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English

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(Revised)

9

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UNIT 6 PROSE

ALL STORIES ARE ANANSI'S



Warm - up activity :

TEST YOUR WIT

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

ANSWERS : 3 EMIT 2 SSENKRAD 1 REVIR

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

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

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

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



Pronunciation

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

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

Glossary

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

Comprehension :

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

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

C2. Answer the following questions. Work in pairs

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

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

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

LANGUAGE ACTIVITIES:

Vocabulary

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

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

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

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

Grammar and Usage

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

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

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

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

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

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

Sentence 1 is a simple sentence.

Sentence 2 is a compound sentence.

Sentence 3 is a complex sentence.

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

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

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

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

Simple Sentences	Compound Sentences	Complex Sentences

SPEAKING AND READING

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

The first one is done for you.

Please give me a glass of water.

Asking for a glass of water.

1) _____

Asking for a ticket to Delhi.

2) _____

Asking for the exam time-table.

3) _____

Asking for a bottle of pickle at the dining table.

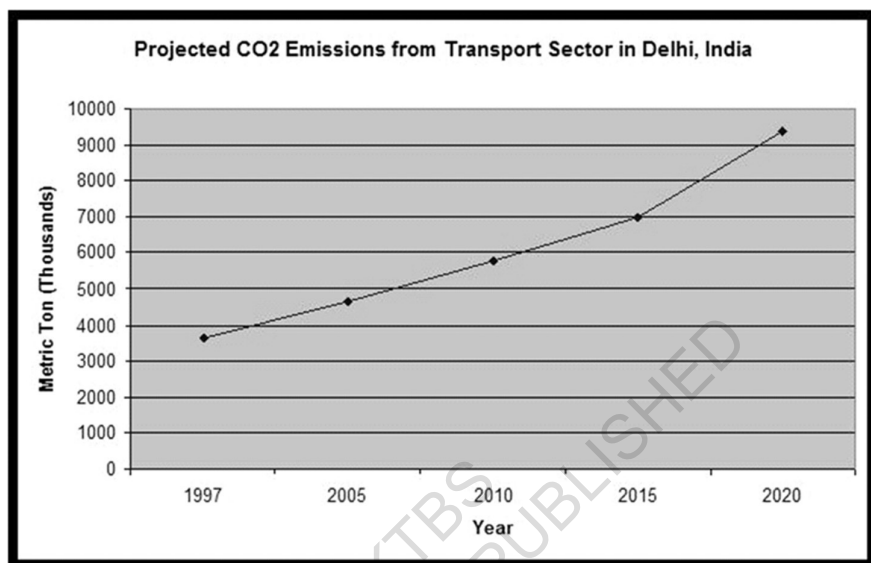
4) _____

Requesting for an ice - cream.

5) _____

Asking your grandma to tell a story.

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



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

Writing activity :

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

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

About the Author :

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

Suggested Reading.

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

POEM

THE BOLD PEDLAR AND ROBIN HOOD



M7C5C8

- FRANCIS J CHILD

Warm-up activity :

Do you know about Robin Hood?

Can you recall any legendary story of Robin Hood?

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



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

Till he cried, pedlar, pray hold your hand. 40
 O Pedlar, Pedlar, what is thy name?
 Come speedily and tell to me.
 Come, my name I ne'er will tell,
 Till both your names you have told to me. 44
 The one of us is bold Robin Hood,
 And the other is little John so free.
 Now, says the pedlar, it lays to my good will,
 Whether my name I choose to tell to thee. 48
 I am Gamble Gold of the gay green woods,
 And I traveled far beyond the sea,
 For killing a man in my father's land,
 And from my country was forced to flee. 52
 If you are Gamble Gold of the gay green woods,
 And traveled far beyond the sea,
 You are my mother's own sister's son,
 What nearer cousins can we be? 56
 They sheathed their swords, with friendly words,
 So merrily they did agree,
 They went to a tavern and there they dined,
 And cracked bottles most merrily. 60

Glossary

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

Comprehension :

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

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

C2. Discuss the following questions in groups and answer.

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

C3. Answer the following questions.

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

About the poet

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

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

II. Suggested Reading :

1. “The Highway Man” Alfred Noyes.

UNIT-7 PROSE

ON SAYING PLEASE



- A.G. Gardiner

Warm-up activity :

Here is a list of actions in column A and reactions in column B. Match them.

A

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

B

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

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

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

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

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

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

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

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

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

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

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

- A. G. Gardiner

Glossary

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

Comprehension :

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

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

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

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

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

C3. Answer the following.

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

Vocabulary

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

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

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

tol _ _ _ t

k _ _ d

cou _ _ _ ous

Pat _ _ _ t

Well mannered persone

ge _ _ _ el

sol _ _ _ _ ous

chi _ _ _ _ ous

g _ _ _ _ a _ t

Grammar and Usage

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

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

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

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

Main clause

Subordinate clause

He is the man

whom we all respect.

Main clause

Subordinate clause

When you have finished your work you may go home

Subordinate clause

main clause

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

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

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

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

Types of clauses

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

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

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

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

Language Functions

Speaking activity

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

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

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

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

- Amit : This is a wonderful present you've got me. Thank you.
 Uncle : You're welcome.
 Amit : You are very thoughtful and have picked up my favourite colour.
 Uncle : I'm glad you like it. And it has made you happy.
 Amit : Oh! More than happy. Thank you, thank you very much.

S3. You are in the market carrying four heavy bags. An elderly person comes forward to help you. You accept the help. How would you express yourself to that person.

Stranger : Can I help you dear?

Yourself : _____

Stranger : _____

Yourself : _____

Stranger : I'll keep your bags here, will that be ok?

Yourself : _____

Reading skills.

Following are a few traffic signals. What do they indicate?





Writing skills.

Write an essay on "Values in Indian Culture" in about 300 words.

About the Author

Alfred George Gardiner (1865–1946) was a British journalist and author. His essays, written under the pen-name **Alpha of the Plough**, are highly regarded. He was also Chairman of the National Anti-Sweating League, a pressure group which campaigned for a minimum wage in industry.

The essay “On Saying Please,” opens with an instance of a young lift-man in the city office who threw a passenger out of his lift for not saying the word “please.” The latter wanted to go to the top floor of the building, and he would not say “Top, please”. This annoyed the lift-man, who threw the passenger out of his lift. The act cost the lift-man his job. Gardiner then discusses the merits and demerits of the particular case and then, in his usual manner, moves on to a discussion of politeness and its importance in the social life of a man.

Suggested Reading:

The Flowering Tree by Girish Karnad.

POEM

GEOGRAPHY LESSON



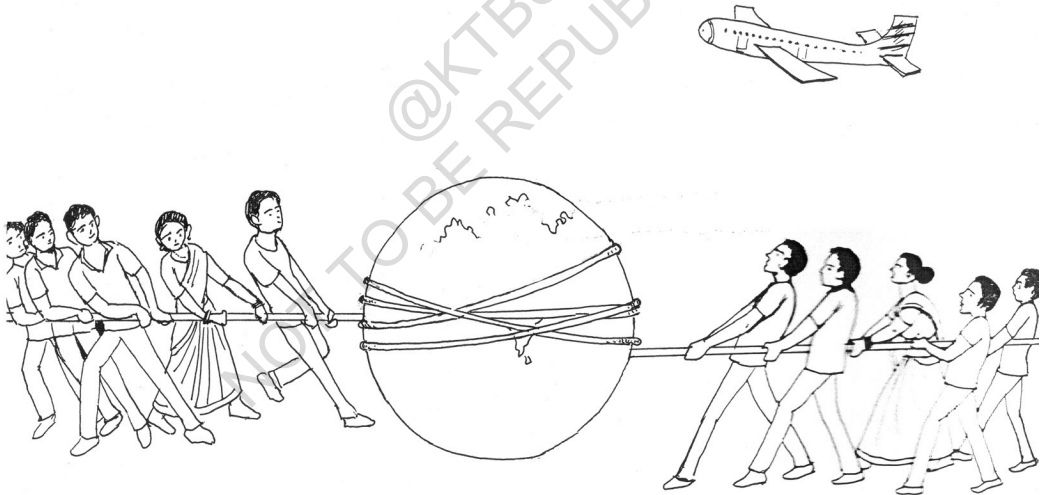
- **Zulfikar Ghose**

Warm-up activity :

Why do we have compound walls for our houses?

- 1 _____
- 2 _____
- 3 _____

Imagine if the city corporation passed a law to abolish compound walls, what would happen in your locality? Discuss.



When the jet sprang into the sky,
it was clear why the city
had developed the way it had,
seeing it scaled six inches to the mile.

4

There seemed an inevitability
 about what on ground had looked haphazard,
 unplanned and without style
 when the jet sprang into the sky. 8

When the jet reached ten thousand feet,
 it was clear why the country
 had cities where rivers ran
 and why the valleys were populated. 12

The logic of geography –
 that land and water attracted man –
 was clearly delineated
 when the jet reached ten thousand feet. 16

When the jet rose six miles high,
 it was clear that the earth was round
 and that it had more sea than land.
 But it was difficult to understand 20

that the men on earth found
 causes to hate each other, to build
 walls across cities and to kill.
 From the height, it was not clear why. 24

Glossary

inevitable : unavoidable
 haphazard : not having an obvious order or plan
 delineated : described.

Comprehension :

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

1. What did the poet see from the jet?
2. The words “haphazard” and “unplanned” are used to describe _____.
a) the scale b) the sky
c) the jet d) the cities.
3. From high above the Earth, how did the cities appear to the poet?
4. From a higher altitude what lesson could the poet learn about the cities?
5. According to the poet, what was in greater proportion on Earth?
6. According to the poet, what do men on earth do?

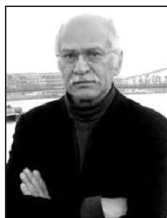
C2. Discuss the following questions in groups and answer.

1. “From above, the city looked haphazard and unplanned.” Why do you think the city looked so.
2. Geographically what is the importance of rivers and valleys? Explain their importance with reference to the second stanza of the poem?
3. The last stanza shows the degradation of human nature. Do you agree with this view? Justify your view.

C3. Ponder over the following questions and express your views in the answers.

