones.

1. I haven't seen Dora lately. I will see her during the summer vacation.  
.....
2. Sherlock Holmes is a brilliant observer. He is also a great detective.  
.....
3. Will Radha wait for you? Will she come home early?  
.....
4. Jones was angry with his children. They are badly behaved.  
.....
5. Helen was exhausted. She had been playing golf for four hours.  
.....
6. I want to listen to music. I find it relaxing.  
.....
7. The Managing Director was holding a press conference. The team was disinterested.  
.....
8. On my way home I picked up some fruits. I also paid my bills.  
.....
9. My sister did not come for the function. She could not get her flight reservation.  
.....
10. I haven't heard from the University. I am applying for my visa.  
.....
11. The mangoes were over ripe. The mangoes tasted good.  
.....
12. I have to be at home. I have to look after my younger brother.  
.....

### Subordinating conjunctions

A majority of conjunctions are 'subordinating conjunctions'.

A subordinating conjunction joins a subordinate (dependent) clause to a main (independent) clause.

Example:

- (a) The whole project will fail unless all of us work hard.

(b) The tiger must be captured before it kills more villagers.

In (a), ‘unless all of us work hard’ is a dependent clause; it cannot stand alone. It depends on the independent clause: The whole project will fail.

Here, the subordinating conjunction ‘unless’ is used to join the clauses.

In (b), the dependent clause is ‘before it kills more villagers’.

The following is a list of the most common subordinating conjunctions.

|             |                 |          |
|-------------|-----------------|----------|
| after       | how             | till     |
| although    | if              | unless   |
| as          | inasmuch        | until    |
| as if       | in order that   | when     |
| as long as  | lest            | whenever |
| as much as  | now that        | where    |
| as soon as  | provided (that) | wherever |
| as though   | since           | while    |
| because     | so that         |          |
| before      | than            |          |
| even if     | that            |          |
| even though | though          |          |

**F. Underline the conjunctions in the following sentences and write (C) for a coordinating conjunction or (S) for a subordinating conjunction.**

1. You will pass if you work harder.
2. When we reached school, the bell had rung.
3. I waited till my sister finished her breakfast.
4. You will not get respect unless you deserve it.
5. I can’t explain the lesson to you now, for I have no time.
6. Since you have been reprimanded for this, you shouldn’t repeat it

## Complex Sentences

A complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as *because, since, after, although, or when* or a relative pronoun such as *that, who, or which*.

### A. Identify the following sentences as simple, compound, or complex.

1. The child walked to the stage, greeted the audience, and began his speech.
2. The street was full of people.
3. Jigar sang while Doyal danced.
4. Although India has the better cricket team, it lost.
5. Nakul did brilliantly because he is intelligent and studied hard.
6. I've known him since he was a baby.

### B. Combine simple sentences to make complex sentences.

1. I came home. I had my dinner.  
After .....
2. We went to see a movie. The movie had started.  
When .....
3. He'll be able to maintain good health. He has to keep exercising.  
If .....
4. They eat at this restaurant. They feel sick then.  
Whenever .....
5. He ate a very big dinner. He was waiting for the dessert.  
Although .....
6. The building wasn't made properly. It collapsed.  
Because .....

### C. Fill in the blanks with subordinating conjunctions and underline the dependent clauses.

1. Cars, ships, and buildings were swept away by a wall of water ..... the 8.9-magnitude tremor struck about 400 km (250 miles) north-east of Tokyo.
2. A state of emergency has been declared at a nuclear power plant, ..... pressure has exceeded normal levels.
3. Thousands of people chose to walk home ..... train services were suspended.

4. .... it was the most violent earthquake anyone could remember, the crowds were orderly and calm.
5. It was one of the most violent tsunamis, ..... in places carried houses, buildings, boats and cars with it.
6. .... a tsunami warning extended across the Pacific to North and South America, many other coastal regions were evacuated.

#### **D. Combine the sentences to form complex sentences.**

1. His name is Sachin.  
He's a famous sportsperson.  
He's a cricketer.  
.....
2. He has a sprawling bungalow in Miami.  
It has been designed by the well-known architect Subroto.  
.....
3. He is travelling to the US.  
He is going to meet his grandparents.  
.....
4. He is our school head boy.  
He is the one in the red t-shirt.  
.....

#### **E. Reorder the words to form meaningful sentences.**

1. who is best friend wearing the girl is my white t-shirt
2. the across which my sister's is the old house street is
3. I education go shall for higher well only if I do well
4. earn comfortably so my family can I will live that
5. I a soldier become want to so that serve the I can country

#### **F. Match the two columns to form meaningful sentences.**

- |                                 |                                           |
|---------------------------------|-------------------------------------------|
| 1. Although he was ill          | who defeated last year's boxing champion. |
| 2. He is the man                | where she had left them.                  |
| 3. The film shoot was cancelled | after his son lost his job.               |
| 4. The teacher found her books  | till he can afford a better one.          |
| 5. The old man worked           | he continued to attend his office.        |
| 6. He has to keep his old cat   | when the makeup artist refused to work.   |

## Types of clauses

**Subordinate clauses** are of three types.

1. Noun Clause
2. Adjective Clause
3. Adverb Clause

The **noun clause** does the work of a noun in the sentence. Like a noun, a noun clause acts as the subject or object of a verb or the object of a preposition, answering the questions who(m)? or 'what?'

For example:

1. What you heard is not the truth.
2. Whether she will come is not known.
3. I think that he will win the gold medal.

An **adjective clause** is a dependent clause which acts as an adjective. Like an adjective, an adjective clause modifies a noun or pronoun, answering questions like 'which?' or 'what kind of?'

For example:      *The dress, which I bought yesterday, **was too expensive**.*

An **adverb clause** is a dependent clause which acts as an adverb. An adverb clause answers questions such as when?', 'where?', 'why?', 'with what goal/result?', and 'under what conditions?'

For example:

1. Shylock wanted to kill Antonio because he disliked him.  
The adverb clause answers the question 'why?'
2. Shylock loaned out money with Antonio as the guarantor so that he could put his neck into the noose.  
The adverb clause answers the question 'with what goal/result?'
3. Shylock took Antonio to court after three months had elapsed.  
The adverb clause answers the question 'when?'
4. Where the whole court was assembled, Antonio had to prove his honest intent.  
The adverb clause answers the question 'where?'
5. If Shylock had been merciful, the people might have forgiven his earlier sins.  
The adverb clause answers the question 'under what conditions'.

**A. Choose whether the underlined clauses are adjective, adverb or noun clauses.**

1. I will not go in the cab that you have hired.
2. When the sun shines, we will continue our search.
3. I would like to know the fears that haunt you through the night.
4. Do you remember the dark night, when it snowed through the night?
5. That is what life is all about!
6. Even if you come back late, you will find me waiting.
7. Because I love you, I'll do what you like.
8. As we climbed the Himalayas, we realized how insignificant we were.

**B. Complete the sentences with suitable clauses.**

1. I hope .....
2. Students will not be promoted .....
3. I often wonder .....
4. She left by the train .....
5. She ran .....
6. You may sit .....
7. Make hay .....
8. English is less difficult .....
9. I know the place .....
10. I saw .....
11. He found the key .....
12. Tell her .....



# The Bishop's Candlesticks



## Warming Up

### I. Discuss in groups and find a solution to the following problems.

- Mary is walking down the road. She sees a man picking another passenger's pocket. What should she do?
- Sue and Jenny, two friends, go to a shop. Sue slyly picks something and puts it in her bag. It goes unnoticed by all except Jenny. What should Jenny do?
- Rahul sees his classmate sneaking into the teacher's file to see the question paper. The teacher does not notice it. What should Rahul do?

Here are a few suggestions—which one would you choose, and why?

- Raise an alarm.
  - Tell the person quietly but firmly.
  - Inform the authorities/police.
  - Never speak again to the person.
  - Any other solution.
- d) Read this situation from the play:
- Convict:** My wife was ill, we had no food, I could get no work, it was a bad year, and my wife, my Jeanette, was ill, dying (*pause*), so I stole to buy her food. They caught me. I pleaded to them, I told them why I stole, but they laughed at me, and I was, sentenced to ten years in the prison, ten years in Hell. The night I was sentenced, the **gaoler**<sup>1</sup> told me—told me Jeanette was dead. (*Sobs with fury*). God curse them all.
- Why was the man imprisoned?
  - Was it fair? What do you feel for him?
  - What is justice?
  - What qualities make a good judge?

1 gaoler: jailer

## Characters

The Bishop

The Convict

Persome, the Bishop's sister

Marie

Sergeant of **Gendarmes**<sup>2</sup>



**Scene:** *The kitchen of the Bishop's cottage. It is plainly but substantially furnished. Doors R, and L and L.C. Window R.C. Fireplace with heavy mantelpiece down R. Oak **settee**<sup>3</sup> with cushions behind door L.C. Table near the window R.C. with writing materials and **crucifix**<sup>4</sup> (wood). Eight-day clock R. of window. Kitchen dresser with cupboard to lock, down L. Oak dinner table R.C. Chairs, books, etc. Winter wood scene without. On the mantel piece are two very handsome **candlesticks**<sup>5</sup> which look strangely out of place with their surroundings.*

[**Marie** and **Persome** seen. **Marie** stirring some soup on the fire. **Persome** laying the cloth, etc.]

**Persome:** Marie, isn't the soup boiling yet?

**Marie:** Not yet, madam.

**Persome:** Well, it ought to be. You haven't tended the fire properly, child.

**Marie:** But, madam, you yourself made the fire up.

**Persome:** Don't answer me back like that. It is rude.

**Marie:** Yes, madam.

**Persome:** Then don't let me have to rebuke you again.

**Marie:** No, madam.

**Persome:** I wonder where my brother can be. (*Looking at the clock.*) It is after eleven o'clock and no sign of him. Marie!

**Marie:** Yes, madam.

**Persome:** Did **Monseigneur**<sup>6</sup> the Bishop leave any message for me?

**Marie:** No, madam.

**Persome:** Did he tell you where he was going?

<sup>2</sup> **gendarmes:** the police      <sup>3</sup> **settee:** seat with high back      <sup>4</sup> **crucifix:** image of Jesus on the cross

<sup>5</sup> **candlesticks:** a holder made of metal in which a candle stands

<sup>6</sup> **monseigneur:** My Lord (a title of respect given to a person of high rank)

**Marie:** Yes, madam.

**Persome** (*imitating*): ‘Yes, madam’. Then why haven’t you told me, stupid!

**Marie:** Madam didn’t ask me.

**Persome:** But that is no reason for your not telling me, is it?

**Marie:** Madam said only this morning I was not to chatter, so I thought...

**Persome:** Ah, **Mon Dieu**<sup>7</sup>! You thought! Ah! It is hopeless.

**Marie:** Yes, madam.

**Persome:** Don’t keep saying ‘Yes, Madam’ like a parrot, **nincompoop**<sup>8</sup>.

**Marie:** No, madam.

**Persome:** Well. Where did Monseigneur say he was going?

**Marie:** To my mother’s, madam.

**Persome:** To your mother’s indeed! And why, pray?

**Marie:** Monseigneur asked me how she was, and I told him she was **feeling poorly**<sup>9</sup>.

**Persome:** You told him she was feeling poorly did you? And so my brother is to be kept out of his bed, and go without his supper because you told him she was feeling poorly. There’s gratitude for you!

**Marie:** Madam, the soup is boiling!

**Persome:** Then pour it out, fool, and don’t chatter. (*Marie about to do so.*) No, no, not like that. Here, let me do it, and did you put the **salt-cellars**<sup>10</sup> on the table—the silver ones.

**Marie:** The silver ones, Madam?

**Persome:** Yes, the silver ones. Are you deaf as well as stupid?

**Marie:** They are sold, madam.

**Persome:** Sold! (*with horror*) Sold! Are you mad? Who sold them? Why were they sold?

**Marie:** Monseigneur the Bishop told me this afternoon, while you were out, to take them to Monseigneur Gervais, who has often admired them, and sell them for as much as I could.

**Persome:** But you had no right to do so without asking me.

**Marie** (*with awe*): But, madam, Monseigneur the Bishop told me.

**Persome:** Monseigneur the Bishop is a-ahem! But-but what can he have wanted with the money!

7 **mon dieu:** (French) My God 8 **nincompoop:** idiot; fool 9 **feeling poorly:** felt unwell  
10 **salt-cellars:** containers to shake out salt and pepper kept on the dining table

**Marie:** Pardon, madam, but I think it was for **Mere Gringoire**<sup>11</sup>.

**Persome:** Mere Gringoire indeed! Mere Gringoire! What, the old witch who lives at the top of the hill, and who says she is bedridden because she is too lazy to do any work? And what did Mere Gringoire want with the money, pray?

