

KERALA
READER

*Aditya
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ENGLISH

9

K. H. Sulecha

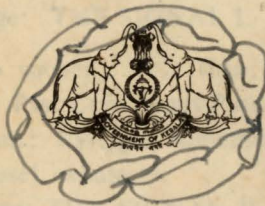
M. I. H. S.

Standard IX



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for

KERALA READER ENGLISH



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1979

PLEDGE

India is my country, all Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

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The Government of Kerala
1979

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TO THE TEACHER

1. This Reader has been designed broadly on the same pattern as Reader VIII. Each lesson has four parts.

- I Preparation and Practice
- II Vocabulary
- III Reading Passage
- IV Exercises

2. The aim of each lesson is to help the pupil learn to use correctly a number of new structures and words. All the four parts of a lesson are equally important for the fulfilment of this aim and, therefore, no part should be skipped or neglected.

3. Parts I and II are intended to present the new language items that the pupil will encounter in the reading passage, so that he may be able to read the passage with ease and comprehension. Part I presents the structural items and Part II, the lexical items. Part III is the Reading Passage and Part IV contains the exercises intended to help establish the new language items.

PART I—STRUCTURAL ITEMS

4. Each new structural item (listed A, B, C etc.) is sought to be taught in two stages:

- (a) Presentation of the structure.
- (b) Practice or drill in the use of the structure.

Each structure is presented meaningfully in a number of situations within the experience of the pupils. You are free to make appropriate changes in the names used

and more importantly, elaborate or vivify the situation by adding supplementary sentences or by devising short dialogues. What is intended is to *build up* a situation in which the structure can be used meaningfully and appropriately. The situations suggested are meant to be built up by the teacher; however, pupils should be able to understand them, even if they read them on their own.

Brief notes have been given wherever necessary to help pupils get an insight into the grammatical aspect of the structural items. After presenting a particular structure with the help of a situation you have built up, write the sentence in which the structure has been used on the blackboard, and underline the structural part so as to pointedly draw the pupils' attention to it. In many cases the sentences can be best presented in a structural table (similar items appearing one below the other) so that the syntactical patterning will be impressed on the pupils. Pupils may be asked to copy down the sentences in the notebooks, with the structural parts underlined.

Following the presentation of each structure, some exercises have been provided for practice in the use of it. If the presentation is effective, the pupils should be able to do the exercises on their own. In class, this practice is to be oral: but pupils may be asked to write down the answers at home, along with those for the exercises under Part IV.

PART II — VOCABULARY

5. Part II contains the meanings of a number of words selected from the reading passage and sentences illustrating their use. These words are likely to cause difficulty, as they may be unfamiliar or new to the pupils.

The meaning in which the word is used in the text has been given, together with one or two other meanings that it may have. As far as possible, a sentence has been provided to illustrate each meaning. In several cases sentences illustrating the use of a word in different parts of speech have also been given. Make your own sentences where this has not been done. In presenting the words, wherever possible, try to *build up* a situation (as in the case of structures) in which the word can be used meaningfully. You will see that in this as well as in slot-filling exercises in Part IV, vocabulary, a usually neglected item, has been given the importance it deserves.

Though translation, as a rule, may be avoided, in the cases of certain words which require longwinded explanations, they are best presented, in the first instance, through translation. But this should be done only if there are exact equivalents in the mother tongue. Once the meaning has been understood, there should invariably be practice in the use of the word. Examples of such words and phrases are *overlordship*, *traitor*, *pomp*, *on the contrary*.

When you present words one by one, in isolation, without relating them in any manner, you may find that pupils' attention flags and that teaching becomes dull and ineffective. To avoid this difficulty and to provide the necessary motivation for learning the new words, it is a good idea to give a short talk on the subject matter of the reading passage before you take up the teaching of vocabulary, and, in this talk, to introduce a good number, if not all, of the words presented in Part II. Write the new words on the blackboard as you go on. This will provide the necessary motivation or orientation for learning the new words.

PART III — READING PASSAGE

6. Care has been taken to provide interesting reading matter. Pupils will enjoy them, if the difficulties in respect of new structures and words are cleared. Each passage has been divided into smaller units as you will see from Part II.

First take up the teaching of the structures and words in each unit, and then go on to the reading passage in the unit.