1. The picture of the Earth zooms out in the poet's mind, and against that background we see human nature. Bring out the contrast between the Earth and human nature.
2. Imagine planet Earth having only water and no land. Do you think man would still draw boundaries and wage wars? Discuss with your friends.

About the poet



Zulfikar Ghose : Born in Sialkot India (now Pakistan) on March 13, 1935. He is a novelist, a poet and an essayist. After the partition of India Ghose and his family emigrated to England, where he completed his education and took up the teaching profession. Later, he went to America and since then has lived in Texas.

Suggested Reading :

1. *"You Laughed And Laughed And Laughed"*
by Gabriel Okara.

UNIT 8 PROSE



THE STORY-TELLER

- Saki (H H Munro)

Warm-up activity :

Children always like journeying. But very soon, they get bored; but one cannot stop the journey. One has to engage the children or else they start disturbing the people around. Think of different ways of engaging the attention of the children for a few minutes and share your thoughts with your friends. See how, in the following story, an aunt and a bachelor try to pacify a restless children. Find out who is the gifted story-teller here.

1. It was a hot afternoon, and the railway carriage was correspondingly sultry, and the next stop was at Templecombe, nearly an hour ahead. The occupants of the carriage were a small girl, and a smaller girl, and a small boy. An aunt belonging to the children occupied one corner seat, and the further corner seat on the opposite side was occupied by a bachelor who was a stranger to their party, but the small girls and the small boy emphatically occupied the compartment. Both the aunt and the children were conversational in a limited, persistent way, reminding one of the attentions of a housefly that refuses to be discouraged. Most of the aunt's remarks seemed to begin with "Do not," and nearly all of the children's remarks began with "Why?" The bachelor said nothing out loud.
2. "Do not, Cyril, Do not," exclaimed the aunt, as the small boy began smacking the cushions of the seat, producing a cloud of dust at each blow.
"Come and look out of the window," she added.
3. The child moved reluctantly to the window. "Why are those sheep being driven out of that field?" he asked.

4. "I expect they are being driven to another field where there is more grass," said the aunt weakly.
5. "But there is lots of grass in that field," protested the boy; "there's nothing else but grass there. Aunt, there is lots of grass in that field."
6. "Perhaps the grass in the other field is better," suggested the aunt fatuously.
7. "Why is it better?" came the swift, inevitable question.
8. "Oh, look at those cows!" exclaimed the aunt. Nearly every field along the line had contained cows or bullocks, but she spoke as though she were drawing attention to a rarity.
9. "Why is the grass in the other field better?" persisted Cyril.
10. The frown on the bachelor's face was deepening to a scowl. He was a hard, unsympathetic man, the aunt decided in her mind. She was utterly unable to come to any satisfactory decision about the grass in the other field.
11. The smaller girl created a diversion by beginning to recite "On the Road to Mandalay." She only knew the first line, but she put her limited knowledge to the fullest possible use. She repeated the line over and over again in a dreamy but resolute and very audible voice; it seemed to the bachelor as though someone had had a bet with her that she could not repeat the line aloud two thousand times without stopping. Whoever it was, who had made the wager was likely to lose his bet.
12. "Come over here and listen to a story," said the aunt, when the bachelor had looked twice at her and once at the communication cord.
13. The children moved listlessly towards the aunt's end of the carriage. Evidently her reputation as a story-teller did not rank high in their estimation.
14. In a low, confidential voice, interrupted at frequent intervals by loud, petulant questioning from her listeners, she began an

unenterprising and deplorably uninteresting story about a little girl who was good, and made friends with everyone on account of her goodness, and was finally saved from a mad bull by a number of rescuers who admired her moral character.

15. "Wouldn't they have saved her if she had not been good?" demanded the bigger of the small girls. It was exactly the question that the bachelor had wanted to ask.
16. "Well, yes," admitted the aunt lamely, "but I don't think they would have run quite so fast to her help if they had not liked her so much."
17. "It is the stupidest story I've ever heard," said the bigger of the small girls, with immense conviction.
18. "I didn't listen after the first bit, it was so stupid," said Cyril.
19. The smaller girl made no actual comment on the story, but she had long ago recommenced a murmured repetition of her favourite line.
20. "You don't seem to be a success as a story-teller," said the bachelor suddenly from his corner.
21. The aunt bristled in instant defence at this unexpected attack.
22. "It's a very difficult thing to tell stories that children can both understand and appreciate," she said stiffly.
23. "I don't agree with you," said the bachelor.
24. "Perhaps you would like to tell them a story," was the aunt's retort.
25. "Tell us a story," demanded the bigger of the small girls.
26. "Once upon a time," began the bachelor, "there was a little girl called Bertha, who was extraordinarily good."
27. The children's momentarily-aroused interest began at once to flicker; all stories seemed dreadfully alike, no matter who told them.
28. "She did all that she was told, she was always truthful, she kept her clothes clean, ate milk puddings as though they were jam tarts, learned her lessons perfectly, and was polite in her manners."

29. "Was she pretty?" asked the bigger of the small girls.
30. "Not as pretty as any of you," said the bachelor, "but she was horribly good."
31. There was a wave of reaction in favour of the story; the word horrible in connection with goodness was a novelty that commended itself. It seemed to introduce a ring of truth that was absent from the aunt's tales of infant life.
32. "She was so good," continued the bachelor, "that she won several medals for goodness, which she always wore, pinned on to her dress. There was a medal for obedience, another medal for punctuality, and a third for good behaviour. They were large metal medals and they clinked against one another as she walked. No other child in the town where she lived had as many as three medals, so everybody knew that she must be an extra good child."
33. "Horribly good," quoted Cyril.
34. "Everybody talked about her goodness, and the Prince of the country got to hear about it, and he said that as she was so very good she might be allowed once a week to walk in his park, which was just outside the town. It was a beautiful park, and no children were ever allowed in it, so it was a great honour for Bertha to be allowed to go there."
35. "Were there any sheep in the park?" demanded Cyril.
36. "No," said the bachelor, "there were no sheep."
37. "Why weren't there any sheep?" came the inevitable question arising out of that answer.
38. The aunt permitted herself a smile, which might almost have been described as a grin.
39. "There were no sheep in the park," said the bachelor, because the prince's mother had once had a dream that her son would either be killed by a sheep or else by a clock falling on him. For this reason the Prince never kept sheep in his park or a clock in his palace."
40. The aunt suppressed a gasp of admiration.

41. "Was the Prince killed by a sheep or by a clock?" asked Cyril.
42. "He is still alive, so we can't tell whether the dream will come true," said the bachelor unconcernedly; "anyway, there were no sheep in the park, but there were lots of little pigs running all over the place."
43. "What colour were they?"
44. "Black with white faces, white with black spots, black all over, grey with white patches, and some were white all over."
45. The story-teller paused to let a full idea of the park's treasures sink into the children's imaginations; then he resumed:
46. "Bertha was rather sorry to find that there were no flowers in the park. She had promised her aunts, with tears in her eyes, that she would not pick any of the kind Prince's flowers, and she had meant to keep her promise, so of course it made her feel silly to find that there were no flowers to pick."
47. "Why weren't there any flowers?"
48. "Because the pigs had eaten them all," said the bachelor promptly. "The gardeners had told the Prince that you couldn't have pigs and flowers, so he decided to have pigs and no flowers."
49. There was a murmur of approval at the excellence of the Prince's decision; so many people would have decided the other way.
50. "There were lots of other delightful things in the park. There were ponds with gold and blue and green fish in them, and trees with beautiful parrots that said clever things at a moment's notice, and humming birds that hummed all the popular tunes of the day. Bertha walked up and down and enjoyed herself immensely, and thought to herself : 'If I were not so extraordinarily good I should not have been allowed to come into this beautiful park and enjoy all that there is to be seen in it.' Her three medals clinked against one another as she walked, and helped to remind her how very good she really was. Just then an enormous wolf came prowling into the park to see if it could catch a fat little pig for its supper."

51. "What colour was it?" asked the children, amid an immediate quickening of interest.
52. "Mud-colour all over, with a black tongue and pale grey eyes that gleamed with unspeakable ferocity. The first thing that it saw in the park was Bertha: her pinafore was so spotlessly white and clean that it could be seen from a great distance. Bertha saw the wolf and saw that it was stealing towards her, and she began to wish that she had never been allowed to come into the park. She ran as hard as she could, and the wolf came after her with huge leaps and bounds. She managed to reach a shrubbery of myrtle bushes and she hid herself in one of the thickest of the bushes. The wolf came sniffing among the branches, its black tongue lolling out of its mouth and its pale grey eyes glaring with rage. Bertha was terribly frightened, and thought to herself: "If I had not been so extraordinarily good I should have been safe in the town at this moment." However, the scent of the myrtle was so strong that the wolf could not sniff out where Bertha was hiding, and the bushes were so thick that he might have hunted about in them for a long time without catching sight of her, So he thought he might as well go off and catch a little pig instead. Bertha was trembling very much at having the wolf prowling and sniffing so near her, and as she trembled, the medal for obedience clinked against the medals for good conduct and punctuality. The wolf was just moving away when he heard the sound of the medals clinking and stopped to listen: they clinked again in a bush quite near him. He dashed into the bush, his pale grey eyes gleaming with ferocity and triumph, and dragged Bertha out and devoured her to the last morsel.
53. All that was left of her were her shoes, bits of clothing, and the three medals for goodness."
54. "Were any of the little pigs killed?"
55. "No, they all escaped."
56. "The story began badly," said the smaller of the small girls, "but it had a beautiful ending."

57. "It is the most beautiful story that I ever heard," said the bigger of the small girls, with immense decision.
58. "It is the only beautiful story I have ever heard," said Cyril.
59. A dissentient opinion came from the aunt.
60. "A most improper story to tell to young children! You have undermined the effect of years of careful teaching."
61. "At any rate," said the bachelor, collecting his belongings preparatory to leaving the carriage, "I kept them quiet for ten minutes, which was more than you were able to do."
62. "Unhappy woman!" he observed to himself as he walked down the platform of Templecombe station; "for the next six months or so those children will assail her in public with demands for an improper story!"