**Marie:** Madam, it was for the rent. The **bailiff**<sup>12</sup> would not wait any longer, and threatened to turn her out today if it were not paid, so she sent little Jean to Monseigneur to ask for help, and—

**Persome:** Oh, **Mon Dieu**<sup>13</sup>! It is hopeless. We shall have nothing left. His estate is sold, his savings have gone. His furniture, everything. Were it not for my little **dot**<sup>14</sup> we should starve! And now my beautiful—beautiful (*sob*) salt-cellars. Ah, it is too much, too much. (*She breaks down crying.*)

**Marie:** Madam, I am sorry, if I had known—

**Persome:** Sorry, and why pray? If Monseigneur the Bishop chooses to sell his salt-cellars he may do so, I suppose. Go and wash your hands, they are disgracefully dirty.

**Marie:** Yes, madam. (*going towards R.*)

[*Enter the Bishop, C.*]

**Bishop:** Ah! How nice and warm it is in here! It is worth going out in the cold for the sake of the comfort of coming in.

[*Persome has hastened to help him off with his coat, etc. Marie has dropped a deep courtesy.*]

**Bishop:** Thank you, dear. (*Looking at her.*) Why, what is the matter? You have been crying. Has Marie been troublesome, eh? (*Shaking his finger at her*) Ah!

**Persome:** No, it wasn't Marie—but—but—

**Bishop:** Well, well, you shall tell me **presently**<sup>15</sup>! Marie, my child, run home now; your mother is better. I have prayed with her, and the doctor has visited her. Run home!

(*Marie putting on cloak and going.*) And, Marie, let yourself in quietly in case your mother is asleep.

**Marie:** Oh, thanks, thanks, Monseigneur.

[*She goes to door C; as it opens the snow drives in.*]

**Bishop:** Here, Marie, take my **comforter**<sup>16</sup>, it will keep you warm. It is very cold tonight.

**Marie:** Oh, no Monseigneur! (*Shamefacedly.*)

**Persome:** What nonsense, brother, she is young, she won't hurt.

11 **mere gringoire:** Mother (pronounced mair) pronounced Grin-go-ah

13 **mon dieu:** (French) Oh! My God

14 **dot:** dowry

12 **bailiff:** an officer of the court

15 **presently:** shortly; soon    16 **comforter:** muffler

**Bishop:** Ah, Persome, you have not been out, you don't know how cold it has become. Here, Marie, let me put it on for you. (*Does so*). There! Run along little one.

[*Exit Marie, C.*]

**Persome:** Brother, I have no patience with you. There, sit down and take your soup, it has been waiting ever so long. And if it is spoilt, it serves you right.

**Bishop:** It smells delicious.

**Persome:** I'm sure Marie's mother is not so ill that you need have stayed out on such a night as this. I believe those people pretend to be ill just to have the Bishop call on them. They have no thought of the Bishop!

**Bishop:** It is kind of them to want to see me.

**Persome:** Well, for my part, I believe that charity begins at home.

**Bishop:** And so you make me this delicious soup. You are very good to me, sister.

**Persome:** Good to you, yes! I should think so. I should like to know where you would be without me to look after you. The **dupe**<sup>17</sup> of every idle **scamp**<sup>18</sup> or lying old woman in the **parish**<sup>19</sup>!

**Bishop:** If people lie to me they are poorer, not I.

**Persome:** But it is ridiculous; you will soon have nothing left. You give away everything, everything!!!

**Bishop:** My dear, there is so much suffering in the world, and I can do so little (*sighs*), so very little.

**Persome:** Suffering, yes; but you never think of the suffering you cause to those who love you best, the suffering you cause to me.

**Bishop** (*rising*): You, sister dear? Have I hurt you? Ah, I remember you had been crying. Was it my fault? I didn't mean to hurt you. I am sorry.

**Persome:** Sorry. Yes. Sorry won't mend it. Humph! Oh, do go on eating your soup before it gets cold.

**Bishop:** Very well, dear. (*Sits.*) But tell me—

**Persome:** You are like a child. I can't trust you out of my sight. No sooner is my back turned than you get that little minx Marie to sell the silver salt-cellars.

**Bishop:** Ah, yes, the salt-cellars. It is a pity. You—you were proud of them?

**Persome:** Proud of them. Why, they have been in our family for years.

<sup>17</sup> **dupe**: a person who is easily deceived

<sup>18</sup> **scamp**: a rascal/vagabond <sup>19</sup> **parish**: an area with its own church

**Bishop:** Yes, it is a pity. They were beautiful; but still, dear, one can eat salt out of china just as well.

**Persome:** Yes, or meat off the floor, I suppose. Oh, it's coming to that. And as for that old wretch, Mere Gringoire, I wonder she had the **audacity**<sup>20</sup> to send here again. The last time I saw her I gave her such a talking to that it ought to have had some effect.

**Bishop:** Yes! I offered to take her in here for a day or two, but she seemed to think it might distress you.

**Persome:** Distress me!!!

**Bishop:** And the bailiff, who is a very just man, would not wait longer for the rent, so—so you see I had to pay it.

**Persome:** You had to pay it. (*Gesture of comic despair.*)

**Bishop:** Yes, and you see I had no money so I had to dispose of the salt-cellars. It was fortunate I had them, wasn't it? (*Smiling*) But I'm sorry I have grieved you.

**Persome:** Oh, go on! Go on! You are **incorrigible**<sup>21</sup>. You'll sell your candlesticks next.

**Bishop** (*with real concern*): No, no, sister, not my candlesticks.

**Persome:** Oh! Why not? They would pay somebody's rent, I suppose.

**Bishop:** Ah, you are good, sister, to think of that; but—but I don't want to sell them. You see, dear, my mother gave them to me on—on her death-bed just after you were born, and—and she asked me to keep them in remembrance of her, so I would like to keep them; but perhaps it is a sin to set such store by them?

**Persome:** Brother, brother, you will break my heart (*with tears in her voice*). There! Don't say anything more. Kiss me and give me your blessing. I'm going to bed. (*They kiss.*)

[***Bishop** makes the sign of the Cross and murmurs a blessing. **Persome** locks cup board door and goes R.*]

**Persome:** Don't sit up too long and tire your eyes.

**Bishop:** No, dear! Good night!

[***Persome** exits R.*]

**Bishop** (*Comes to table and opens a book, then looks up at the candlesticks*). They would pay somebody's rent. It was kind of her to think of that.

[*He stirs the fire, trims the lamp, arranges some books and papers, sits down, is restless, shivers slightly; clock outside strikes twelve and he settles to read. Music during this. Enter the **Convict** stealthily; he has a long knife and seizes the **Bishop** from behind*]

20 **audacity:** courage

21 **incorrigible:** incurable; hopeless

**Convict:** If you call out you are a dead man!

**Bishop:** But, my friend, as you see, I am reading. Why should I call out? Can I help you in any way?

**Convict** (*hoarsely*): I want food. I'm starving. I haven't eaten anything for three days. Give me food quickly, quickly, curse you.

**Bishop** (*eagerly*): But certainly, my son, you shall have food. I will ask my sister for the keys of the cupboard. [*Rising.*]

**Convict:** Sit down!!! (*The Bishop sits smiling.*) None of that, my friend! I'm **too old a bird to be caught with chaff**<sup>22</sup>. You would ask your sister for the keys, would you? A likely story! You would rouse the house too. Eh? Ha!! Ha! A good joke truly. Come, where is the food? I want no keys. I have a **wolf**<sup>23</sup> inside me tearing at my **entrails**<sup>24</sup>, tearing me; quick, tell me; where the food is.

**Bishop** (*aside*): I wish Persome would not lock the cupboard. (*Aloud*) Come, my friend, you have nothing to fear. My sister and I are alone here.

**Convict:** How do I know that?

**Bishop:** Why, I have just told you.

[*Convict looks long at the Bishop.*]

**Convict:** Humph! I'll risk it. (*Bishop, going to door R.*) But mind! Play me false and as sure as there are devils in hell, I'll drive my knife through your heart. I have nothing to lose.

**Bishop:** You have your soul to lose, my son; it is of more value than my heart. (*At door R., calling.*) **Persome! Persome!**

[*The Convict stands behind him, with his knife ready.*]

**Persome** (*within*): Yes, brother.

**Bishop:** Here is a poor traveller who is hungry. If you are not undressed will you come and open the cupboard and I will give him some supper.

**Persome** (*within*): What, at this time of night? A pretty business truly. Are we to have no sleep now, but **to be at the beck and call of**<sup>25</sup> every **ne'er-do-well**<sup>26</sup> who happens to pass?

**Bishop:** But, Persome, the traveller is hungry.

**Persome.** Oh, very well. I am coming. (*Persome enters R. She sees the knife in the Convict's hand.*) (*Frightened*) Brother, what is he doing with that knife?

22 too old a bird to be caught with chaff: too old to be duped

25 be at the beck and call of: to obey

23 wolf: hunger

26 ne'er-do-well: a good for nothing

24 entrails: intestines



**Bishop:** The knife—oh, well, you see, dear, perhaps he may have thought that I—I had sold ours. [*Laughs gently.*]

**Persome:** Brother, I am frightened. He glares at us like a wild beast (*aside to him*).

**Convict:** Hurry, I tell you. Give me food or I'll stick my knife in you both and help myself.

**Bishop:** Give me the keys, Persome (she gives them to him). And now, dear, you may go to bed.

[**Persome** going. **The Convict** springs in front of her.]

**Convict:** Stop! Neither of you leave this room till I do.

[*She looks at the **Bishop**.*]

**Bishop:** Persome, will you favour this gentleman with your company at supper? He evidently desires it.

**Persome:** Very well, brother.

[*She sits down at table staring at the two.*]

**Bishop:** Here is some cold pie and a bottle of wine and some bread.

**Convict:** Put them on the table, and stand below it so that I can see you.

[***Bishop** does so and opens drawer in table, taking out knife and fork, looking at the knife in **Convict's** hand.*]

**Convict:** My knife is sharp. (*He runs his finger along the edge and looks at them menacingly.*) And as for forks.... (*taking it up*) (*laughs*) Steel! (*He throws it away.*)

We don't use forks in prison.

**Persome:** Prison?

**Convict:** (*Cutting off an enormous slice, which he tears with his fingers like an animal. Then starts.*) What was that? (*He looks at the door.*) Why the devil do you leave the window unshuttered and the door unbarred so that anyone can come in? (*shutting them.*)

**Bishop:** That is why they are left open.

**Convict:** Well, they are shut now!

**Bishop** (*sighs*): For the first time in thirty years.

[**Convict** eats voraciously<sup>27</sup> and throws a bone on the floor.]

**Persome:** Oh, my nice clean floor!

[**Bishop** *picks up the bone and puts it on plate.*]

**Convict:** You're not afraid of thieves?

**Bishop:** I am sorry for them.

**Convict:** Sorry for them. Ha! ha! ha! (*Drinks from bottle.*) That's a good one. Sorry for them. Ha! ha! ha! (*Drinks.*) (*Suddenly*) What the devil are you?

**Bishop:** I am a bishop.

**Convict:** Ha! ha! ha! A bishop: Holy **Virgin**<sup>28</sup>, a bishop.

**Bishop:** I hope you may escape that, my son. Persome, you may leave us; this gentleman will excuse you.

**Persome:** Leave you with—

**Bishop:** Please! My friend and I can talk more—freely then.

[*By this time, owing to his starving condition, the wine has affected the Convict*]

**Convict:** What's that? Leave us. Yes, yes, leave us. Good night. I want to talk to the Bishop, the Bishop: Ha! ha!

[*Laughs as he drinks, and coughs.*]

**Bishop:** Good night, Persome.

[*He holds the door open and she goes out R., holding in her skirts as she passes the Convict:*]

**Convict** (*chuckling to himself*): The Bishop, Ha! ha! Well I'm—(*Suddenly very loudly*) d'you know what I am?

**Bishop:** I think one who has suffered much.

**Convict:** Suffer? (*puzzled*) suffered? My God, yes. (*Drinks*) But that's a long time ago. Ha! ha! That was when I was a man. Now I'm not a man; now I'm a number; number15729, and I've lived in Hell for ten years.