Glossary :

sultry	:	uncomfortably warm.
persistent	:	doing something continuously
smack	:	to hit forcefully
reluctant	:	unwilling
fatuous	:	stupid
frown	:	facial expression showing annoyance
scowl	:	a very annoyed expression
wager	:	bet
listlessly	:	unwillingly
petulant	:	ill-tempered
retort	:	angry reply
flicker	:	begin to go down
grin	:	to smile widely
pinafore	:	loose garment without sleeves, worn over clothes to keep them clean.

leaps and bounds	:	very quickly
shrubby	:	undergrowth
sniff out	:	recognise by smelling.
catching sight of her	:	seeing her
dissentient	:	different
undermined	:	damaged

Comprehension :

C1. Answer the following questions in a sentence each :

1. Who were the occupants of the carriage?
2. What questions haunted Cyril when he saw sheep in the field?
3. What made the aunt decide that the bachelor was a hard and unsympathetic man?
4. Who saved the little girl in the aunt's story?
5. Name the little girl in the bachelor's story.
6. What remark of the bachelor's story created a wave of reaction in favour of the story?
7. How did the prince of the country come to know about Bertha?
8. How did the prince of the country honour Bertha?
9. Why was it a great honour for Bertha being allowed into the Prince's park?
10. When did Bertha begin to wish that she had never been allowed into the park?
11. The wolf located Bertha while she was hiding in the bushes by
 - a) sniffing around
 - b) the clinking sound of the medals
 - c) her spotlessly white and clean pinafore.
12. What was the aunt's reaction to the bachelor's story?

C2. Work in pairs and answer the following in a few lines each :

1. How did the bachelor describe
 - a) the pigs in the park
 - b) the fish in the park?
 - c) the wolf in the park
2. What qualities of Bertha earned her the three medals?
3. Give reasons for
 - a) the absence of sheep in the prince's park.
 - b) the absence of flowers in the prince's park.
 - c) Bertha feeling sorry for the absence of flowers in the prince's park.
4. What are the two different thoughts of Bertha on her being extraordinarily good, when she was in the prince's park?

C3. Discuss in groups and answer the following questions.

1. How did the medals earn respect for Bertha, as well as cause her death?
2. The aunt terms the bachelor's story as the most improper one. Do you agree with her? Give reasons.
3. What elements in the bachelor's story appealed to the children?
4. How would the story have ended if Bertha had not pinned the medals on her pinafore?

LANGUAGE ACTIVITIES:

Vocabulary

V1. Match the words in column 'A' with their meaning in column 'B';

A	B
1. banish	a. the place where a person lives
2. humble	b. turn quickly
3. domicile	c. stinking
4. foul-smelling	d. expel
5. predator	e. modest
6. flip	f. an animal that hunts, kills and eats other animals

V2. Which of the following expressions is correct?

1. a flock of birds / a flight of birds.
2. a swarm of insects / a colony of insects.
3. a herd of goats / a flock of goats.
4. a troupe of actors / a company of actors.
5. a wad of bank notes / a roll of bank notes.
6. a pack of cards / a deck of cards.
7. a team of experts / a panel of experts.
8. a bunch of grapes / a cluster of grapes.

V3. Write the synonyms and antonyms for the following words

calm, ignore, gentle, curious, humble, revive, encounter,
pleasant, deter, warm, dignified, charming

Grammar and Usage**Time and Tense :**

G1. Read the following table carefully and match the details given in column A with the details given in Column B, and C. One is done for you. :

No.	A	B	C
	Statement	Tense form	Time reference
1.	Every day, I study for six hours.	Past	Future
2.	Meet me tomorrow.	Present	Future
3.	The train arrives on platform no. 4 in a few minutes.	Past	Present-upto now
4.	My aunt is visiting us next sunday. So, I cannot join you for the next party.	Present	Future-up to them
5.	We are going to buy a new car.	Present	Past (Single event)
6.	have finished my homework.	Present	Past
7.	I had finished my homework by the time my friend came. So, my father allowed me to go with him.	Present	Present, past and future (all time)
8.	Sushma won the first prize in the recitation competition.	Present	Future

	A	B	C
No	Statement	Tense	Time
1.	Every day, I study for 5 hours.	Present	Present, Future

G2. a) Fill in the blanks with suitable forms of the verbs given in the brackets.

I am Shankar. I am an English teacher. I _____ (work) in Sarvodaya High School in Jayanagar. Every day, I _____ (go) to Bengaluru by train. The train is at 6 O'clock. So, I _____ (get) up at 4:30 and leave home around 5:30. My friend, Suresh _____ (join) me on the way to the railway station. He is also a teacher. He _____ (teach) Biology. The train _____ (reach) Bengaluru around 8:30. We _____ (take) a B.M.T.C. bus from the Railway station to Jayanagar.

b) Using the details given in the table below, construct sentences using the appropriate tense form of the verbs underlined. One is done for you.

Eg. 1. Lakshmi goes to school every day but yesterday she went to Vijayapura to attend her friend's marriage.

	Every day	Yesterday
1.	<u>Go</u> to school	Go to Vijayapura to attend a friend's marriage.
2.	Evening <u>practise</u> music.	Evening - <u>visit</u> Golgumbaz.
3.	<u>Help</u> her brother in his home work.	<u>Go</u> to a movie.

	Every week	Last week
4.	Visit her grandmother.	Spend time with relatives.
5.	Thursday - go swimming.	Thursday - attend a music concert

G3. Complete the following conversation using the correct form of the verbs given in brackets.

Dhaman : Good morning, Mr. Salunke. I am from 'Suvarna Karnataka' newspaper. I _____ (write) an article on the lifestyle of wrestlers. Can I trouble you tomorrow for an interview?

Salunke : I _____ (be) afraid I will not be free tomorrow. I _____ (go) to Hyderabad to attend a conference. I _____ (back) day after tomorrow.

Dhaman : Oh! I have to submit my article the day after tomorrow. Do you _____ (think) you can spare a few minutes now?

Salunke : Umm! Well, I think I can _____ (spare) five minutes for you now.

Dhaman : Thank you very much. Tell me, how you _____ (prepare) yourself for the wrestling competition.

Salunke : Everyday, I _____ (get) up very early in the morning. I _____ (spend) nearly six hours in the gymnasium. But my friend Raghu _____ (spend) only two hours in the gym. Our trainer _____ (train) us rigorously.

Dhaman : What diet _____ you _____ (follow)?

Salunke : I _____ (prefer) lots of cereals and greens. But Raghu _____ (prefer) non-vegetarian diet.

G4. Give reasons for the following. Use the verb given in the brackets. The first one is done for you.

1. The room is clean. Someone has cleaned the room.
2. I am not hungry. I _____ just _____ my lunch. (have)
3. The house is dirty. They _____ not _____ it for months. (clean)
4. The road is closed. There _____ an accident. (be)
5. The chocolate box is empty. Somebody _____ all the chocolates. (eat)
6. The watch is not working. You _____ the watch. (break)

Past Tense :

G5. Rewrite the following by filling in the blanks with the past form of the verbs given in brackets. (You may have to use the past simple, past progressive and past perfect)

1. The children _____ (make) a lot of noise which _____ (disturb) the bachelor. The little girl _____ (sing) the first line of a poem repeatedly. Cyril _____ (smack) the cushions of the seat. When the aunt _____ (ask) him to look out of the window, he _____ (start) asking questions about the sheep that _____ (be) in the field. The aunt _____ (try) to calm down the children by telling them a story. But the children did not like her narration. The bachelor _____ (decide) to tell them a story. His style of narration _____ (appeal) to the imagination of the children. They _____ (listen) to the story with rapt attention and _____ (enjoy) the story.
2. When I came home, my sister _____ (work) on the computer.
3. While Suresh _____ (read) the text, Sony _____ (note down) the main points.
4. The phone _____ (ring) while I _____ (have) my dinner.

Listening and Speaking :

- a) Role Play : Take the roles of the prince and his mother. Enact the mother's dream of deciding not to have either sheep or clocks around.
- b) You have observed how children interrupt the narration of a story. Ask one of your friends to tell a story. While listening to the story, keep interrupting the narration by asking questions related to the story. Ask at least ten interrupting questions.
- c) Listen to your teacher reading the following words aloud. Note the past marker 'ed' getting pronounced as /t/or/d/or/id/asked, wanted, decided, moved, learned, labelled, looked, liked, knitted, baked, bagged, crowded, gathered, chanted, bombed.

Now write the words in the appropriate column given below.

/t/ asked	/d/ moved	/id/ chanter
--------------	--------------	-----------------

About the author :

Hector Hugh Munro (18 December 1870 – 14 November 1916), better known by the pen name Saki, and also frequently as H. H. Munro, was a British writer whose witty, mischievous and sometimes macabre stories satirised Edwardian society and culture. He is considered a master of the short story and often compared to O. Henry and Dorothy Parker. Influenced by Oscar Wilde, Lewis Carroll, and Kipling, he himself influenced A. A. Milne, Noël Coward, and P. G. Wodehouse.

POEM

ETHICS



- Linda Pastan

Warm-up activity :

In the days of remote past, curd-sellers used to carry curds in small pots. On one such occasion, while a curd-seller was carrying a pot-filled basket on her head, an eagle was flying over her head with its prey, a cobra. The angry and frightened cobra, in its attempt to free itself from the clutches of the eagle, was striking at the eagle with its hood. In this process, the snake's venom fell into the curds. A little boy who ate that curds died. A trial was conducted and the curd-seller was summoned to the King's court. The curd-seller passed on the buck to the snake and the snake in turn on to the eagle. The eagle pleaded its innocence and said that it was natural for an eagle to prey on snakes for food.

Now, who should take the moral responsibility for the boy's death- is the question. Discuss with your friends and justify your answer.

In ethics class so many years ago
our teacher asked this question every fall:
If there were a fire in a museum,
which would you save, a Rembrandt painting
or an old woman who hadn't many 5
years left anyhow? Restless on hard chairs
caring little for pictures or old age
we'd opt one year for life, the next for art
and always half-heartedly. Sometimes the
woman borrowed my grandmother's face 10

leaving her usual kitchen to wander
 some drafty, half imagined museum.
 One year, feeling clever, I replied
 why not let the woman decide herself?
 Linda, the teacher would report, eschews 15
 the burdens of responsibility.
 This fall in a real museum I stand
 before a real Rembrandt, old woman,
 or nearly so, myself. The colors
 within this frame are darker than autumn, 20
 darker even than winter—the browns of earth,
 though earth's most radiant elements burn
 through the canvas. I know now that woman
 and painting and season are almost one
 and all beyond saving by children. 25

Glossary:

ethics	:	moral values of human conduct
fall (n)	:	autumn
rembrandt	:	Rembrandt Harmenszoon van Rijn (1606-69), Dutch painter, noted for his handling of shade and light, especially in his portraits
opt	:	choose
report	:	tell about
drafty (adj)	:	characterized by or admitting currents of air, usually uncomfortable.
eschew	:	avoid

Comprehension .:

C1. Answer the following questions in a sentence each:

1. What question did the teacher ask every time?
2. Were the children able to answer the question correctly?
3. The children responded to the question _____.
 - a) by debating on the question enthusiastically
 - b) half- heartedly.
 - c) by giving different answers at different times.
4. Where is the speaker working when the speaker narrates this incident?
5. What had the speaker realized after many years?

- C2. 1. Pick out the expression in the poem that indicates that the question did not interest the children.
2. The children were “restless on hard chairs” because
 - a) they were eager to answer the question immediately.
 - b) they were unable to understand the ethics dilemma.
 - c) the hardness of the chair affected their calmness.
 3. The images “half-heartedly” and “half-imagined” could mean
 - a) the children perceived the idea of ethical responsibility very faintly.
 - b) the ethical dilemma was beyond their understanding and experience.
 - c) children could not understand the gravity of the question.

[Note: There could be more than one correct option.]

C3. Discuss with your friends if the poem is only about a lesson of ethics learnt in school or if it offers something higher than this.

C4. List a few ethics you have to follow in the situations given below:

- | | |
|----------------------|--|
| a) Place of work. | b) Place of learning (a school / class). |
| c) Place of worship. | d) Place of living. |

About the poet :

Linda Pastan was born in 1932 to a Jewish family in Bronx, New York. She graduated from Radcliffe College and received an MA from Brandeis University. She has many awards and honours to her credit. Pushcart Prize, Dylan Thomas Award, Alice Fay di Castagnola Award, the Bess Hokin Prize are a few to name. She served as the Poet Laureate of Maryland. Linda Pastan now lives in Potomac, Maryland.

UNIT 9 PROSE

AN ASTROLOGER'S DAY



- R.K. Narayan

Warm-up activity :

“Stars repel they do not compel.”

“Man is the maker of his own destiny.”

Discuss in groups the significance of the above sayings.

Note: Life brings about changes that are good, changes that test us or changes that leave us broken. Life surprises us with unexpected changes.

1. Punctually at midday he opened his bag and spread out his professional equipment, which consisted of a dozen cowry shells, a square piece of cloth with obscure mystic charts on it, a notebook, and a bundle of palmyra writing. His forehead was resplendent with sacred ash and vermilion, and his eyes sparkled with a sharp, abnormal gleam which was really an outcome of a continual searching look for customers, but which his simple clients took to be a prophetic light and felt comforted. The power of his eyes was considerably enhanced by their position - placed as they were between the painted forehead and the dark whiskers which streamed down his cheeks: even a half-wit's eyes would sparkle in such a setting. To crown the effect he wound a saffron-coloured turban round his head. This colour scheme never failed. People were attracted to him as bees are attracted to cosmos or dahlia stalks. He sat under the boughs of a spreading tamarind tree which flanked a path running through the town hall park. It was a remarkable place in many ways: a surging crowd was always moving up and down this narrow road morning till night. A variety of trades and occupations was represented all along its way: medicine sellers, sellers of stolen hardware and junk, magicians, and above all, an auctioneer of cheap cloth, who

created enough din all day to attract the whole town. Next to him in vociferousness came a vendor of fried groundnut, who gave his ware a fancy name each day, calling it "Bombay Ice Cream" one day and on the next "Delhi Almond," and on the third "Raja's Delicacy," and so on and so forth and people flocked to him. A considerable portion of this crowd dallied before the astrologer too. The astrologer transacted his business by the light of a flare which crackled and smoked up above the groundnut heap nearby. Half the enchantment of the place was due to the fact that it did not have the benefit of municipal lighting. The place was lit up by shop lights. One or two had hissing gaslights, some had naked flares stuck on poles, some were lit up by old cycle lamps, and one or two, like the astrologer's, managed without lights of their own. It was a bewildering criss-cross of light rays and moving shadows. This suited the astrologer very well, for the simple reason that he had not in the least intended to be an astrologer when he began life and he knew no more of what was going to happen to others than he knew what was going to happen to himself next minute. He was as much a stranger to the stars as were his innocent customers. Yet he said things which pleased and astonished everyone; that was more a matter of study, practice and shrewd guesswork. All the same, it was as much an honest man's labour as any other, and he deserved the wages he carried home at the end of the day.

2. He had left his village without any previous thought or plan. If he had continued there, he would have carried on the work of his forefathers - namely, tilling the land, living, marrying, and ripening in his cornfield and ancestral home. But that was not to be. He had to leave home without telling anyone and he could not rest till he left it behind a couple of hundred miles. To a villager, it is a great deal, as if an ocean flowed between.
3. He had a working analysis of mankind's troubles: marriage, money and the tangles of humanity. Long practice had sharpened his perception. Within five minutes he understood what was wrong. He charged three paise per question, never opened his mouth till the

other had spoken for at least ten minutes, which provided him enough stuff for a dozen answers and advices. When he told the person before him, gazing at his palm, "in many ways you are not getting the results for your efforts," nine out of ten were disposed to agree with him. Or he questioned, "Is there any woman in your family, may be even a distant relative, who is not well disposed towards you?" or he gave an analysis of character: "Most of your troubles are due to your nature and a rough exterior". This endeared him to their hearts immediately, for even the mildest of us loves to think that he has a forbidding exterior.

4. The nuts vendor blew out his flare and rose to go home. This was a signal for the astrologer to bundle up too, since it left him in darkness except for a little shaft of green light which strayed in from somewhere and touched the ground before him. He picked up his cowry shells and paraphernalia and was putting them back into his bag when the green shaft of light blotted out; he looked up and saw a man standing before him. He sensed a possible client and said, "You look so careworn. It will do you good to sit down for a while and chat with me." The other grumbled some reply vaguely. The astrologer pressed his invitation; where upon the other thrust his palm under his nose, saying, "You call yourself an astrologer?" The astrologer felt challenged and said, tilting the other's palm towards the green shaft of light. "Yours is a nature.. ...", "Oh, stop that," the other said. "Tell me something worthwhile..."
5. Our friend felt piqued. "I charge only three paise per question and what you get ought to be good enough for your money. ..." At this, the other withdrew his arm, took out an anna and flung it out to him, saying, "I have some questions to ask. If I prove you are bluffing, you must return that anna to me with interest."
6. "If you find my answers satisfactory, will you give me five rupees?"
7. "No"
8. "Or will you give me eight annas?"

9. "All right, provided you give me twice as much if you are wrong," said the stranger.

This pact was accepted after a little further argument. The astrologer sent up a prayer to heaven as the other lit a cheroot. The astrologer caught a glimpse of his face by the matchlight. There was a pause as cars hooted on the road, jutka drivers swore at their horses, and the babble of the crowd agitated the semi-darkness of the park. The other sat down, sucking his cheroot, puffing out, and sat there ruthlessly. The astrologer felt very uncomfortable. "Here, take your anna back. I am not used to such challenges. It is late for me today ..." He made preparations to bundle up. The other held his wrist and said, "You can't get out of it now. You dragged me in while I was passing." The astrologer shivered in his grip and his voice shook and became faint. "Leave me today. I will speak to you tomorrow." The other thrust his palm in his face and said: "Challenge is challenge. Go on." The astrologer proceeded with his throat drying up, "There is a woman..."

10. "Stop," said the other. "I don't want all that. Shall I succeed in my present search or not? Answer this and go. Otherwise I will not let you go till you disgorge all your coins." The astrologer muttered a few incantations and replied, "All right. I will speak. But will you give me a rupee if what I say is convincing? Otherwise I will not open my mouth and you may do what you like." After a good deal of haggling the other agreed. The astrologer said, "You were left for dead. Am I right?"
11. "Ah, tell me more."
12. "A knife has passed through you once?" said the astrologer."
13. "Good fellow!" he bared his chest to show the scar "What else?"
14. "And then you were pushed into a well nearby in the field. You were left for dead."
15. "I should have been dead if some passerby had not chanced to peep into the well," exclaimed the other, overwhelmed by enthusiasm. "When shall I get at him?" he asked clenching his fist.

16. "In the next world," answered the astrologer. "He died four months ago in a far-off town. You will never see any more of him." The other groaned on hearing it. The astrologer proceeded:
17. "Guru Nayak...."
18. "You know my name!" the other said, taken aback.
19. "As I know all other things. Guru Nayak, listen carefully to what I have to say. Your village is two day's journey due north of this town. Take the next train and be gone. I see once again great danger to your life if you go from home." He took out a pinch of sacred ash and held it to him. "Rub it on your forehead and go home. Never travel southward again and you will live to be a hundred."
20. "Why should I not leave home again?" the other said reflectively. "I was only going away now and then to look for him and to choke out his life if I met him." He shook his head regretfully. "He has escaped my hands. I hope at least he died as he deserved." "Yes," said the astrologer. "He was crushed under a lorry." The other looked gratified to hear it.
21. The place was deserted by the time the astrologer picked up his articles and put them into his bag. The green shaft was also gone, leaving the place in darkness and silence. The stranger had gone off into the night, after giving the astrologer a handful of coins.
22. It was nearly midnight when the astrologer reached home. His wife was waiting for him at the door and demanded an explanation. He flung the coins at her and said, "Count them. One man gave all that."
23. "Twelve and a half annas," she said counting. She was overjoyed. "I can buy some jaggery and coconut tomorrow. The child has been asking for sweets for so many days now. I will prepare some nice stuff for her." "The swine has cheated me! He promised me a rupee," said the astrologer. She looked up at him, "You look worried, what is wrong?"
24. "Nothing."