**Bishop.** Tell me about it—about Hell.

**Convict:** Why? (*Suspiciously*) Do you want to tell the police—to set them on my track?

**Bishop:** No! I will not tell the police.

**Convict:** (*looks at him earnestly*). I believe you (*scratching his head*), but damn me if I know why.

**Bishop:** (*laying his hand on the Convict's arm*). Tell me about the time—the time before you went to—Hell.

**Convict:** It's so long ago I forget; but I had a little cottage, there were vines growing on it. (*Dreamily*) They looked pretty with the evening sun on them, and, and—there was a woman—she was (*thinking hard*)—she must have been my wife—yes. (*Suddenly and very rapidly*). Yes, I remember! She was ill, we had no food, I could get no work, it was a bad year, and my wife, my Jeanette, was ill, dying (*pause*), so I stole to buy her food. (*Long pause. The Bishop gently pats his hand.*) They caught me. I pleaded to them, I told them why I stole, but they laughed at me, and I was, sentenced to ten years in the **prison hulks**<sup>29</sup> (*pause*), ten years in Hell. The night I was sentenced, the gaoler told me—told me, Jeanette was dead. (*Sobs with fury*) Ah, damn them, damn them. God curse them all.

[*He sinks on the table, sobbing.*]

**Bishop:** Now tell me about the prison ship, about Hell.

**Convict:** Tell you about it? Look here, I was a man once. I'm a beast now, and they made me what I am. They chained me up like a wild animal; they lashed me like a hound. I fed on filth, I was covered, with **vermin**<sup>30</sup>, I slept on boards, and I complained. Then they lashed me again. For ten years, ten years. Oh God! They took away my name, they took away my soul, and they gave me a devil in its place. But one day they were careless, one day they forgot to chain up their wild beast, and he escaped. He was free. That was six weeks ago. I was free, free to starve.

**Bishop:** To starve?

**Convict:** Yes, to starve. They feed you in Hell, but when you escape from it you starve. They were hunting me everywhere and I had no passport, no name. So I stole again. I stole these rags. I stole my food daily. I slept in the woods, in barns, anywhere. I dare not ask for work, I dare not go into a town to beg, so I stole, and they have made me what I am, they have made me a thief. God curse them all.

[*Empties the bottle and throws it into the fire-place R., smashing it.*]

**Bishop:** My son, you have suffered much but there is hope for all.

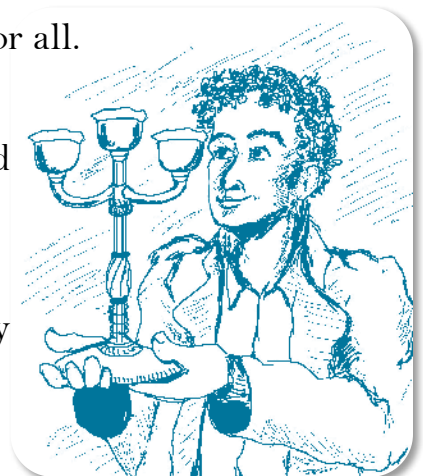
**Convict:** Hope! Hope! Ha! ha! ha! [*Laughs wildly.*]

**Bishop:** You have walked far; you are tired. Lie down and sleep on the couch there, and I will get you some coverings.

**Convict:** And if anyone comes?

**Bishop:** No one will come; but if they do, are you not my friend?

**Convict:** Your friend? (*puzzled*)



29 **prison hulks:** ships used as a prison houses

30 **vermin:** parasites

**Bishop:** They will not molest the Bishop's friend.

**Convict:** The Bishop's friend.

*[Scratching his head, utterly puzzled]*

**Bishop:** I will get the coverings. *[Exit L.]*

**Convict:** *(Looks after him, scratches his head)* The Bishop's friend! *(He goes to fire to warm himself and notices the candlesticks, he looks round to see if he is alone, and takes them down, weighing them.)* Silver, by God, heavy. What a prize!

*[He hears the Bishop coming, and in his haste drops one candlestick on the table.]*

*[Enter the Bishop]*

**Bishop:** *(sees what is going on, but goes to the settee up L. with coverings.)* Ah, you are admiring my candlesticks. I am proud of them. They were a gift from my mother. A little too handsome for this poor cottage perhaps, but all I have to remind me of her. Your bed is ready. Will you lie down now?

**Convict:** Yes, yes, I'll lie down now. *(puzzled)*—Look—here, why the devil are you—ki—kind to me? *(Suspiciously)*. What do you want? Eh?

**Bishop:** I want you to have a good sleep, my friend.

**Convict:** I believe you want to convert me; save my soul, don't you call it? Well, it's no good—see? I don't want any damned religion, and as for the Church—bah! I hate the Church.

**Bishop:** That is a pity, my son, as the Church does not hate you.

**Convict:** You are going to try to convert me. Oh! Ha! ha! That's a good idea. Ha! ha! Ha! No, no, Monseigneur the Bishop: I don't want any of your Faith, Hope, and Charity—see? So anything you do for me you're doing to the devil—understand? *(Defiantly)*

**Bishop:** One must do a great deal for the devil in order to do a little for God.

**Convict:** *(angrily)*. I don't want any damned religion, I tell you.

**Bishop:** Won't you lie down now? It is late?

**Convict:** *(grumbling)*. Well, all right, but I won't be preached at, I—I—*(on couch)*. You're sure no one will come?

**Bishop:** I don't think they will; but if they do—you yourself have locked the door.

**Convict:** Humph! I wonder if it's safe. *(He goes to the door and tries it, then turns and sees the Bishop holding the covering, annoyed)* Here! You go to bed. I'll cover myself. *(The Bishop hesitates.)* Go on, I tell you.

**Bishop:** Good night, my son. *[Exit L.]*

[**Convict** *waits till he is off, then tries the Bishop's door.*]

**Convict:** No lock, of course. Curse it. (*Looks round and sees the candlesticks again.*) Humph! I'll have another look at them. (*He takes them up and toys with them.*) Worth hundreds I'll warrant. If I had these turned into money they'd **start me fair**<sup>31</sup>.

Humph! The old boy's fond of them too, said his mother gave him them. His mother, yes. They didn't think of my mother when they sent me to Hell. He was kind to me too—but what's a Bishop for except to be kind to you? Here, cheer up, my hearty, you're getting soft. God! Wouldn't my chain-mates laugh to see 15729 hesitating about collaring the plunder because he felt good? Good! Ha! ha! Oh, my God! Good! Ha! ha! 15729 getting soft. That's a good one. Ha! ha! No, I'll take his candlesticks and go. If I stay here he'll preach at me in the morning and I'll get soft. Damn him and his preaching too. Here goes!

[*He takes the candlesticks, stows them in his coat, and cautiously exits L.C. As he does so the door slams.*]

**Persome** (*Without*): Who's there? Who's there, I say? Am I to get no sleep tonight? Who's there, I say? (*Enter R, Persome*) I'm sure I heard the door shut. (*Looking around.*) No one here? (*Knocks at the Bishop's door L. Sees the candlesticks have gone.*) The candlesticks, the candlesticks. They are gone. Brother, brother, come out. Fire, murder, thieves!

[*Enter Bishop L.*]

**Bishop:** What is it, dear, what is it? What is the matter?

**Persome:** He has gone. The man with the hungry eyes has gone, and he has taken your candlesticks.

**Bishop:** Not my candlesticks, sister, surely not those. (*He looks and sighs.*) Ah, that is hard, very hard, I...I—He might have left me those. They were all I had (*almost breaking down*).

**Persome:** Well, but go and inform the police. He can't have gone far. They will soon catch him, and you'll get the candlesticks back again. You don't deserve them, though, leaving them about with a man like that in the house.

**Bishop:** You are right, Persome: It was my fault. I led him into temptation.

**Persome:** Oh, nonsense I led him into temptation indeed. The man is a thief, a common **scoundrel**<sup>32</sup>, thief. I knew it the moment I saw. Go and inform the police or I will.

[*Going; but he stops her.*]

**Bishop:** And have him sent back to prison, (*very softly*), sent back to Hell. No Persome: It

31 **start me fair**: enable me to get a good start in life.

32 **scoundrel**: villain

is a just punishment for me; I set too great store by them. It was a sin. My punishment is just; but, oh God, it is hard, it is very hard. [*He buries his head in his hands.*]

**Persome:** No, brother, you are wrong. If you won't tell the police, I will. I will not stand by and see you robbed. I know you are my brother and my Bishop, and the best man in all France; but you are a fool, I tell you, a child, and I will not have your goodness abused, I shall go and inform the police (*Going*).

**Bishop:** Stop, Persome: The candlesticks were mine; they are his now. It is better, so. He has more need of them than I. My mother would have wished it so had she been here.

**Persome:** But—[*Great knocking without.*]

**Sergeant:** (*without*). Monseigneur, Monseigneur, we have something for you. May we enter?

**Bishop:** Enter, my son.

[*Enter Sergeant and three Gendarmes with Convict bound. The Sergeant carries the candlesticks.*]

**Persome:** Ah, so they have caught you, villain, have they?

**Sergeant:** Yes, madam, we found this scoundrel **slinking**<sup>33</sup> along the road, and as he wouldn't give any account of himself we arrested him on suspicion. Holy Virgin, isn't he strong and didn't he struggle. While we were securing him these candlesticks fell out of his pockets. (**Persome** seizes them, goes to table, and brushes them with her apron lovingly.) I remembered the candlesticks of Monseigneur the Bishop, so we brought him here that you might identify them, and then we'll lock him up.

[*The Bishop and the Convict have been looking at each other—the Convict with dogged*<sup>34</sup> *defiance.*]

**Bishop:** But—but I don't understand; this gentleman is my very good friend.

**Sergeant:** Your friend, Monseigneur!! Holy Virgin! Well!!!

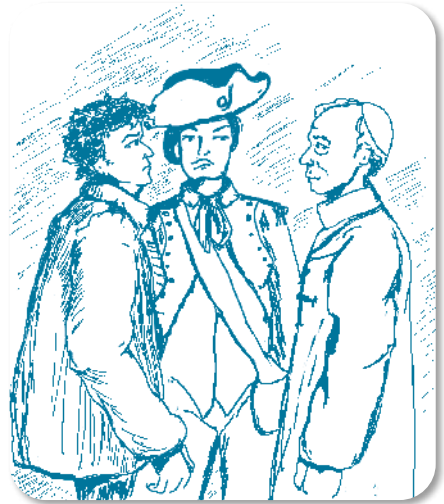
**Bishop:** Yes, my friend. He did me the honour to sup with me tonight, and I—I have given him the candlesticks.

**Sergeant** (*incredulously*): You gave him—him your candlesticks? Holy Virgin!

**Bishop** (*severely*): Remember, my son, that she is holy.

**Sergeant** (*saluting*): Pardon, Monseigneur.

**Bishop:** And now I think you may let your prisoner go.



**Sergeant:** But he won't show me his papers; he won't tell me who he is.

**Bishop:** I have told you he is my friend.

**Sergeant:** Yes, that's all very well, but—

**Bishop:** He is your Bishop's friend; surely that is enough.

**Sergeant:** Well, but

**Bishop:** Surely?

[*A pause. The **Sergeant** and the **Bishop** look at each other.*]

**Sergeant:** I—Humph! (*To his men*) Loose the prisoner. (*They do so*). Right about turn, quick march!

[*Exit **Sergeant** and **Gendarmes**. A long pause.*]

**Convict:** (*Very slowly, as if in a dream*). You told them you had given me the candlesticks—given me them. By God!

**Persome:** (*Shaking her fist at him and hugging the candlesticks to her breast*). Oh, you scoundrel, you pitiful scoundrel. You come here, and are fed and warmed, and you thief; steal from your benefactor. Oh, you blackguard.

**Bishop:** Persome, you are overwrought. Go to your room.

**Persome:** What, and leave you with him to be cheated again, perhaps murdered? No, I will not.

**Bishop:** (*With slight severity*). Persome, leave us. I wish it. [*She looks hard at him, then turns towards her door.*]

**Persome:** Well, if I must go, at least I'll take the candlesticks with me.

**Bishop:** (*More severely*) Persome, place the candlesticks on that table and leave us.

**Persome:** (*Defiantly*). I will not!

**Bishop:** (*Loudly and with great severity*). I, your Bishop, command it.

[***Persome** does so with great reluctance and exits R.*]

**Convict:** (*Shamefacedly*) Monseigneur, I'm glad I didn't get away with them; curse me, I am. I'm glad.

**Bishop:** Now, won't you sleep here? See, your bed is ready.

**Convict:** No! (*Looking at the candlesticks*) No! no! I daren't, I daren't. Besides, I must go on, I must get to Paris; it is big, and I—I can be lost there. They won't find me there.

And I must travel at night. Do you understand?