25. After dinner, sitting on the pyol, he told her, "Do you know a great load is gone from me today? I thought I had the blood of a man on my hands all these years. That was the reason why I ran away from home, settled here, and married you. He is alive."
26. She gasped. "You tried to kill!"
27. "Yes, in our village, when I was a silly youngster. We drank, gambled and quarreled badly one day - why think of it now? Time to sleep." he said, yawning, and stretched himself on the pyol.

Glossary

obscure	: difficult to understand
mystic	: spiritual
prophetic	: predictive
paraphernalia	: belongings
mutter	: incoherent/ incomprehensible speech
gratified	: thankful

Comprehension :

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

1. What articles did the astrologer carry?
2. What were the different names given by the nuts vendor for his business?
3. What kind of life would the astrologer have in his own village?
4. How much did the astrologer charge for his new clients?
5. Why did the astrologer remain silent for at least ten minutes, initially?
6. What was the signal for the astrologer to bundle up?
7. How much did the astrologer demand from his new client to answer his question?
8. What did the astrologer ask Guru Nayak to do?

C2. Working in pairs, discuss the answers to the following questions and write them in your notebook.

1. Why did the astrologer have no light of his own for his business?
2. Why did the astrologer close his business when the nuts vendor blew out his flare?
3. How efficient was the astrologer in his business?
4. "When shall I get him?"
 - a) Who was this question asked to?
 - b) Whom does "I" refer to?
 - c) Why does the speaker want to get him?
5. "You look worried. What is wrong?"
 - a) Who is the speaker?
 - b) Whom does "you" refer to?
 - c) Why was he worried?

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

1. Why did the astrologer run away from his village?
2. In the story, do you think the astrologer should be punished for his crime?
3. Describe how the astrologer felt at the end of the story.?
4. Describe the role of fate and chance in the story.
5. Does the story make you think that all astrologers are false? Write about it.
6. How has R.K. Narayan portrayed the attractive appearance of the astrologer?

C4. Read the following sentences from the story and arrange them in the sequential order as they appear in the story.

1. Take the next train and go home.
2. The astrologer pressed his invitation.
3. He was as much a stranger to the stars as were his innocent customers.

4. The astrologer got a glimpse of his face by the matchlight.
5. The place was lit up by shop lights.
6. The child has been asking for sweets for so many days.
7. The nuts vendor blew out his flare and rose to go home.

LANGUAGE ACTIVITIES:

Vocabulary

V1. Word formation

Make new words by adding the ending given in the box to the root words. Fill in the table with the new words. You may have to add/drop a letter from the root word to make a new word. Put a cross(x) where the ending and the root word do not match.

		ed	ing	er	ly	ful	less
1.	Help						
2.	End						
3.	Hope						
4.	Enjoy						
5.	Shape						
6.	Smile						
7.	Run						

V2. Fill in the blanks with suitable letters to arrive at the given meaning. Refer to the dictionary for the words.

- a) sent = gift
- b) sent = hate
- c) sent = agreement
- d) sent = approval

V3. You know homophones are words that sound similar but have different spellings and meanings. Here are a few words:

peace - piece	lone - loan
hour - our	died - dyed
fore - four	raze - raise
bear - bare	break - brake
pair - pear	role - roll

Work in pairs. With the help of a dictionary find out the meaning of the above words and use them in sentences of your own.

V4. Match the meanings with the following phrases and use them in sentences of your own.

PHRASES	MEANINGS
a) on account of	i. to begin a new course
b) to bear with	ii. deprived of
c) in the midst of	iii. to put up with
d) to be accustomed to	iv. owing to
e) to take a new turn	v. to get used to
f) bereft of	vi. in the middle of

Grammar and Usage

Reported speech:

Look at the following sentences and observe the changes from direct to reported speech.

1. Mohan said, "I was late yesterday". (Direct Speech)
Mohan said that he had been late (Reported Speech)
the day before.
2. Mohan said, "I am late today". (Direct Speech)
Mohan said that he was late that day. (Reported Speech)
3. "My father isn't well", said she. (Direct Speech)
She said that her father wasn't well. (Reported Speech)
4. "I must write to my father", said Alan. (Direct Speech)
Alan said that he had to write to his (Reported Speech)
father.
5. "Why have you locked the door?", (Direct Speech)
the teacher said.
The teacher asked me why I had (Reported Speech)
locked the door.

G1. Now complete the following sentences:

DIRECT SPEECH

REPORTED SPEECH

- | | |
|---|---|
| 1. He said, "I live in New York." | He said that in New York. |
| 2. She said: "I'm going to go shopping." | She said that.. . .going to go shopping. |
| 3. He said, "I'll see you later." | He said |
| 4. Anu said, "I went to a movie last night." | Anu said that she movie last night." |
| 5. James asked "Do you want to come out tonight?" | James asked if I wanted to go out that night. |

G2 After observing the changes from direct into reported speech, now change the following sentences into reported speech. First few are done for you.

Imagine that you had decided to pay a surprise visit to some friend's house last week. Report the questions that your host asked you, using the phrases given below.

He asked if.. He tried to find out.....

He wondered if..... He inquired me.....

He wanted to know if...

Hello! Welcome! Did you have a good journey?

When did you arrive?

Are you all right?

Have you had lunch yet?

Do you want coffee?

Why don't you phone us?

He welcomed me. He wondered if I had a good journey.

G3. Error corrections

I. Punctuate the following sentences:

1. Rashmi said yamuna you are late today
2. What a beautiful garden it is
3. People enjoyed the cricket match didn't they
4. Unless he improves his bowling he cannot be selected for the match

II. Spot the errors in the following sentences and re write them correctly.

1. They are going to Himalayas.
2. Raju prefers idly than chapati.
3. One of the boy looks sad.
4. Mathematics are my favourite subject.
5. A bunch of keys were found in my room.
6. My neighbour is a honest man.
7. Rafi wanted an one rupee.
8. Kiran's brother is a M.L.A.
9. Our school bought a lot of furnitures.
10. I met an European.

Listening skill

(Listening to and following instructions)

Have you been to the marketplace in the city or town? If so, narrate to the class about the people, location of the market and goods sold in the market.

Imagine that you are a vegetable seller/street vendor in the marketplace. Your teacher will give you some instructions on how a vegetable, fruit, flower seller/street vendor sells his goods in the marketplace.

Listen carefully and mime those instructions appropriately.

Speaking skill

Work with your partner. Talk to each other and note down the time taken by both of you.

Activity	Time taken by	
	YOU	PARTNER
1. doing regular exercise		
2. having bath		
3. dressing for school		
4. having breakfast		
5. doing homework		

e.g.

You : How much time do you take to have bath?

Partner : I take fifteen minutes.

About the Author



R. K. Narayan (10 October 1906 – 13 May 2001), (shortened form for Rasipuram Krishnaswami Iyer Narayanaswami) is an Indian author whose works of fiction include a series of books about people and their interactions in an imagined town called Malgudi. He is credited with bringing Indian literature in English to the rest of the world, and is regarded as one of India's greatest novelists.

Narayan's works also include *The Financial Expert*, hailed as one of the most original works of 1951. His *The Guide* won the Sahitya Akademi Award.

In a writing career that spanned over sixty years, Narayan received many awards and honours. These include the AC Benson Medal from the Royal Society of Literature and the Padma Vibhushan, India's second-highest civilian award.

POEM

GOODBYE PARTY FOR MISS PUSPHA T.S



- Nissim Ezekiel

Warm-up activity:

Assume that one of your teachers is retiring from school. Prepare a send-off speech in praise of her achievements in school, her contribution to education, her bonding with students etc.; exchange the speech with your friends.

Friends,
our dear sister
is departing for foreign
in two three days,
and
we are meeting today
to wish her bon voyage.
You are all knowing, friends,
what sweetness is in Miss Pushpa.
I don't mean only external sweetness
but internal sweetness.
Miss Pushpa is smiling and smiling
even for no reason
but simply because she is feeling.
Miss Pushpa is coming
from very high family.
Her father was renowned advocate
in Bulsar or Surat,
I am not remembering now which place.

7

14

Surat? Ah, yes,
once only I stayed in Surat with family members 19
of my uncle's very old friend,
his wife was cooking nicely...
that was long time ago.
Coming back to Miss Pushpa
she is most popular lady
with men also and ladies also. 27

Whenever I asked her to do anything,
she was saying, 'Just now only
I will do it.' That is showing
good spirit. I am always
appreciating the good spirit.
Pushpa Miss is never saying no.
Whatever I or anybody is asking
she is always saying yes,
and today she is going
to improve her prospect,
and we are wishing her bon voyage. 38

Now I ask other speakers to speak,
and afterwards Miss Pushpa
will do summing up. 41

Comprehension :

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

1. What do you think is the 'occasion' for the poem?
2. What impression do you get about Miss Pushpa after reading the poem? or What kind of a person do you think Miss Pushpa is ?

3. Write in 2 or 3 sentences about Miss Pushpa's family.
4. Pick out the lines from the poem which reveal or indicate that Miss Pushpa was liked by all.
5. What traits of Miss Pushpa does the poet appreciate?
6. How would you consider the poem- A farewell address or a welcome speech? Justify your answer.
7. There are many expressions in the poem which are typically Indian. Identify these expressions.
8. Would you consider those poem as making a gentle fun of the people who cannot speak English properly? Justify your answer.

C2. Imagine you are Miss Pushpa. Prepare a thanksgiving speech in response to the speech in the poem.

C3. Read the following extracts and answer the questions that follow:

1. Surat? Ah, yes once only I stayed in Surat.
 - a. Who does "I" refer to here?
 - b. Why is the reference to Surat made here?
 - c. Is this remark apt in the context?
2. "Just now only I will do it"
 - a. Who does "I" refer to here?
 - b. What does "it" mean here?
 - c. What does this show of the "I" referred to?

C4. As explained earlier in the poem, the poet is making a gentle fun of the people who cannot speak English properly.

Here are a few phrases/lines from the poem. Correct the mistakes wherever necessary and rewrite them.

The first one has been done for you.

Lines from the poem	Corrected lines/phrases
1. in two three days	in two or three days
2. you are all knowing	_____
3. external sweetness	_____
4. internal sweetness	_____
5. smiling and smiling	_____
6. very high family	_____
7. I am not remembering	_____
8. Once only I stayed in Surat	_____
9. With men also and ladies also	_____
10. Just now only I will do it	_____
11. That is showing good spirit	_____
12. I am always appreciating	_____
13. anybody is asking	_____
14. always saying yes	_____
15. will do summing up	_____

About the poet :

Nissim Ezekiel, one of India's foremost poets writing in English, was born on 16th December 1924 in Mumbai. He was educated in Mumbai and in London. His first poetry collection was *Fortune Press*. He joined the *Illustrated Weekly of India* in 1953 and was there for two years. He produced several volumes of verse and plays and was an art critic. Ezekiel died in 2004 at the age of 79.

This poem is taken from his book *Collected poems* – (1952-1988).

UNIT 10 PROSE

A DREAM OF FLIGHT



- K.S. Raman

Warm-up activity :

1. Discuss your dream in life with your friends.
2. Do you have any goal? If any, how do you want to realize the same? Share your answer with your class.

Now read the text given below and find how the journey by air became a reality. Also understand the first person narrative style in the text.

1. Engrossed in Charles H. Gibbs Smith's book - '*The Invention of the Aeroplane 1799-1909*', I realized it was evening only when my friend came in. I'd glimpsed this book amidst a heap of leather bound volumes in an old bookshop two days ago. The title had aroused my curiosity - I bought it and started reading as soon as I reached home. The book explained in great detail man's eternal longing and hope that led to innumerable trials, most of which ended as disasters and subsequent experimentation arising from various inventions used for flight before the advent of "Aeroplane" as we know of it today. I found the book so absorbing that I even forgot about my regular evening walk. My friend, who is an avid aviation enthusiast, glanced at the book and told me that he too would like to read it later. When he was sure that I would not budge out of my chair, my friend asked me to be up and ready at 6 O'clock sharp next morning and departed. Reading almost non-stop, it was past midnight when I finally finished the book and put it down!
2. I switched off the light and dropped off exhausted on the bed, with the events from the book so fresh in my memory. Gradually, as I drifted off to sleep, I could almost feel the tension and excitement 'when some incidents started floating right in front of my eyes....'

1496 C.E.

3. From atop a soaring tower stands a man with bat-like wings made from wood and cloth, covered with birds' feathers! The air rings with encouraging shouts from a big crowd gathered far down and ruffles the feathers on his cloth. The 'Bird Man' flexes his shoulders and beating his arms fast, suddenly jumps out. But what in heaven's name is happening? Instead of flying free in the sky like a bird, the man is tumbling down inverted and totally out of control! As the crowd scatters hastily, he falls in their midst in a tangled heap of cloth and feathers and the shrill wails of women pierce the sky. Another adventurer who wanted to 'fly like a bird' has lost his life.

1783 C.E.

4. In the town of Annonay in France, hundreds of people are gathered in the Market Square. Flames leap high from a huge pile of burning wood in the middle of the square. Held by thick ropes all around on top of the fire is a mammoth globular fabric envelope with its bottom open and decorated with colourful motifs. As the sphere fills with hot air and heaves from side to side, four persons cut off the ropes. The crowd watches open-mouthed as the spherical balloon starts flying upwards and drifts across the sky! A sheep, a hen and a duck placed in the basket of the balloon became the first air passengers!

1853 C.E.

5. A boat shaped contraption with wheels at the bottom having a big wing shaped like the hood of a snake stands atop a small hill. Four triangular surfaces in the form of a cross are at the back supported by a wooden frame. Sir George Cayley puts his carriage chauffeur inside and gives a big push. The vehicle starts rolling on its wheels and rushes towards the valley below. But as it gathers speed, this weird craft leaves the ground! Floating in the air, it touches down on the other side of the valley. Man has at last devised a contraption with which he could launch himself from a hill and glide down to the ground!

1891 C.E.

6. Otto Lilienthal lifts a strange craft built from wood and fabric and brings it out of a shed built atop a big hill. Comprising two 6 m long bat-like wings on top of one another with a horizontal and a vertical surface behind, this craft has a ring shaped frame between the wings. Lilienthal steps inside the frame and with his arms supporting the ring, runs forward. Within a few steps, Lilienthal's craft starts floating in the air! Hanging beneath, Lilienthal glides for a long distance and touches down at the bottom of the hill.

1903 C.E.

7. Huge mounds of sand abound all round in Kitty Hawk dunes in North Carolina. A two-winged machine stands on a long wooden rafter. Orville Wright lies prone in the middle over the bottom wing. A small internal combustion engine by his side turns a pair of two-bladed paddle wheels through long bicycle chains. As the engine growls, Wilbur Wright frees the rope holding the machine and it surges forward. Moving about 12 meters per second, the machine suddenly lifts up and behold ... it is flying in the air!
8. The piercing sound of the alarm clock puts a full stop to my dreams of flight and brings me back to reality. My friend who arrived on the dot at six in the morning takes me straight to a small airfield outside the city!

Glossary

Here are some words connected with planes and flying. Do you know what they mean? Match the words with their meanings (look up a dictionary if necessary)

- | | |
|-------------|---|
| a. aviation | 1. compartment for the pilot of an aircraft. |
| b. hangar | 2. umbrella-shaped apparatus used for descent from an aircraft. |
| c. runway | 3. a building in which aeroplanes are kept. |

- | | |
|--------------|---|
| d. cockpit | 4. flight recorder |
| e. parachute | 5. revolving shaft with blades for driving a plane |
| f. black box | 6. specially prepared surface for taking off and landing of aircraft. |
| g. propeller | 7. the science or practice of flying aircraft. |

Comprehension :

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

1. Which book took the author into “a dream of flight”?
2. When did the author find the book?
3. What did the book explain?
4. How was the bird man dressed to fly?
5. What happened to the bird man when he jumped from the tower?
6. Who were the first aerial passengers?

C2. Working in pairs, discuss the answers to the following questions and write them in your notebook:

1. Describe the balloon in which the first aerial passengers flew.
2. How did Otto Lilienthal make an attempt to fly?
3. How has the author described Orville Wright’s flight into the air?

C3. Answer the following questions on your own:

1. ‘Man had at last devised a contraption with which he could launch himself from a hill and glide down to the ground.
 - a. Who had made this contraption?
 - b. How did it work?
2. List out the persons from the lesson who made brave attempts to fly.
3. What does the lesson inspire you to do?

LANGUAGE ACTIVITIES:

Vocabulary

The grid contains some of the words you come across in the lesson and other words related to airplane.

V1. Find these words :

Propeller Elevator

Cockpit Wings

Fuselage Airplane

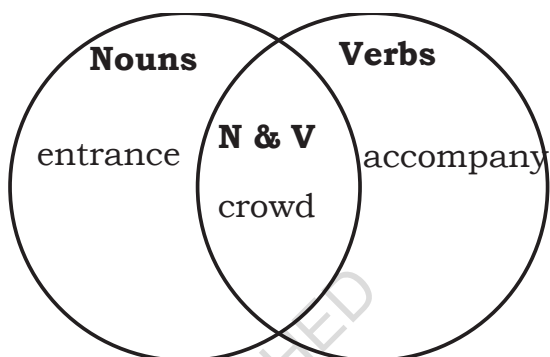
Ailerons Flaps

Rudders Landing Gear

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

V2. Here are some words. Some of them are nouns and some are verbs and others can be used as both nouns and verbs. Work in pairs / groups and put them in the diagram as shown in the example.

1. entrance
2. support
3. chair
4. fish
5. crowd
6. treatment
7. accompany
8. street
9. thank
10. garden

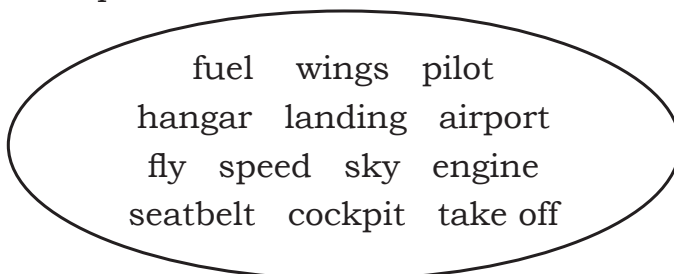


V3. Get into pairs / groups. With the help of a dictionary complete the following table with appropriate forms of the words.

Sl. No.	Words	Noun	Adjective	Verb	Adverb
1	secure				
2	loose				
3	thank				
4	conversation				
5	move				

V4. Semantic mapping

What are the words that come to your mind when you think of the word 'air plane'?



Mapping meanings through words is called semantic mapping. A set of words related in meaning are said to belong to the same semantic field.

Example : Football: a) goal post b) yellow card c) mid-fielder
d) half-time

Now write four words that belong to the same semantic field for the words given below:

1. Space a) b) c) d)
2. factory a) b) c) d)
3. school a) b) c) d)
4. business a) b) c) d)
5. computer a) b) c) d)
6. river a) b) c) d)

V5. Let us revise suffixes

You learnt about prefixes and suffixes in the previous classes. A suffix is also a syllable added to the end of a word to form a new word.

Suffix	Meaning	Example	Your Example
-er/or	a person	player, teacher	
-ful	full of	helpful, needful	
-logy	subject of study	psychology, biology	
-less	without	fearless, endless	
-ly	makes an adverb from an adjective	cheaply, slowly	

Grammar and Usage

Let's revise Active and Passive voice.

Compare the following sentences:

A

1. The ball rolled down.
2. They build houses.
3. The boy caught a big fish.
4. They gave me the money.
5. My friend sent me a letter.
6. The manager gave them a discount.

B

- The ball was rolled down.
- Houses are built by them.
- A big fish was caught by the boy.
- I was given the money by them.
- I was sent a letter by my friend.
- They were given a discount by the manager.

Sentences in column A are in active voice and sentences in column B are in the passive voice.

G1. Working in pairs, change the following sentences into passive voice:

1. My parents give me some pocket money.
2. The mayor promised new houses to the people.
3. The school declared a holiday.
4. I gave the baby a doll.
5. They offered me a better job.

G2. Read the following passage and change into passive voice.

A few days ago, somebody stole Ravi's motorbike. Ravi had left his motorbike outside his house. Ravi had reported to the police. The police told him they would try to find his motorbike. This morning the police called Ravi and asked him to come to the police station. They had found his motorbike. The thieves had painted it, and then sold it to someone else. The police had arrested the thieves.