**Bishop:** I see—you must travel by night.

**Convict:** I—I—didn't believe there was any good in the world; one doesn't when one has been in Hell; but somehow I—I—know you're good, and—and it's a queer thing to ask, but—could you, would you bless me before I go? I—I think it would help me. I—*[Hangs his head very shamefacedly.]*

*[Bishop makes the sign of the Cross and murmurs a blessing.]*

**Convict:** *(Tries to speak, but a sob almost chokes him).* Good night. *[He hurries towards the door.]*

**Bishop:** Stay, my son, you have forgotten your property *(giving him the candlesticks).*

**Convict:** You mean me—you want me to take them?

**Bishop:** Please; they may help you. *(The Convict takes the candlesticks in absolute amazement.)* And, my son, there is a path through the woods at the back of this cottage which leads to Paris; it is a very lonely path and I have noticed that my good friends the gendarmes do not like lonely paths at night. It is curious.

**Convict:** Ah, thanks, thanks, Monseigneur. I—I—*(He sobs.)* Ah, I'm a fool, a child to cry, but somehow you have made me feel that—that it is just as if something had come into me—as if I were a man again and not a wild beast. *[The door at back is open, and the Convict is standing in it.]*

**Bishop:** *(Putting his hand on his shoulder).* Always remember, my son, that this poor body is the Temple of the Living God.

**Convict:** *(With great awe).* The Temple of the Living God. I'll remember.

*[Exit L.C.]*

*[The Bishop closes the door and goes quietly to the **Prie-dieu**<sup>35</sup> in the window R., he sinks on his knees and bows his head in prayer.]*

## Slow Curtain

*Norman Mckinnell (1870-1932) was an actor and a dramatist. As a playwright he is known for the play, 'The Bishop's Candlesticks' which is an adaptation from a section in Victor Hugo's novel 'Les Misérables'. The play is based on the theme that kindness rather than violence, can change a man.*





## Comprehension

### A. Multiple Choice Questions

1. Marie is the Bishop's ..... and Persome is the Bishop's .....  
☐ older sister, cook                      ☐ younger sister, cook  
☐ cook, older sister                      ☐ cook, younger sister
2. Which of the following can be used to best describe the theme of the play?  
☐ No act of kindness is ever wasted.  
☐ Spread love everywhere you go. Let no one ever come to you without leaving happier.  
☐ Kindness can become its own motive. We are made kind by being kind.  
☐ A kind word is like a spring day.
3. 'I was a man once, I'm a beast now, and they made me what I am.' Who is speaking?  
☐ Jean Valjean      ☐ Mere Gringoire      ☐ Gendarmes      ☐ Persome
4. The Bishop attached a ..... value to the candlesticks.  
☐ monetary      ☐ sentimental      ☐ spiritual      ☐ superficial
5. The crime committed by the man that made him a convict was that .....  
☐ he stole to feed his children      ☐ he stole to feed his wife  
☐ he stole to feed his parents      ☐ he stole to feed his family

### B. Answer these questions.

1. Why was Persome rude to Marie?
2. Although it was quite late at night, why had the Bishop not returned?
3. Why does Persome feel that people pretend to be sick?
4. Why had the Bishop gone to visit Mere Gringoire?
5. What did the Bishop give Marie as she was going out? Why? What trait of the Bishop's character does it highlight?
6. Why were the doors in the Bishop's house never bolted?
7. Why was Persome angry with the Bishop?
8. Why did the Bishop give the salt-cellars to Mere Gringoire?
9. Why did the convict become a thief? What happened to his wife?
10. What was the punishment given to the convict?
11. Was the convict eager to reach Paris?
12. Why did the Bishop not go to the police?

13. Before leaving, the convict asks the Bishop to bless him. What brought about this change in him?
14. Fill in the blanks to complete the theme of the play.

The play is based on the theme that love and ..... can change a man rather than violence. The play is about a ..... who breaks into the Bishop's house. The benevolence of the Bishop somewhat softens the convict, but, when he sees the ....., he steals them. He is ..... and brought back. He expects to go back to jail, but the Bishop informs the police that the candlesticks were a ..... The act of the Bishop ..... the convict to a belief in the spirit of God that dwells in the heart of every human being.

### C. Think and Write

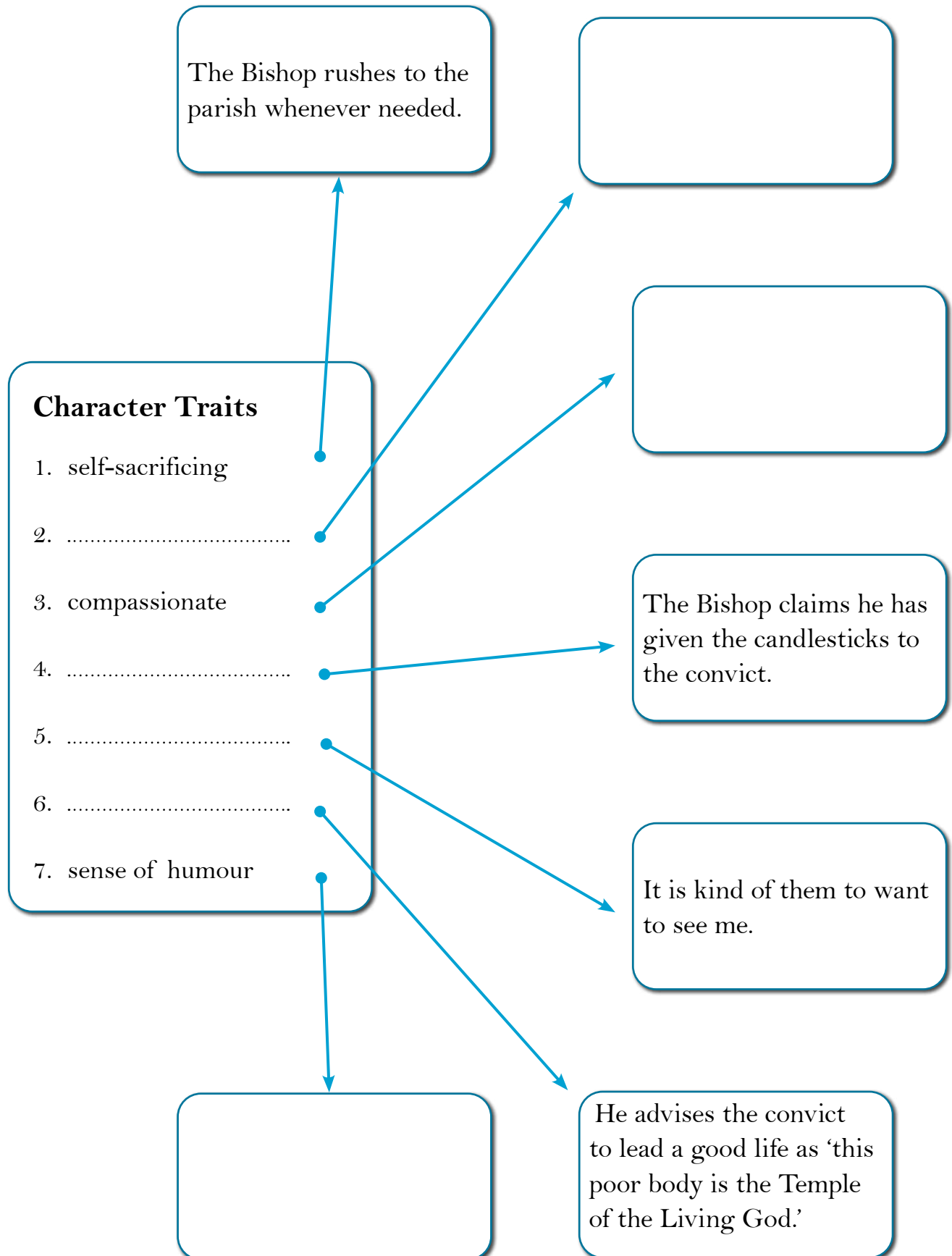
1. Read these statements from the play. Fill in the table given below.

| Statement                                                                                                                                                                                      | Who says this?<br>To whom? | What traits does it reveal about the speaker and about the person spoken about? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------|
| <i>Don't keep saying 'Yes, Madam' like a parrot, nincompoop.</i>                                                                                                                               |                            |                                                                                 |
| You told him she was feeling poorly did you? And so my brother is to be kept out of his bed, and go without his supper because you told him she was feeling poorly. There's gratitude for you! |                            |                                                                                 |
| ...take my comforter, it will keep you warm.                                                                                                                                                   |                            |                                                                                 |
| You are like a child. I can't trust you out of my sight. No sooner my back is turned than you get that minx Marie to sell the silver salt-cellars.                                             |                            |                                                                                 |
| Why the devil do you leave the window unshuttered and the door unbarred so that anyone can come in?                                                                                            |                            |                                                                                 |

|                                                                                                                                                                                                                                                                                |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| My mother gave them to me on—<br>on her death bed just after you<br>were born, and...and she asked me<br>to keep them in remembrance of<br>her, so I would like to keep them.                                                                                                  |  |  |
| No lock, of course. Curse it.<br>(Looks round and sees the<br>candlesticks again.)<br><br>Humph! I'll have another look at<br>them. (He takes them up and toys<br>with them.)<br><br>Worth hundreds I'll warrant. If<br>I had these turned into money<br>they'd start me fair. |  |  |
| Ah, thanks, thanks, Monseigneur.<br>I—I—(He sobs.) Ah, I'm a fool,<br>a child to cry, but somehow you<br>have made me feel that—that it is<br>just as if something had come into<br>me—as if I were a man again and<br>not a wild beast.                                       |  |  |

2. Do you think the Bishop was right in selling the salt-cellars? Why/Why not?
3. Do you think the punishment given to the convict was justified? Why/Why not? Why is the convict eager to reach Paris?
4. The term **irony** refers to a disagreement. This can be between what someone says and what he or she really means. This is **verbal irony**. The discrepancy can be between a situation that one would logically anticipate or that would seem appropriate and the situation that actually develops. This is **situational irony**. The discrepancy can even be between the facts known to a character and the facts known to us, the readers or audience. This is called **dramatic irony**. Now, pick two examples of dramatic irony from the text.
5. The convict was a victim of circumstances. Do you agree/disagree? Give reasons.
6. Do you think we need jails or reform houses? Justify your answer.

7. Outline the character of the Bishop by completing the following graphic organiser listing his character traits and providing evidence from the text to support your views.



8. Read the following extracts from the text and answer the questions that follow.
- a) **Persome:** You told him she was feeling poorly did you? And so my brother is to be kept out of his bed, and go without his supper because you told him she was feeling poorly. There's gratitude for you!
- Who is Persome speaking to and about whom?
  - Where has he gone and why?
  - What are the speaker's views about him?
- b) **Bishop:** Ah, you are admiring my candlesticks. I am proud of them. They were a gift from my mother. A little too handsome for this poor cottage perhaps, but all I have to remind me of her. Your bed is ready. Will you lie down now?
- Who is the Bishop speaking to?
  - Why is the person admiring them?
  - What does the Bishop advise him?
- c) **Bishop:** Please; they may help you. And, my son, there is a path through the woods at the back of this cottage which leads to Paris; it is a very lonely path and I have noticed that my good friends the gendarmes do not like lonely paths at night. It is curious.
- What is the Bishop referring to?
  - Where is he sending him? Why?
  - What is the consequence of the Bishop's kindness?
- d) **Convict:** Ah, thanks, thanks, Monseigneur. I—I—(*He sobs.*) Ah, I'm a fool, a child to cry, but somehow you have made me feel that—that it is just as if something had come into me—as if I were a man again and not a wild beast.
- Who is the convict speaking to?
  - What is he trying to convey?
  - What has brought about the change?

## Vocabulary

### Guess the crime words.

- To enter a building illegally for the purpose of committing a crime. B \_ R \_ L \_ \_ Y
- To set fire to a building illegally. A \_ S \_ \_
- To take somebody and demand money or set conditions to free that person. K \_ \_ N \_ \_  
\_ I \_ G

4. To steal from someone's pocket, etc., without them realizing. P\_\_KP\_\_\_\_ T\_\_G
5. To use force to take control of a plane, ship, train, etc. H\_J\_ K\_G
6. To steal things while pretending to shop. S\_\_ P\_\_ F\_\_ N\_\_
7. To bring illegal goods into a country without paying taxes. S\_\_ G\_L\_\_ G
8. To deceive or cheat someone to get money. F\_\_D



## Pronunciation

These pairs of words are minimal, which means that the words in each pair have just one sound different. In these minimal pairs the last sound is different. It is to be pronounced either |s| or |z|.