G3. Working in pairs read the following paragraphs and underline the sentences that are in passive voice.

There have been many attempts at developing a modern snowboard. In 1965, the “Snurfer” (a word play on “snow” and “surfer”) was developed as a child’s toy. Two skis were bound together and a rope was placed at the front end to afford control and stability. Over 500,000 “Snurfers” were sold in 1966 but they were never seen as more than a child’s plaything even though organized competitions began to take place. The year 1969 brought a slightly more sophisticated snowboard based on the principles of skiing combined with surfboard styling.

The “Flying Yellow Banana” was developed in 1977. This was nothing more than a plastic shell covered with a top surface like that of a skateboard, but at the time it was considered a major advance in the little known sport of snowboarding. The first national snowboard race was held in the area outside Woodstock and was known as “The Suicide Six.” The race consisted of a steep downhill run called “The Face” in which the main goal was probably mere survival.

G4. Now go back to the lesson and pick out the sentences in passive form and list them in your notebook.

LISTENING SKILL

Your teacher will read the passage twice. Pay attention to the reading and answer the questions that follow.

The late 1800s ushered in a huge bicycle boom, and people began to experiment with bicycle shapes and styles to suit the varying needs of the rider. In the last decade of the 19th century people focused the changes and improvements they made on what they thought bicycle riders wanted or required. Despite a varying degree of styles and models, four major focuses stood out from the rest: speed, safety, comfort, and endurance. Many materials were experimented with in making bicycle. Wood was

used in most early models, but then people began fashioning bikes out of metal. The very first automobile was a tricycle that put a steam engine to use. Sewing machine factories had the equipment and skills to build bicycles, so some companies made the shift to this new, promising business. The 1890s was known as the decade of the bicycle. Once prices became reasonable for most people (under \$100 for a good bike), a social revolution occurred. Doctors and lawyers became indistinguishable from shopkeepers and tradesmen when they were all riding in the uniform with their bicycle clubs. Young people found themselves able to pedal beyond their own neighbourhoods, and a generation of women traded their corsets for bloomers to make for easier riding.

1. When did the bicycle boom begin?
a) early 1800s b) late 1800s
c) early 1900s d) late 1900s
2. Which of the following was NOT a major influence on the evolution of the bicycle?
a) speed b) safety
c) comfort d) style
3. What material were the first bicycles made from?
a) iron b) aluminium
c) wood d) steel
4. What kind of wheeled vehicle was the automobile first made from?
a) tricycle b) quadruple
c) bicycle d) tandem.

5. What factories had the equipment and skills to build bicycles in the late 1800s?
- a) steel factories b) wagon factories
 - c) wind mill factories d) sewing machine factories
6. What prompted the social revolution in the 1890s?
- a) bicycles were reasonably priced for most people
 - b) difficult to distinguish upper and middle class when wearing bicycle uniforms
 - c) young people were able to travel beyond their neighbourhoods
 - d) all of the above.

Speaking Activity

When we want to seek information, we use certain forms of language. They are :

- a. Excuse me, where is the post office?
- b. Hello, what is the time now?
- c. Is there a school nearby?

You notice that whenever we want to seek information we use a question or interrogative sentence. Information can be sought formally or informally.

Here are a few forms of language that can be used to seek information:

Formal

Could you please....
Excuse me.....
May I know....
Sorry to disturb you....
Would you mind

Informal

Tell me...
Hallo....
How do I find...
Where is.....
How far

Write a sentence for each of the following situations “asking for information”.

The first one is done for you.

e.g. : May I know your office working hours?

- a) Asking the station master the fare from Hubli to Mysore.
- b) Asking the way to Vidhana Soudha.
- c) Asking permission to read a book.
- d) Requesting to have a bike ride.
- e) Asking your mother pocket money.

WRITING SKILL

Work in pairs/groups, discuss the following and note down the points. You can use the hints given below.

1. “Success comes to those who dare and act.”
 - a) Think of a person who has performed a daring feat.
 - b) List out the difficulties experienced by that person.
 - c) How did she /he overcome the difficulties?
 - d) What is the secret of his/ her success?
 - e) List out the admirable qualities.

Activity

Write a paragraph on “Success comes to those who dare and act” with the help of the points you have listed.

For further reading

History of Flight

Icarus (500 BCE) In an ancient Greek myth was a boy named Icarus. His dad made him magic wings out of the feathers and wax so that he could fly. Icarus was so excited about flying that he

forgot his father's warnings about not flying too high. The hot sun melted his wings and Icarus fell to his death.

Zeppelin (1928) Graph Zeppelin was a huge a airship used to transport cargo and passengers across the Atlantic Ocean.

Wright Flyer (1903) The Wright brothers of Dayton, Ohio were the first people to build and fly an airplane with an engine. Their plane, the “ Wright Flyer” flew 120 feet on its first successful flight.

Helicopter (1939) Helicopters were developed by the Russian inventor Igor Sikorsky and the American inventor Stanley Hiller during 1930-1940.

Balloon (1783) The first time people ever flew above the Earth was in a hot air balloon in France over 200 years ago. A furnace inside the balloon created hot air that caused the balloon to float.

Ornithopter (1500) Leonardo da Vinci was a famous artist and inventor who lived in Italy. He drew a picture of a possible flying machine 400 years before the first plane was built. He called his flying machine an Ornithopter.

POEM

PHOTOGRAPH



- Shirley Toulson

Warm-up activity:

1. Discuss in groups the value of a photograph.
2. Do you think photographs do any function other than reminding you of one's past?
3. Choose any photograph and describe it to your group.

A Photograph :

The cardboard shows me how it was
When the two girl cousins went paddling,
Each one holding one of my mother's hands,
And she the big girl - some twelve years or so.
All three stood still to smile through their hair 5
At the uncle with the camera. A sweet face,
My mother's, that was before I was born,
And the sea, which appears to have changed less,
Washed their terribly transient feet. 10
Some twenty-thirty-years later
She'd laugh at the snapshot, "See Betty And Dolly," she'd say,
"and look how they dressed us for the beach," The sea holiday
Was her past, mine is her laughter. Both wry
With the laboured ease of loss. 15
Now she's been dead nearly as many years
As that girl lived. And of this circumstance
There is nothing to say at all.
Its silence silences. 19

Glossary

paddling	:	moving like rowing
transient	:	momentary ; not lasting for long.
wry	:	distorted.

Comprehension :

C1. Answer the following questions in a sentence or two each:

1. How many people are there in the photograph?
2. How is the poet related to the people in the photograph?
3. Who was taking the snapshot?
4. Is the mother described in the photo alive?
5. Which aspect of the mother does the poet like very much?

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

- 1) Why does the writer say
“And of this circumstance
There is nothing to say at all
Its silence silences”?
- 2) Does the poet notice any change in the mother after the poet was born? What do you think could have made the change in the mother’s face?
- 3) Why are the feet described “transient feet”?

C3. Answer the following questions on your own.

1. What is the mood of the poet?
2. Which line in the poem do you like the most? Why?
3. Is there any change in the life of the poet’s mother over the years? What kind of a person, you think she was? Describe the mother in the poem do in your own words.

SUPPLEMENTARY READING

LESSON 3

BALAI

- Rabindranath Tagore

It has been said that the story of man appears in the epilogue of the history of all forms of life in the world. And we know that among the people around us, we find tacit hints of various forms of animal life. In fact, what we call 'human' is the trait in us which levels and combines all the animals in ourselves - which puts the cow and the tiger in us in the same pen, the snake and the mongoose in the same cage. Like a raga, it takes all the notes within its being and weaves them into a musical form so that they can no longer fight among themselves. However, it has to be admitted that a certain note might play a prominent role in a given raga - the D in one tune, the C-sharp in another, the E in a third one.

In my nephew Balai, the notes of the plant kingdom somehow appeared to be the dominant ones. Ever since his childhood days, he had preferred to be still and watchful rather than to move around. When layers of dark clouds gathered solemnly in the eastern sky, his entire soul seemed to fill with moist winds carrying the aroma of a forest during the rains. And when the rain came down in torrents, his whole body listened to its sound. When the sunbeams slanted onto the terrace in the afternoon, he would walk around bare-chested, as if to absorb something from the sky's expanse. When the mango trees blossomed at the end of winter, an intense joy awoke in his bloodstream, raising inarticulate memories of something. In the spring his soul filled out, spread its branches and took on a deeper colour, like a forest of blossoming sal trees. He liked to talk to himself then, weaving together all the stories he had ever heard, like the stories of the old bird couple who made their nest in the hollow of the age-old banyan tree.

He was a boy who gazed all the time with his wide eyes. He did not speak very much, so he had to think a lot. Once I took him to the mountains. Deep green grass ran from our cottage front down to the foot of the hills. His heart would fill with joy at the sight. He did not think of the layer of grass as an immobile object, rather as a rolling mass in an endless game. He himself used to roll quite often down the grassy slope. At those times, his whole body would be covered by grass. As he rolled, the grass would tickle his neck, and he would laugh uncontrollably.

After a rainy night, when the first morning sun peeped through the mountain-tops, and its golden rays reached the deodar trees, he used to creep away, without telling anyone, to the silent shades of the deodar woods and stand there, fascinated and alone. It was an eerie experience. It seemed that he could see the people inside those huge trees. They could not speak, but they seemed to know everything. They were like ancient grandfathers, from the times of "Once there was a king".

It hurt him deeply when someone plucked flowers from a tree. And he also understood that this feeling was totally meaningless to anyone else. Hence he wanted to conceal his distress. When boys of his age threw stones at the amla trees to bring the fruits down, he could not say anything, he would turn away and leave the place. While walking through the garden, his friends would beat the trees with sticks just to tease him, or suddenly snap off a bakul branch. He did not dare cry, lest someone thought him crazy. His worst troubles arose when the grass-cutter came to cut the grass, because he had watched countless wonders in the grass, small creepers, nameless violet and yellow flowers, tiny in size, here and there a nightshade, whose blue flowers have a little golden dot at the centre, medicinal plants near the fence, a kalmegh here and an anantamul there, neem seeds left by birds, sprouting into plants, spreading beautiful leaves. All those were cleared with a heartless weeding tool. None of them were prized trees of the garden, there was no one to listen to their protests.