**Pronounce these words carefully.**

|               |                |                |                |
|---------------|----------------|----------------|----------------|
| hence – lens  | cease – seize  | course – cause | since – sins   |
| piece – peas  | force – 4s     | niece – knees  | pence – pens   |
| gross – grows | source – soars | once – one's   | pierce – peers |
| tense – 10s   | loose – lose   |                |                |



## Listening

**Listen to the news reader on the radio and fill in the table given below.**

1. People have been finding ..... with .....
2. This mysterious donor will, next, extend his generosity to ..... and .....
3. Bold Italic states that the benefactor is a .....
4. The philanthropist is sorry for his friends who don't have even a .....
5. He calls his way of charity ..... and creative.



## Speaking

The Bishop was very happy at the end of the story because he had reformed a man.

- Share an example in which a little kindness made you/someone you know very happy.
- Plan a TV talk to sensitise people to the needs of others. The talk can be on this topic: 'It's not the big things that matter but small deeds of kindness that make the world a better place'.

 **Writing**

---

*The Convict goes to Paris, sells the silver candlesticks, and starts a business. The business prospers and he starts a reformatory for ex-convicts. He writes a letter to the Bishop telling him of this reformatory and seeks his blessings.*

***As the convict, Jean Valjean, write the letter to the Bishop.***

# Grammar Worksheet – VI

• Parts of speech • Determiners • Articles  
• Pronouns • Subject-verb agreement

In this  
worksheet

## Active and Passive Voice

In **active sentences**, the doer of the action is the subject of the sentence and the receiver of the action is the object.

[Thing/person doing action] + [verb] + [thing/person receiving action]

Examples:

|                |         |                   |
|----------------|---------|-------------------|
| The teacher    | teaches | the class         |
| Subject (doer) | verb    | object (receiver) |

In **passive sentences**, the receiver of the action is the subject of the sentence and the doer of the action is optionally included near the end of the sentence.

[Thing /person receiving action] + [be] + [past participle of verb] + [by] + [thing / person doing action]

Examples:

|                    |           |                |
|--------------------|-----------|----------------|
| The class          | is taught | by the teacher |
| Subject (receiver) | verb      | object (doer)  |

### Rules for conversion from Active to Passive Voice

1. The object becomes the subject.
2. The preposition **by** is added before the doer of the action.
3. The verb is changed to past participle (3rd form of verb).
4. A new auxiliary is added to the past participle form of the verb.
5. If the subject or the object in an active voice sentence is a pronoun (I, we, you, he, she, they, it) it changes: (I—me; we—us; you—you; he—him; she—her; they—them; it—it) and vice-versa.

For example: I sang a song/A song was sung by me.

6. If the subject in the active voice sentence is unknown or unimportant or obvious, by + doer of the action is omitted.

For example: Someone broke the cup. The cup was broken.

7. If the verb in the active voice sentence has a modal in it, the verb is changed to—modal + be + the past participle. We should obey the rules. The rules should be obeyed.

8. When there are two objects, only one object becomes the subject. The second object remains unchanged. (He told me the truth: He—subject; me—object 1; the truth—object 2/I was told the truth by him).

**A. Transform these statements from active to passive voice.**

1. They teach young children in that school.
2. They built that skyscraper last year.
3. We will finish our syllabus in March.
4. They repaired the building last year.
5. The students were writing their exam when I reached the hall.

**B. Fill in the blanks with the correct word/phrase.**

1. My sister ..... by the awesome news today.
  - a) delighted
  - b) was delighted
2. I ..... ever since I was 18.
  - a) have been driving
  - b) have been drive
3. A new book ..... by Headword next year.
  - a) will publish
  - b) will be published
4. When the police arrived, the thief .....
  - a) had been captured by the people
  - b) had captured by the people

**C. Expand the following headlines using passive verb forms.**

1. Gang of thieves nabbed  
A gang of thieves ..... (nabbed) by the Delhi Police.
2. Bank robbery bid foiled  
Two bank robberies ..... (render) useless when the police sprang into action and foiled their plans.
3. Murderer arrested  
A most dreaded murderer ..... (arrest) when the police laid a trap.
4. Fingerprints lead to the busting of a burglar gang.  
A notorious gang of burglars ..... (bust) hours after they broke open a jewellery shop in the capital yesterday.

## Transitive and intransitive verbs

Read the sentences given below.

- |                                    |                     |
|------------------------------------|---------------------|
| 1. The suitcase holds              | Incomplete sentence |
| 2. The suitcase holds clothes.     | Complete sentence   |
| 3. The student broke               | Incomplete sentence |
| 4. The student broke a windowpane. | Complete sentence   |

A **transitive verb** is the one that is used with a direct object. In the sentences above 'clothes' and 'windowpane' are direct objects. The meaning of a **transitive verb** is incomplete without a direct object.

Read the following sentences:

### Action verb

- *We celebrated our success.*

### Linking verb

- *Sunday is a holiday.*  
*is, am, are, be, become, or becomes* and any other verb that can be replaced with *is, am, are, be, become, or becomes* to create a sentence with nearly the same meaning is a linking verb.

## Transitive Verbs

Here are some points to remember about transitive verbs:

- They express an action directed towards a person, a place, a thing, or an idea (nouns).
- The action passes from the doer (the subject) to the receiver of the action.
- The nouns that receive the action of transitive verbs are *direct objects*.
- Transitive verbs can only be action verbs. Linking verbs are NEVER transitive.

Example:

The child *greeted* the visitor.

The action (greeted) passes from the subject (child) to the object (visitor).

**Intransitive verbs** express action or tell something about the subject without taking the object.

*Intransitive verbs may be either action or linking verbs.*

Example:

The plane landed.

**A. Circle the subjects and underline the objects in these sentences.**

1. Mohan wrote an essay.
2. The children waved colourful flags.
3. He lost the house keys.
4. Naveen ate all the brownies.
5. Virat opened the present.
6. I gave the pen to Brijesh.
7. Veer met the Principal.
8. Shreya posted the letter yesterday.
9. The cat pounced on the mouse.



**B. Fill in the blanks with the correct modals and the correct form of the verbs given in brackets.**

1. What with the treatment his foster parents gave him, the little boy ..... I quickly gave him some bread and warm milk. (starve)
2. You ..... these books home. We are shutting the bookshop down and these are for you. (take)
3. Shipra ..... page-long poems by heart in ten minutes! (learn)
4. .... you and your theatre group ..... the musical for my school on Christmas? (perform)
5. I ..... not ..... for the party tomorrow. (turn up)
6. Divya ..... really ..... a haircut! (get)
7. You ..... my wedding reception tomorrow. I will expect you to be there with Simi and the kids. (attend)
8. .... you ..... that screeching sound? I cringe every time you do that! (make)
9. I have not visited my Grandpa in a fortnight. I ..... him this weekend for sure. (visit)
10. You ..... to wear whichever dress you like. I will be waiting outside because I am ready. (choose)

**C. Identify the underlined part of speech.**

1. The security guard ran behind the thief.  
a. transitive verb    b. intransitive verb    c. linking verb    d. auxiliary verb
2. The coach told the players, 'Do your best, and you'll win.'

- a. transitive verb    b. intransitive verb    c. linking verb    d. auxiliary verb
3. He would write to me if he needed help.  
a. transitive verb    b. intransitive verb    c. linking verb    d. auxiliary verb
4. Gaurav is running the marathon next week.  
a. transitive verb    b. intransitive verb    c. linking verb    d. auxiliary verb
5. The teachers are teaching students in their classroom.  
a. transitive verb    b. intransitive verb    c. linking verb    d. auxiliary verb
6. Geeta became impatient when the children continued to disturb her.  
a. transitive verb    b. intransitive verb    c. linking verb    d. auxiliary verb

**D. Write A next to the sentences in the active voice and P next to the ones in the passive voice.**

1. *Twelfth Night* was written by William Shakespeare. ☐
2. Sanjeev cooked lunch for us. ☐
3. The party office was attacked by some hooligans. ☐
4. The carpenter picked up his tools and left. ☐
5. Students must respect their teachers. ☐
6. Many great leaders helped us to win independence. ☐
7. Sonali sings beautiful songs. ☐
8. The mandolin was played brilliantly by Srinivasan. ☐
9. Parents should be respected by their children. ☐
10. The match was won by the team that came from Bhopal. ☐

**E. Identify if the highlighted verbs are transitive (T) or intransitive (I). Also identify the objects in transitive sentences.**

| Sentence                         | T / I | Object |
|----------------------------------|-------|--------|
| 1. The bus stopped.              |       |        |
| 2. The driver stopped the bus.   |       |        |
| 3. The author is writing a book. |       |        |
| 4. Mother made sandwiches.       |       |        |
| 5. The bird flew away.           |       |        |
| 6. A pilot flies an aeroplane.   |       |        |

|                                         |  |  |
|-----------------------------------------|--|--|
| 7. My brother plays well.               |  |  |
| 8. We played cricket in the park.       |  |  |
| 9. The dog slept peacefully.            |  |  |
| 10. The kittens sleep in a basket.      |  |  |
| 11. The teacher explains well.          |  |  |
| 12. The teacher explained the sum well. |  |  |
| 13. We reached on time.                 |  |  |
| 14. The cat purred.                     |  |  |
| 15. The school closes at 2 p.m.         |  |  |

**F. Unjumble the words to get sentences in the passive voice.**

1. was / by / the car / Sam / driven

.....

2. the mechanic / the car / repaired / is / by /being

.....

3. someone / opened / the letter / by / was

.....

4. them / the match / had / been / by / won

.....

5. Abel Tasman / discovered / by / Tasmania / was

.....

6. the biscuits / all / eaten / the dog / by / were

.....

7. delivered / the letters / been / the postman / by / had

.....

8. be /the cake shop / the cake / will / delivered /by / at 8 p.m.

.....

**G. Transform the following *active* sentences into *passive form*.**

1. The country elects its government.

.....

2. All of us love watching cricket.

.....

3. The burglar buried the treasure.

.....

4. The huge dog grabbed the lamb.

.....

5. Jenny examined the flowers in her garden.

.....

**H. Transform the following *passive* sentences into *active form*.**

1. The students were punished by the teacher.

2. The letter was written by Rahul.

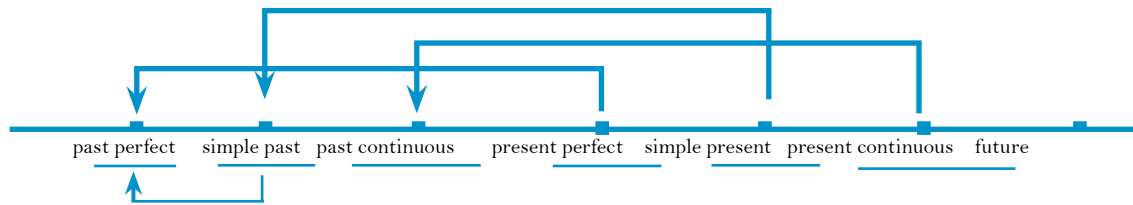
3. Many devices that greatly influenced life around the world were developed by Thomas Edison.

4. The trophy was won by the Indian team.

5. The difficult role was played well by a new actor.

## Direct and Indirect Speech

Saying exactly what someone has said is called **direct speech** (or quoted speech). Here, what a person says appears within quotation marks ('...') and is written word for word.



**Indirect speech** doesn't use quotation marks to enclose what the person said and it doesn't have to be reported word for word.

Rules to change from direct speech to indirect speech.

### A) Verb tenses

We change the tenses in the following way; if the reporting verb is in the past tense.

#### Direct Speech

Present Simple  
Present Continuous  
Present Perfect  
Present Perfect. Cont.  
Past Simple  
Past Continuous  
Past Perfect  
Past Perfect Cont.

#### Indirect Speech

Past Simple  
Past Continuous  
Past Perfect  
Past Perfect Cont.  
Past Perfect  
Past Perfect Cont.  
Past Perfect  
Past Perfect Cont.

### B) Change in Modals

#### Direct Speech

Will  
Can  
Must  
Shall  
May

#### Indirect Speech

Would  
Could  
Had to  
Should  
Might

**Note - There is no change to: could, would, should, might and ought to**

### **C) Time change**

If the reported sentence contains an expression of time, you must change it to fit in with the time of reporting.

#### **Direct Speech**

This evening

Today

These (days)

Now

A week ago

Last weekend

Here

Next week

Tomorrow

Yesterday

#### **Indirect Speech**

That evening

That day

Those (days)

Then

A week before

The weekend before last/the previous weekend

There

The following week

The next/following day

The previous day

### **D) Pronoun change**

In reported speech, the pronoun often changes.

**First person pronouns** in the direct speech change according to the subject of the reporting verb in the indirect speech.