Sometimes he sat on his aunt's lap, hugged her and pleaded, "please ask the grass-cutter not to cut down those plants of mine."

His aunt said, “Balai, don’t be silly! Those are weeds. How can you let them grow?”

Balai had long begun to realise that some of the pains he experienced were his alone. They were not felt by anyone around him.

This boy really belonged to the age, millions of years ago, when the earth’s would-be forests cried at birth among the marshlands newly sprung from the ocean’s depth. There were no animals at that time, no birds, no din and bustle of life, only rocks and mud and water all around. The plant, vanguard of all living things on the road of time, had raised its jointed hands to the sun and said, “I want to stay here, I want to live, I am an eternal traveller. Rain or sun, night or day, I shall keep travelling through death after death, towards the pilgrim’s goal of endless life.” That ancient chant of the plants reverberates to this day, in the woods and forests, hills and meadows and the life of the mother earth declares through the leaves and branches, “I want to stay, I want to stay.” The plant, speechless foster-mother of life on earth, has drawn nourishment from the heavens since time immemorial to feed her progeny, has gathered the sap, the vigour, the savour of life for the earth’s immortal store, and raised to the sky the message of beleaguered life, “I want to stay.” Balai could feel that eternal message of life in a special way in his bloodstream. We used to laugh at him a good deal. One morning, while I was intently reading the newspaper, Balai led me excitedly to the garden. He showed me a plant and asked me, “Uncle, what kind of plant is this?”

I looked and found a silk-cotton plant sprouting in the middle of the gravelled garden path.

Alas! Balai made a sad mistake by showing it to me. He had noticed it when only a tiny sapling had come out of the ground like a child’s first babblings. Since then, he had watered it every morning and evening, and eagerly kept track of its growth. Silk-cotton trees grow fast, but it had grown about two cubits height. Balai looked at its foliage and judged it to be an exceptional tree, just as any mother considers her child exceptional when it shows the first signs of intelligence. Balai had thought he would surprise me by showing me the plant.

I said, "I'll tell the gardener to uproot it and throw it away."

Balai shuddered at the thought. He implored, "Please, Uncle, I beg you, don't uproot it."

I said, "That's nonsense. Can't you see, it's growing right in the middle of the path. When it grows bigger, it'll scatter cotton all around and be a big bother."

Losing the battle with me, the motherless child went to his aunt. He sat on her lap, hugged her, and whimpered, "Kaki, tell Kaka not to cut down the tree."

That was the right diplomatic move. His aunt told me, "Leave his tree alone. Please." That's what I did. I probably would not have noticed the plant if Balai had not shown it to me. But since he had, I noticed it every day. It grew shamelessly and became quite tall within a year. It also grew to be Balai's dearest plant.

The tree looked perennially stupid. It stood stubbornly in the same inconvenient spot and grew taller and taller every day. Anyone who saw it must have thought it an eyesore. I proposed the death sentence a few more times. I also tried to bribe Balai by promising some very beautiful rose plants in place of that tree.

Then I said, "All right, if you want a silk-cotton tree, I'll plant another sapling near the fence. It'll look nice there."

But Balai recoiled everytime I suggested cutting down the tree, and his aunt said, "Come on, it really doesn't look that bad!"

My sister-in-law had died when Balai was a few months old. Probably because of the shock, my older brother took a sudden desire to go to England to study engineering. The boy had grown up in my childless home, nurtured by his aunt, my wife. Around this time, my brother came back after ten years in England. He decided to provide British-style schooling for Balai. So he took him to Shimla, with the idea of later moving to England.

Balai wept at the time of leaving his aunt. Our home became desolate.

Two years passed. Through all those two years, Balai's aunt wiped her tears secretly, wandered into the bedroom left empty by Balai, and browsed among his torn shoes, ripped rubber ball and

picture books with animal stories. And she kept thinking that Balai must have outgrown all those things he had left behind.

At one point I found the silk-cotton tree had grown too big to be ignored any longer. I had it felled.

About this time, Balai wrote a letter from Shimla to his aunt, saying, "Please send me a photograph of that silk-cotton tree."

He had planned to visit us before leaving for England. That plan did not materialise, so he wanted to take a picture of his friend with him.

His aunt told me, "Could you please call a photographer?"

"Why?" I asked.

She showed me Balai's letter, in his childish scribble.

I said "I've had the tree cut down."

Balai's aunt refused all food for two full days. Even after that, she did not talk to me for a long time. When Balai's father took him away from her, she had felt as if her lifeblood was being drained. And then when Balai's uncle removed forever the tree that Balai had loved so much, her whole world felt the blow, and her heart took a wound.

To her, that tree had been the image of Balai - his life's friend.

Comprehension :

Answer the following questions:

1. How is Balai related to the writer?
2. What kind of a boy was Balai?
3. What traits in Balai do you admire most?
4. Why didn't Balai want the grass-cutter to cut the plants?
5. What do you think is the message in the story?

LETTER WRITING

Points to Remember - A. Personal Letter

- a) Personal letters are friendly letters.
- b) The language used is informal - exclamations can be used.
- c) A personal letter could contain any number of paragraphs.
- d) Active voice is commonly used.
- e) Salutations, subscription, etc. are in the following format.

Sender's address

Date :

Salutation : Dear (Name/Term of relationship)

Body of the letter

Subscription :

Yours lovingly / affectionately

Superscription : xxxxxxxx

Receiver's Name and Address

(Please note : Date, subscription and superscription can also be placed on the right side of the letter. Whichever side you may use, if you punctuate one, you need to punctuate all.)

e.g. : Sender's address

15, Netaji Street,

Y City,

Pin

or

Sender's address

15, Netaji Street,

Y City,

Pin

B. Formal Letter

- a) This letter is for business or official purposes.
- b) The language is formal.
- c) Passive voice is commonly used. [This view is changing now]
e.g. Active Voice : I received your letter on
Passive Voice : Your letter was received on
- d) The subscription, superscription and date can be placed either on the left side or on the right hand side of the paper along with the sender's name and address (From) and the receiver's name and address (To).
- e) The body of the letter will consist of three short paragraphs:
 - i) Introduction, ii) Subject matter iii) Conclusion.
- f) A reference to the content of the letter / subject will be indicated after the salutation.

e.g : Dear Mr. Sharma
Sub : Defect in the machinery received
Ref : Order No. 568, dt. 20/05/2016

Format of the Formal letter :

From

(Sender's Address)

To

(Receiver's Name and Address)

Salutation

Dear Sir,

Sub :

Ref :

Body of the Letter

Subscription

Yours sincerely / obediently / truly / faithfully,

Superscription (Signature and Name)

Address on the envelope

Activity :

I. Personal Letter - Write the following letters :

1. To a friend describing your hobby.
2. You are planning to celebrate a festival in your house. Write a letter to your cousin asking her / him to come over with some things that you need for the arrangements.

II. Formal Letter - Write the following letters :

1. To the Principal of your school, requesting him/her to provide you with a bonafide certificate, enabling him/her to join a computer course.
2. To the Postmaster informing him of the change in your address.
3. To the Manager of a Bank, asking him / her information regarding the bank loan facilities for further studies.

DETERMINERS

Determiners are words used before nouns to indicate whether you are referring to something specific or something of a particular type.

Singular nouns always need a determiner. In plural nouns, the determiner is optional.

There are about 50 different determiners in the English language which include:

1. Articles: a, an, the
2. Possessives: my, your, our, their, his, hers, whose, etc.
3. Demonstratives: this, that, these, those, which, etc.
4. Quantifiers: few, a few, many, much, each, every, some, any, etc.
5. Numbers: one, two, twenty, etc.
6. Ordinals: first, second, last, next, etc.

ARTICLES: “a”, “an”, “the”

Study the following examples and notice the use of articles “a, an, the” or (x) no article.

1. *The* building that I visited is *a* museum.
2. A building in which antiques are kept is called *a* museum.
3. *The* doctor is *an* Indian.
4. *The* doctor is *an* employee at California.

From the above examples we can conclude that

1. “The” is used to refer to a specific place/person/object or when we know which one we are talking about. (eg. 1, 3, 4)
2. “A” is used when a singular person/place is referred to for the first time or when we are not specifying which one. (eg. 2)
3. “An” is used before a singular person/object which begins with a vowel sound.(eg. 3 - an Indian)
4. No article is used before a proper noun. (eg. California)

Note : I. “The” is called a definite article. It goes with -
i) both singular and plural nouns, with uncountable nouns

Examples : a) Call the boy standing outside.

b) The computers crashed at work today.

ii) the names of rivers, seas, oceans, mountain ranges, seasons, directions etc.

Examples : The Ganga, the Alps, the Indian Ocean, the sky, the moon, the north, the summer.

iii) the names of well-known buildings, ships, descriptive names of countries, monuments, newspapers, magazines, institutions, etc.

Examples : The Taj Mahal. the United States, the Ramayana, the Titanic, the Deccan Herald, the Ali brothers, the Carnatic wars, the National Museum etc.

iv) the superlative adjectives:

Examples - the best friends, the highest peak, the most important work etc.

v) an adjective used as a noun:

Examples- The poor depend on the rich, the wise hate the foolish, etc.

Ex. 1 : Working in pairs, complete the following sentences using appropriate articles:

1. Kathmandu is _____ capital of Nepal.
2. Kalpana is _____ LLB student of Bangalore University.
3. _____ Punjab, _____ important state of North India, has five rivers flowing through it.
4. Nehruji was _____ freedom fighter of _____ highest order.
5. _____ earth revolves round _____ sun.
6. _____ honest man will always speak _____ truth.
7. Is _____ tiger _____ cruel animal?

Ex. 2 : Complete the following story. Put in a, an or the:

A man decided to rob _____ bank in the town where he lived. He walked into _____ bank and handed _____ note to one of _____ cashiers. _____ cashier read _____ note, which told her to give _____ man some money. Afraid that he might have _____ gun, she did as she was told. _____ man then walked out of _____ building, leaving _____ note behind. However, he had no time to spend _____ money because he was arrested on _____ same day. He had made _____ mistake. He had written _____ note on _____ back of _____ envelope. And on _____ other side of _____ envelope was his address. This clue was quite enough for _____ detectives on the case.