Example:

**Direct:** He said, 'I am coming.'

**Indirect:** He said that he was coming

**Second person pronouns** in the direct speech change according to the object of the reporting verb in the indirect speech.

Example:

**Direct:** He said to me, 'You have to go to school.' **Indirect:** He told me that I had to go to school.

**Third person pronouns** in the direct speech will not change in the indirect speech.

Example:

**Direct:** He said, ‘She is unwell.’

**Indirect:** He said that she was unwell.

### E) Reporting Verbs

**Said, told** and **asked** are the most common verbs used in indirect speech.

We use **ask** to report questions.

We use **told** with an object.

We usually use **said** without an object.

If **said** is used with an object we must include **to**

### F) Use of ‘that’

In Reported Speech, the word *that* is often used.

He told me *that* .....

However it is optional.

**NOTE:** *That* is never used in questions, instead we often use *if/whether*.

He asked me *if* I would come to the party.

### A. Read the conversation below and complete the paragraph in reported speech.

‘What do you want, young woman?’ Gabriel’s mother asked her.

‘One of my hens flew across the fence this morning. Did it not lay an egg here?’

The old woman’s reply was not very polite. ‘We didn’t see anything of it,’ she said. ‘We collect our own eggs and have no need for other people’s eggs. And we don’t go looking for eggs in other people’s yards!’

Gabriel’s mother asked the young woman what .....

The woman replied ..... across the fence .....

She wanted to know if .....

The old woman’s reply was not very polite. She said .....

..... own eggs and had no need for .....

.....

..... people’s yards.



### B. Read the conversation below and complete the paragraph in reported speech.

**Peacock:** Have you ever seen such feathers?

**Monkey:** Never!

**Peacock:** Have you seen such a beautiful tail?

**Monkey:** No, never!

**Peacock:** Have you ever heard such a sweet voice?

**Monkey:** No! And I have never seen such a proud fool!

The peacock asked the monkey ..... ever seen such feathers. The monkey said he ..... The peacock then asked ..... seen such a beautiful tail. The monkey's answer remained the same. When the peacock again questioned..... ever heard such a sweet voice, the monkey replied he hadn't but added ..... never seen such a proud fool, as well.

### C. Change the Indirect Speech into the Direct Speech.

Once there was a wicked fairy in the Northern Land. She was always unhappy and wanted to make others unhappy. So she stole the baby daughter of the King of Northern Land and hid her somewhere.

But in the Northern Land, there were three good fairies also. They were happy, and wanted to make others happy. They said when the lovely princess would be fifteen years old; a prince with a true heart would come. He would find her and set her free.

The wicked fairy said that there was no such prince anywhere on the earth. So the good fairies replied that in that case the prince would come from the moon or the other planets. He would come from somewhere, and set the princess free.

The wicked fairy in the Northern Land thought, '..... always unhappy. .... to make others unhappy. I ..... the baby daughter of the King of Northern Land and hide her somewhere.'

But the three good fairies in the Northern Land felt differently. They said, '..... happy, and ..... to make others happy. When the lovely princess ....., a prince ..... come. He will find her and set her free.'

'There ..... anywhere on the earth,' said the wicked fairy.

'Then the prince ..... the moon or the other planets,' replied the good fairies. 'He ....., and set the princess free.'

### D. Convert the following lines from Indirect to Direct Speech by filling in the blanks.

1. The doctor told them to turn off their mobile phones.

The doctor said, '..... mobile phones.'

2. Mani asked whether he could go for a walk in the nearby park.

Mani said, '..... park?'

3. Sita said that she had already seen the film twice.

Sita said, '..... already seen the film twice.'

4. Vivek apologized for reaching late and explained that he was stuck in a jam for an hour.

Vivek said, 'I'm ..... for an hour.'

5. The policeman demanded their licence because they were driving recklessly.

The policeman said, 'Give me..... driving recklessly.'

**E. Read the letter and report the contents to a friend by filling in the blanks.**

The Town Mouse and the Country Mouse were cousins. They often wrote to each other. One day, the Country Mouse got this letter from his cousin.

*Pantry Cupboard*

*Adjoining Kitchen*

*3—The Mall*

*Mumbai*

*11 March 2150*

*Dear Cousin,*

*I have been ill with a cough and my doctor feels I need a holiday. He has asked me to spend a week in the countryside. May I please stay with you?*

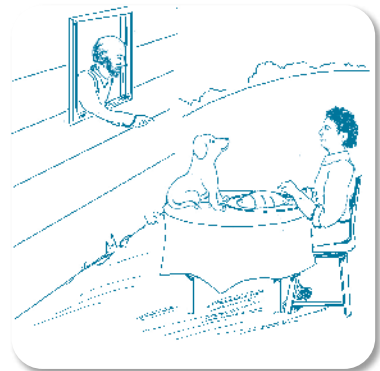
*With warm regards,*

*Yours affectionately,*

*Town Cousin*

The City Mouse ..... to his Cousin ..... been ill with a cough and ..... advised by ..... doctor to go on a holiday. The doctor ..... asked ..... to spend a week in the countryside. He requested the country mouse to let ..... with him.

**F. Fill in the blanks on the basis of your understanding of the comic strip.**



Molly saw her brother Jack carrying a huge fish. She asked her husband, Moose, to ..... brother as..... like..... alone. Moose peeped out of the window to see Jack on the table with his pets. He exclaimed..... alone.

# Sample Paper A

## Section A: Literature: 25 marks

### A.1. Answer the following questions.

(3X3=9)

- a) Everything about the queer men that Rip met was perplexing. Justify.
- b) How do you know Dr. T. Ao was proud to be a Naga?
- c) *The red man has always retreated before the advancing white man, as the mist of the mountain runs before the morning sun.* Why does the author say so? What does it reflect about the relationship that the tribal people shared with the whites?

### A.1. Answer the following questions.

(3X3=9)

### A.2. Explain the transformation in Scrooge and the reasons for the transformation. Discuss the sights shown by the ghost of Christmas Yet To Come in detail.

(5 marks)

OR

**Why does R K Narayan disapprove of American English? Explain with examples.**

### A.3. Read the lines and answer the questions given below.

- a) *'O haste thee, haste!' the lady cries,  
    'Though tempests round us gather;  
    I'll meet the raging of the skies,  
    But not an angry father.'*
  - i) Who said this and to whom? (1)
  - ii) Who were they fleeing from? Why? (2)
- b) *I dreamed I saw a room somewhere,  
    The room was full of men and women.  
    And the paper they were signing said  
    'We'll never fight again.'*
  - i) Who was sitting in the room? Why were they there? (1)
  - ii) How would the deed impact the world? (1)

### A.4. Read the lines and answer the questions given below.

(3X2=6)

- a) **Persome:** You told him she was feeling poorly did you? And so my brother is to be kept out of his bed, and go without his supper because you told him she was feeling poorly. There's gratitude for you!
  - i) Who is the speaker talking to? (1)
  - ii) Why is she angry? (1)

**b) Bishop:** Ah, you are good, sister, to think of that; but—but I don't want to sell them. You see, dear, my mother gave them to me on—on her death-bed just after you were born, and—and she asked me to keep them in remembrance of her, so I would like to keep them; but perhaps it is a sin to set such store by them ?

i) What is the Bishop referring to? (1)

ii) What made him say this to Persome? (1)

**c) Convict:** Yes, to starve. They feed you in Hell, but when you escape from it you starve. They were hunting me everywhere and I had no passport, no name. So I stole again. I stole these rags. I stole my food daily. I slept in the woods, in barns, anywhere. I dare not ask for work, I dare not go into a town to beg, so I stole, and they have made me what I am, they have made me a thief. God curse them all.

i) What is the convict talking about? (1)

ii) How did he land in this situation? (1)

## Section B: Reading

20

**Read the passages given below and answer questions based on each of them.**

**B.1. Read the opening paragraphs from George Eliot's 'Mill on the Floss' and answer the questions that follow.**

A wide plain, where the broadening Floss hurries on between its green banks to the sea, and the loving tide, rushing to meet it, checks its passage with an impetuous embrace. On this mighty tide the black ships—laden with the fresh-scented fir-planks, with rounded sacks of oil-bearing seed, or with the dark glitter of coal—are borne along to the town of St. Ogg's, which shows its aged, fluted red roofs and the broad gables of its wharves between the low wooded hill and the river-brink, tingeing the water with a soft purple hue under the transient glance of this February sun. Far away on each hand stretch the rich pastures, and the patches of dark earth made ready for the seed of broad-leaved green crops, or touched already with the tint of the tender-bladed autumn-sown corn. There is a remnant still of last year's golden clusters of beehive-ricks rising at intervals beyond the hedgerows; and everywhere the hedgerows are studded with trees; the distant ships seem to be lifting their masts and stretching their red-brown sails close among the branches of the spreading ash. Just by the red-roofed town the tributary Ripple flows with a lively current into the Floss. How lovely the little river is, with its dark changing wavelets! It seems to me like a living companion while I wander along the bank, and listen to its low, placid voice, as to the

voice of one who is deaf and loving. I remember those large dipping willows. I remember the stone bridge.

And this is Dorlcote Mill. I must stand a minute or two here on the bridge and look at it, though the clouds are threatening, and it is far on in the afternoon. Even in this leafless time of departing February it is pleasant to look at,—perhaps the chill, damp season adds a charm to the trimly kept, comfortable dwelling-house, as old as the elms and chestnuts that shelter it from the northern blast. The stream is brimful now, and lies high in this little withy plantation, and half drowns the grassy fringe of the croft in front of the house. As I look at the full stream, the vivid grass, the delicate bright-green powder softening the outline of the great trunks and branches that gleam from under the bare purple boughs, I am in love with moistness, and envy the white ducks that are dipping their heads far into the water here among the withes, unmindful of the awkward appearance they make in the drier world above.

1. What are the sights you are likely to see at the town of St Ogg's? (1)
2. What all does the author recall about the river? (2)
3. Why does the author envy the white ducks? (1)
4. Fill in the blanks. (6x½=3)

The ships carry ..... , .....  
and .....

The author stands on the bridge to look at .....

The ..... and the ..... shelter the mill from  
the norther blast.

## **B.2 Animals in Protected Habitation**

Almost 4% of India's land is under forests. Therefore, its wildlife is diverse with animals such as apes, lions, tigers, monkeys, snakes, crocodiles, buffaloes, elephants, deer, rhinoceros, bears, blue bulls, and gazelles. India also houses the largest number of bird species. There are at least 500 wildlife sanctuaries in India. A wildlife sanctuary is an area specially designated where it is illegal to interfere in any way with the natural life. Here killing or capturing of any animal is forbidden. Hence hunting, shooting, and fishing is prohibited.

Sanctuaries provide protection and optimum living conditions to wild animals. These sanctuaries make this country a nature lover's paradise. The wildlife sanctuaries in India are home to around 2000 different species of birds, 3500 species of mammals, and nearly 30000 kinds of insects and more than 15000 varieties of plants. Scattered all across the country, these sanctuaries and parks attract the tourists with their beautiful landscapes, amazing rock formations and diverse range of flora and fauna.

These sanctuaries and forest reserves are home to several endangered species of animals and birds like the Asiatic Elephant, the Royal Bengal tiger, the Snow Leopard and the Siberian Crane. Many of these are famous for some particular species of animals. For instance, the Kaziranga in Assam is known for the Indian Rhinoceros, while Periyar in Kerala is famous for its elephants. The Dudhwa National Park is another park made famous by its huge swamp deer population. Tiger reserves are the best places to catch a glimpse of the big cat. The Kanha National Park in Madhya Pradesh is one of the largest tiger reserves of India. The wildlife sanctuaries of India also include the bird sanctuaries, like the one at Bharatpur in Rajasthan. These are truly fascinating.

A trip to the wildlife sanctuaries in India brings you close to nature. You can enjoy the quiet and peaceful atmosphere of these parks while walking down the trails or past the tall trees.

**Complete the given statements.**

**(4X1=4)**

1. India has a variety of wildlife because .....
2. Wildlife sanctuaries are made for .....
3. Animals are protected in sanctuaries because .....
4. People visit sanctuaries to see .....

**Vocabulary**

**Write the meanings of the words in the space provided.**

**(4X½=2)**

1. diverse .....
2. designated .....
3. prohibited .....
4. optimum .....

**B.3. No Men are Foreign**

Remember, no men are strange, no countries foreign,  
Beneath all uniforms, a single body breathes  
Like ours; the land our brothers walk upon  
Is earth like this, in which we all shall lie.

They, too, aware of sun and air and water,  
Are fed by peaceful harvests, by war's long winter starv'd  
Their hands are ours, and in their lines we read  
A labour not different from our own.

Remember they have eyes like ours that wake  
Or sleep, and strength that can be won  
By love, in every land is common life  
That all can recognize and understand.

Let us remember, whenever, we are told  
To hate our brothers' it is ourselves  
That we shall dispossess, betray, condemn.  
Remember, we who take arms against each other.

It is the human earth that we **defile**,  
Our hells of fire and dust outrage the innocence  
Of air that is everywhere our own.  
Remember, no men are foreign, and no countries strange.

*James Kirkup*

**Answer the following questions.**

**(7X1=7)**

a) How does the poet express that all human beings are same?

.....

b) Stanza two mentions three similarities that people all over the world have in common. What are these?

.....

.....

.....

c) In stanza three, how can strength be won by love?

.....

.....

.....

d) How is the fate of all the people same?

.....

.....

.....

e) How do we harm ourselves?

.....

.....

.....

f) What should all of us remember?

.....

.....

.....

g) What is the message of the poem?

.....

.....

.....

### Section C: Writing

**C.1. You have gone for a holiday to a beautiful resort. You are truly inspired by the scenic beauty and the people of the place. Write an e-mail of about 60 words to your friend describing the place, people and culture. (4 marks)**

**C.2. Your school had organized the Annual Sports Day. There was a special message for the students—Athletes are What they Eat. Write a paragraph describing the day and also how the message of good and healthy eating was underlined. Your paragraph must be of about 80 words. (4 marks)**

**C.3. You had gone for a school trip to a famous historical site. Write a letter to your pen friend describing the place and the event. (4 marks)**

**C.4. Your school had decided to be a polybag-free zone, some students still carry poly-bags to school. As the Head Boy/Head Girl of the School, deliver a speech, in about 200 words, in the morning assembly of your school explaining to the students the evils of using polybags. You may use the inputs given below. (7 marks)**

- environmental damage; a single plastic bag can take up to 1000 years to decompose
- as 100,000 whales, turtles and birds die every year because of suffocation caused by eating them
- infants and young children have also been reported to have lost their lives
- in landfills majority of the rubbish comprises plastic bags only
- not bio-degradable and non-renewable

## Section D: Grammar

15 marks

### D.1 Complete the following passage by choosing the correct passive forms of the verbs given in brackets. (4x1=4 marks)

The use of loudspeakers during night time (a) ..... (ban) all over the country except in closed premises such as auditoriums.

In a major breakthrough, six persons, including self-styled Naxal commander Barsa Lakhma (b) ..... (arrest) by the Chhattisgarh police. They (c) ..... (involve) in the gunning down of 76 security personnel here last month. The efforts ..... (appreciate) by the media.

### D.2. Read the following dialogue and then complete the report by choosing the correct options given below. (3X1= 3 marks)

**Policeman:** Where are you going?

**Man:** I am going home.

**Policeman:** Why are you out so late at night?

**Man:** I am going home after a party.

The policeman asked the man (a) ..... The man replied (b) ..... When the policeman asked him (c) ..... the man replied that he was going home after a party.

### D. 3. The following passage has not been edited. There is one error in each of the lines. Write the incorrect word and the correction against the correct blank number. (8x½=4)

|                                                    |          |
|----------------------------------------------------|----------|
| Mark Twain is also very famous in his day as a     | a) ..... |
| lecturer and the teller of funny stories. He often | b) ..... |
| went from town to town give lectures and           | c) ..... |
| telling funny stories. One day he were walking     | d) ..... |
| down the street of a small town who he was going   | e) ..... |
| to deliver the lecture that evening. He met a      | f) ..... |
| young man whom told him that he had an old         | g) ..... |
| uncle which never laughed and never smiled.        | h) ..... |

**D. 4. In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it against the correct blank number. (8x½=4)**

|                                                         |          |
|---------------------------------------------------------|----------|
| Inside the boll, which shaped like a tiny football,     | a) ..... |
| moist fibres grow push out from the newly formed seeds. | b) ..... |
| As the boll ripens, turns brown. The fibres continue    | c) ..... |
| expand under the warm sun.                              | d) ..... |
| Finally, split the boll apart and                       | e) ..... |
| fluffy cotton bursts forth.                             | f) ..... |
| It looks white cotton candy.                            | g) ..... |
| The cotton fibre now ready.                             | h) ..... |

# Sample Paper B

## Section A: Literature: 25 marks

### A. 1. Answer the following questions.

(3X3=9)

- a) Rip was well-loved by all in the village but he faced constant wrath of his wife at home. Why was it so?
- b) How according to R K Narayan can the mongrelisation of English be prevented?
- c) Describe the Ghost of Christmas Past. Why do you think he looks like that?

### A.2. Discuss Chief Seattle's belief about owning land. How is it relevant today? (5 marks)

OR

**Dr. Talimeren Ao was a talented sportsperson and a resolute patriot. Justify.**

### A.3. Read the lines and answer the questions given below.

- a) *Then a tangible hope, then a palpable joy  
Then she'd stroke me gently through her flesh  
And she'd see me  
In her daydreams, she'd see me  
She'd see me the way she wanted to see me.*

- i) What is the joy that is being talked about? Who is the speaker? (2)
- ii) How is the situation different now? (1)

- b) *Round the laps of their mother*

Many sisters and brothers,  
Like birds in their nest,  
Are ready for rest;  
And sport no more seen  
On the darkening green.

- i) What time of the day is it?
- ii) Explain the metaphor of the sunset.

### A.4. Read the lines and answer the questions given below.

(3X2=6)

- a) **Marie:** Monseigneur the Bishop told me this afternoon, while you were out, to take them to Monseigneur Gervais, who has often admired them, and sell them for as much as I could.
  - i) What is Marie referring to? What has she done with them? (1)
  - ii) Why had the Bishop told her to do so? (1)

- b) **Convict:** Sit down!!! None of that, my friend! I'm too old a bird to be caught with chaff. You would ask your sister for the keys, would you? A likely story! You would rouse the house too. Eh? Ha!! ha! A good joke truly. Come, where is the food? I want no keys. I have a wolf inside me tearing at my entrails, tearing me; quick, tell me; where the food is.
- i) Where is the Convict? Who is he talking to? (1)
  - ii) What hungry wolf is he referring to? (1)
- c) **Convict:** I—I—didn't believe there was any good in the world; one doesn't when one has been in Hell; but somehow I—I—know you're good, and—and it's a queer thing to ask, but—could you, would you bless me before I go? I—I—think it would help me. I—
- i) Who is the Convict speaking to? What does he want? (1)
  - ii) What changed the Convict? (1)

## Section B: Reading

20

**Read the passages given below and answer questions based on each of them.**

### **B1. Read the following extract from 'How Green was my Valley' by Richard Llewellyn.**

I awoke too stiff to move, in darkness, and still held tight by fear, so tight that I dare not move my eyes. Little at a time I had my legs at work, and as the sounds of the night come more and more to comfort me, I sat.

The wind was sharp about his business and whistling a little tune to let his friends on the mountain know he was up and about to clean house, and no nonsense with loose leaves or dead twigs, for he would have them, and quick. The more he whistled, the more the trees tried to hush him, and the bigger the tree, the bigger the hush, and beating at him with their arms to stop him tickling them, but no use, for he was in one side and out the other, and nothing they could do only wave at him, and hush more.

The sky was full of thin light from the stars, and down below me the village was a long criss-cross of small yellow lights, one bright outside the Chapel, two outside the Three Bells, and a couple of small ones upon the other side of the mountain in the farmhouse, all else dark, with the dark, clear softness that tells of coming rain. The mountain on the other side had turned over to sleep and his black hipbone curved up and fell away to thigh in the darkness, and farther over, the other mountains slept too, with shadows in the colour of lavender going to deep blue.

The wind held up above his head the sound of the choir from the Chapel for me

to hear, and gave it back, but in those few notes I heard the rich, male voice of the men of the Valley, golden, brave, and clean, with heart, and with loftiness of spirit, and I knew that their voice was my voice for I was part of them as they were of me, and the Valley was part of us and we were part of the Valley, not one more than the other, never one without the other. Of me was the Valley, and the Valley was of me, and every blade of grass, and every stone, and every leaf of every tree, and every knob of coal or drop of water, or stick or branch or flower or grain of pollen, or creature living, or dust in ground, all were of me as my blood, my bones, or the notions from my mind.

My Valley, O my Valley, within me, I will live in you, eternally. Let Death or worse strike this mind and blindness eat these eyes if thought or sight forget you. Valley of the Shadow of Death, for some, but not for me, for part of me is the memory of you in your greens and browns, with everything of life happy in your deeps and shades, when you gave sweet scents to us, and sent spices for the pot, and flowers, and birds sang out for pleasure to be with you.

1. How do the trees try to silence the wind? (1)
2. What time of the day is it? Justify your answer. (1)
3. What does the valley mean to the author? (1)
4. What do some consider the valley to be? (1)
5. Find words from the passage that are the antonym of (1½)
  - a. blunt                      b. dull                      c. temporarily
6. Find words from the passage that are the synonym of (1½)
  - a. courageous              b. underneath              c. devour

## B.2. New York Ghost

There was once a crazy ghost in a house over Poughkeepsie way, New York. The mention of the house terrified people. It was a nice old place, until the ghost began making its presence known. Hence no one entered the place.

My friend Joe heard that a fancy, old house in Poughkeepsie was selling dirt cheap. So he decided to have a look. I told him about the haunting, but Joe just laughed. 'I don't believe in ghosts,' he said and went to visit the agent selling the house.

Well, the agent gave Joe a key. But to prove his point, Joe was adamant on visiting the house after sunset.

Joe stepped into the front hallway of the house around 9 p.m. It was a large entrance and well-proportioned, but neglected-looking, with creepy cobwebs and dust everywhere. Near the door, Joe paused to look around. He heard a thump from the top of the staircase facing him. A glowing leg appeared and rolled down the steps, before landing at Joe's feet.

Joe gasped and stood frozen to the spot. An arm appeared and rolled down to

meet the leg. Next came a foot, then another arm, then a hand. Glowing pieces of body kept plummeting down the steps towards Joe.

Joe held his ground but when a screaming head appeared at the top of the steps and started rolling towards him, Joe had had enough. With a shriek that could wake the dead, Joe ran for his life; and right out of town, leaving his car behind him.

He called me the next day and asked me to drive his car down to the hotel where he had spent the night. Joe refused to come within fifty miles of Poughkeepsie ever again. The house fell into ruin and was eventually torn down.

**Fill in the blanks to complete the sentences.**

**(6 X 1 = 6)**

1. The house over Poughkeepsie way terrified people because .....
2. Joe wanted to buy the house because .....
3. Joe decided to visit the house at night to .....
4. The house was not well-kept. This could be seen from .....
5. The sight that scared Joe was the .....
6. Joe was so frightened that he .....

**Vocabulary**

**Fill in the missing letters to complete these words. Use the given clues. (4 X 1/2 = 2)**

1. to be very frightened T..... R..... F..... D
2. to visit regularly to disturb H..... NT
3. to not listen to reason but do as one wants A..... A..... A..... T
4. not well looked after N..... G..... T..... D

**B.3 God the Artist**

God, when you thought of a pine tree,  
How did you think of a star?  
How did you dream of the Milky Way  
To guide us from afar.  
How did you think of a clean brown pool  
Where flecks of shadows are?  
God, when you thought of a cobweb,  
How did you think of dew?  
How did you know a spider's house  
Had shingles bright and new?

How did you know the human folk  
Would love them like they do?  
God, when you patterned a bird song,  
Flung on a silver string,  
How did you know the ecstasy  
That crystal call would bring?  
How did you think of a bubbling throat  
And a darling speckled wing?  
God, when you chiseled a raindrop,  
How did you think of a stem,  
Bearing a lovely satin leaf  
To hold the tiny gem?  
How did you know a million drops  
Would deck the morning's hem?  
Why did you mate the moonlit night  
With the honeysuckle vines?  
How did you know Madeira bloom  
Distilled ecstatic wines?  
How did you weave the velvet disk  
Where tangled perfumes are?  
God, when you thought of a pine tree,  
How did you think of a star?

*Angela Morgan*

**Answer the following questions.**

**(5x1=5)**

1. When God created a cobweb, what did He think of?
2. When God carved out a raindrop, what are the other things he made along with it?
3. In the last stanza, the poet refers to God as carrying out a craft. What is that?
4. What is the theme of the poem?
5. Do you think 'God the Artist' is a suitable title for this poem? Why/ Why not?

## Section C: Writing

- C.1. The youth of a nation are its future leaders. Their right decisions in the right direction would greatly help create mass awareness and bring about change. Draft a notice, in not more than 60 words, inviting all members of your school's Eco Club to a conference on tree plantation in the school premises. Make a mention about the launch of the campaign 'Each one Plant one.' Mention the date, time and venue. Format the notice correctly. (4 marks)**
- C.2. Your school organized a Grandparents' Day with an Inter-School Talent Competition. The theme was 'Caring for Others'. Your school team won the first position. Mentioning the details of the event, the need to inculcate values as well as reaction of the audience, write the description in about 80–100 words for your school magazine. (4 marks)**
- C.3. Often you find children playing on the roads as there are no parks. What are the dangers that they face? Look at the visual and write a speech on 'The Hazards of Playing on the Road'. (120 words) (5 marks)**
- C.4. Read the newspaper clipping given below. Then using the given information together with your own ideas, write an article on how fad diets and junk food create nutritional deficiency leading to anaemia, and on the importance of eating right. (200 words). (7 marks)**



12 April, 2014

Anaemia is becoming a severe health problem among primary school children with as high as 66% of them being affected by it. This may affect the scholastic and academic performance of children. Iron is a crucial component in brain development. According to Dr. Umesh Kapil, anaemia also leads to poor cognitive performance, hampers metabolism, lowers stamina and impairs immunity.....

## Section D: Grammar

15 marks

- D.1. Edit the news item given below by filling the correct form of the verb in brackets. Use the passive voice. (4x1=4)**

### Four killed in a car accident in Puducherry

Four persons were killed, two on the spot and four seriously (a) ..... (injure) when the car they (b) ..... (travel) in hit a boulder and rammed into a roadside tree at Reddiarpalayam early this morning. Police said 17 tourists (c) ..... (arrive) here from Ranipet in Tamil Nadu and were proceeding

to Reddiarpalayam early this morning when the mishap occurred. The injured ..... (take) to the closest hospital.

**D.2. Read the following dialogues and then complete the report using reported speech. (3X1 = 3 marks)**

**Teacher:** Can you read what is written on this page?

**Student:** I can't read all the words.

**Teacher:** Would you like to read them?

The teacher asked the student (a) ..... The student regretfully replied that (b) ..... The teacher then asked her (c) .....

**D.3 The following passage has not been edited. There is one error in each of the lines. Underline the incorrect word and the correction against the correct blank number. (8x½=4)**

Honesty will produce happiness in the people of the country. a) .....  
Growing number of girl in educational institutions would mean b) .....  
educated children and good upbringing. We are at more testing c) .....  
times as building the future is in our shoulders. For this, we have d) .....  
to work very hard and honestly else a country will crumble e) .....  
like a house made for faulty bricks. We are a big country with f) .....  
varied culture and tradition but we have to live up to it. We have to g) .....  
work ceaselessly and with determination. Students are a leaders h) .....  
of tomorrow.

**D.4 In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your note book against the correct blank number. (8x½=4)**

The shahnai takes name from its creator 'Shah', the 'nai' (barber), a) .....  
who improved on instrument after the Emperor Aurangzeb b) .....  
had banned it for unpleasant sound. The other story about c) .....  
its origin was that it was designed by doctor in Iran called d) .....  
Haquim Bin Ali Saina, named it after him. Originally, it e) .....  
was played in temples auspicious occasions. f) .....  
It is made of Burma teak and a brass nozzle fitted at the top. g) .....  
A shahnai player accompanied by two more people—his joridars. h) .....

# Listening Texts

## 1. Rip Van Winkle

Rip is a simple, easy-going man of thirty five. He is about 5 feet 10 inches tall with a lean body. In fact, he is very athletically built.

He is fair skinned and has thick brown hair. He has small blue eyes and a thin oval face. His sharp nose has a mole on the ridge. He is clad in blue loose-fitting trousers and a checked shirt. He is wearing a brown cap and carrying a gun. He has with him a Doberman called Wolf. Wolf is big black friendly creature.

Rip has a happy face and is very outgoing. He is always friendly, and loves animals. He has a fantastic sense of humour and is keen on helping everybody. However, he can be a bit immature at times. For example, he can sit for hours fishing and talking to Wolf.

Rip has been missing for two days. He was last seen near the Kaatskill Mountain under the Birch tree. He is a dreamer and could have lost his way.

In case anyone sees him, please contact the closest Police Station or Dame Van Winkle at 20, Midstreet, Kaatskill Village. The informer will be suitably rewarded.

## 3. Dr. Talimeren Ao— The Football Wizard

**Helen:** I was reading a sports magazine called the *Sport World* yesterday and was truly inspired by an article on Glenn Cunningham. He was a great runner. He overcame a tragic accident as a child to win an Olympic silver medal. He said, 'As long as you believe you can do things, they're not impossible!'

**Linda:** Very admirable! What accident did he have?

**Helen:** When Cunningham was just seven years old, he was seriously injured in a fire. Those days' schoolhouses were kept warm by a fire in a heating stove. One morning, by mistake, the boys used gasoline and it exploded. The doctor said he would never walk again.

**Linda:** How did the miracle happen?

**Helen:** Glenn's mother spent months massaging his legs. 'Massaging will get your strength back,' she said. She encouraged him to work hard so he could stand once again. This made Cunningham determined to walk. As his legs became stronger, Glenn's father began to push him to run. His father believed you should never quit trying, and soon Glenn was running!

**Linda:** This seems miraculous. Tell me more about him.

**Helen:** In 1936 Cunningham won a silver medal at the Olympics in Berlin, Germany. Those times were hard for Americans. Many people lost their jobs. Americans screamed, 'We are looking for heroes who had succeeded despite tragic events in their lives'. Cunningham became the most popular American runner during this time.

**Linda:** I think he is a true hero!

## 5. Toasted English

**Speaker A:** Which language is the most difficult language to learn? We learn our mother tongue naturally then why do we find it difficult to learn a new language?

**Speaker B:** The first language often affects the learning of the second language. For example a native speaker of Spanish, will find Portuguese much easier to learn than a native speaker of Chinese. This is because Portuguese is very similar to Spanish, while

Chinese is very different.

*Speaker A:* Some people seem to learn languages readily, while others find it very difficult. Why do you think does this happen?

*Speaker B:* Teachers play an important role. It is also each learner's motivation for learning. If a person needs to use a language professionally, they often learn it faster than people who do not need to use it in their day to day life.

*Speaker A:* I had heard Hungarian is the most difficult language to learn. It is followed by Japanese.

*Speaker B:* Different people will find different languages more difficult. If they are similar or the grammatical difficulty is same, it will be easy to learn. No language is easy to learn unless it is related to our first language. Writing may be a greater challenge. But it is impossible to say that there is one language that is the most difficult language in the world.

## 7. The Simple Philosophy

The trees provide us with various conveniences of life such as food, shelter, fuel and building materials. The state of our environment—the air, soil and water—depends on the role that trees play in keeping the environment healthy. They support life on planet Earth by supplying the atmosphere with oxygen. Oxygen is a life-giving element in air that is inhaled by all living organisms and converted into carbon dioxide, it is also used up when something burns.

Growing trees is a very significant way of reducing noise pollution. Acting as shields, trees reduce the intensity of the sound waves. The sound produced by the wind passing

through the leaves helps muffle noise. That is the reason why roads with trees on both sides seem to be more silent and peaceful.

Trees help to protect the surface soil of the earth and to prevent floods. There is a covering of fine soil on the earth surface. It takes millions of years to form top soil which is one inch thick. But sometimes a single spell of rain washes off that much of the valuable surface soil on an open hill slope. This soil erosion does not happen in forests and other places—where there are plenty of trees that stop the free flow of water and their roots hold the soil together.

Trees alter the environment in which we live by moderating climate. We are cooler when we stand in the shade of trees and are not exposed to direct sunlight. Trees reduce temperature because the leaves of trees breathe out a lot of water vapour, and this helps to cool the air. Some trees have medicinal values also, their every part starting from the roots to the top are full of medicinal values, Neem and Banyan are best-known examples of this. Studies have shown that trees can be a vital part of the healing process for people. Patients who can see trees from their hospital room windows tend to get better faster than those who can't.

Hence the strongest way to protect environment is by saving trees. But did you know that no tree dies of old age? But trees are very vulnerable to insects, disease, natural disasters or man-made disruptions. If the felling of trees continues, the future of the planet is bleak. Unless we act immediately we will be too late. We could soon find ourselves left with nothing but an arid infertile desert of a planet.

## 9. A Christmas Carol

Walt Disney was an American film producer, animator, entertainer, entrepreneur, director, screenwriter, voice actor and philanthropist. He founded Walt Disney Productions—one of the best known producers of motion pictures in the World. Walt Disney was born in 1901 in Chicago. At an early age, Walt would often sell drawings to neighbours to make extra money. He pursued his art career by studying art and photography. In 1918, Walt joined the Red Cross and spent a year driving an ambulance. His ambulance was covered with Disney cartoons.

It was only after the success of his *Alice Comedies* that Walt became a recognized Hollywood figure. Walt Disney's dream of a clean and organized amusement park came true as Disneyland Park opened in 1955.

In 2010, the Company contributed more than 198 million dollars in cash, product donations, and in-kind support to organizations and communities around the world. Disney works with children's wish-granting organizations around the world to make children's wishes come true, fulfilling more than 8,000 wishes annually for children with life-threatening medical conditions.

By donating airtime, and creative services. Disney can provide information, raise awareness and encourage participation for a number of important causes. Walt Disney Studios include public service announcements to drive attention to critical public issues. Disney also collaborates with other entertainment companies for important causes such as Stand Up to Cancer initiative, donating airtime and talent in support of cancer research. They also devote station

resources to support local food and clothing drives, safety and education campaigns, and other worthy causes.

Walt Disney is a legend; a folk hero of the 20th century.

He died of lung cancer in 1966.

## 10. The Bishop's Candlesticks

If you live in San Francisco, be on the lookout for some mysterious white envelopes—they may contain currency notes.

An anonymous person is dropping off sums of money around the city. The person behind 'Hidden Cash' told The Huffington Post that the project will soon expand to other cities.

'I'm okay with giving out at least \$1,000 a day for the foreseeable future. It will not affect my finances significantly,' he wrote in an email. 'We are planning to add more cities, starting with Los Angeles next weekend and New York City shortly afterwards.'

The donor said that he/she 'wants to start a nationwide movement' around this anonymous charitable drive. According to *The Bold Italic*, which also interviewed the man behind the project, the Hidden Cash benefactor is a real estate tycoon who wants to give back to the community what he/she had made.

'I've made millions of dollars over the last few years, more than I ever imagined, and yet many friends of mine and people who work for me cannot afford to buy a modest home,' the person told *The Bold Italic*. 'I am determined to give away some of the money I make and, in addition to it being charity, to do it in fun, creative ways like this.'

# A Multi-Skill Course in English

(For Nagaland Board of School Education)

**A Multi-Skill Course in English** is specifically designed for the students of the Nagaland Board of School Education. It aims at developing the learners' language skills (Listening, Speaking, Reading, Writing and Grammar) and enhancing their sensitivity to literature.

The course aims at training the learners to understand and respond appropriately to what they hear, read and experience. It trains them to communicate accurately, appropriately and effectively by using a wide-ranging vocabulary, using correct grammar, spelling and punctuation. It also helps them develop a personal style through exposure to a variety of texts.

The book adopts an across-the-curriculum approach and provides exposure to learning in meaningful context. The activities challenge learners to think and imbibe what they learn.

This course aspires to create independent learners for the 21st century who can *learn, unlearn and relearn*.

To train the students in the four skills (*listening, speaking, reading and writing*), each unit includes various activities. The *Warming Up* section introduces the learners to the theme of the unit, to make predictions about the text and to formulate specific questions before they read the text. This reactivates the learners' existing knowledge.

The *Post-reading activities* have been designed to develop simple skills such as gathering facts and testing recall. In addition, these hone *Higher Order Thinking Skills*, including critical thinking, analysis, drawing inference and problem solving. These learner-centred graphic organizers have been effectively used to teach comprehension skills.

To enhance *writing skills*, the learners are encouraged to write extensively on a range of topics and for a variety of purposes.

The students are exposed to a variety of *vocabulary* types, including single words, phrases, collocations, and strategic vocabulary, as well as grammatical patterning, idioms and fixed expressions.

The *use of the dictionary* is encouraged to make the learners more self-reliant and responsible.

While the course recognizes the need for *grammar* instruction, it incorporates the teaching and learning of grammar in the larger context of language use.

The *listening and speaking* activities create a supportive classroom environment that will provide the foundation for learners to become active and purposeful listeners and confident and articulate speakers.