The passages are primarily for silent reading by pupils. You may, however, read them aloud in the first instance and later ask the pupils to read them silently. Test their comprehension with a few key questions.

PART IV — EXERCISES

7. It is extremely important that you get the pupils to do all the exercises, first orally in class and then in writing at home. These exercises are for further establishment of the language items, and not for testing. They are meant to be worked through by the pupils on their own; but wherever necessary the pupils may take the help of the teacher.

LESSON PLAN

8. The following lesson plan is suggested:
 - (i) Presentation and practice of structural items.
 - (ii) A summary or simplified version of the story or subject matter of the reading passage or the unit.
 - (iii) Teaching of the words in the unit.
 - (iv) Reading by the teacher.
 - (v) Silent reading by pupils.
 - (vi) Comprehension questions.
 - (vii) Exercises (some of which can be taken up at the end of a unit.)

POEMS

9. A few poems have been included in the Reader and these are primarily for enjoyment. Difficult words, expressions etc., have been explained in the notes. With these notes and an impressive reading by the teacher, pupils should have no difficulty in enjoying the poems and answering the comprehension questions.

The following steps are suggested:

1. Introducing the poem.
 2. Reading by the teacher.
 3. Brief explanations of difficult words and phrases.
 4. A second (and if necessary, a third) reading by the teacher.
 5. Silent reading by pupils.
 6. Comprehension questions. Answers should be elicited giving the minimum amount of help.
 7. Explanation of any difficulties that still remain, and the teacher's comments on the poem.
 8. Reading by the teacher.
 8. Loud reading by pupils.
 10. Recitation by individual pupils.
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POETRY IN THE CLASSROOM

and these are primary for enjoyment. Difficult words and expressions have been explained in the notes. With these notes and an intensive reading by the teacher, pupils should have no difficulty in enjoying the poems and answering the comprehension questions.

The following steps are suggested:

1. Introducing the poem, the meaning of the words, the meaning of the poem.
2. Reading by the teacher.
3. Brief explanations of difficult words and phrases.
4. A second (and if necessary a third) reading by the teacher.
5. Silent reading by pupils.
6. Comprehension questions. Answers should be checked giving the minimum amount of explanation of any difficulties that still remain.
7. Explanation of any difficulties that still remain and the teacher's comments on the poem.
8. Reading by the teacher and (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (nn) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yy) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)

LESSON 1

I. PREPARATION AND PRACTICE

A. Conditional Clauses

1. (i) Kumar is ill. He doesn't consult a good doctor. He is not getting well.

If Kumar consults a good doctor, he will soon be well.

- (ii) Mohan is a bright student. He can work hard, though he has been lazy recently.

If Mohan works hard, he can pass the examination.

- (iii) The factory hasn't got a creche at the moment. But the management has money and can build one. The women workers can then leave their children there.

If the factory has a creche, the women workers can leave the children there.

- (iv) Have you finished your work? Then you can go.

If you have finished your work, you can go.

- (v) Was Ravi vaccinated last month? Yes, he was. Then he need not be vaccinated again.

If Ravi was vaccinated last month, he need not be vaccinated again.

In the sentences given at the end of each section above the *if* clause (in italics) expresses a condition and the main clause (not in italics) expresses an event in the future. The condition is a likely condition, that is one that can be fulfilled, or is one already fulfilled. Kumar can consult a doctor, Ravi can work hard. Ravi was vaccinated last month, etc. We have here examples of one kind of conditional clause.

Note that the verb in the *if*-clause may be in the Present Tense, the Present Perfect or the Past Tense.

Sometimes when we are thinking about the future, we talk about conditions which are unlikely, or which we really do not expect to happen, or which are only imaginary.

- (i) I want to write to my friend Mr. Bhaskaran. But I don't know his address.

If I knew his address, I would write to him.

- (ii) I wish to help Mr. Prabhakaran. But he doesn't come to me.

If he came to me, I could help him.

- (iii) I wish to build a school in my village. This needs a lakh of rupees. But I haven't got that much money.

If I had a lakh of rupees, I would build a school in our village.

- (iv) I like to fly home now. But I am not a bird and I haven't got wings.

If I were a bird, I would fly home now.

- (v) We haven't got a good water supply scheme for the town. Mr. John wishes to start work on one. But he is not now the Chairman of the Municipality.

If Mr. John were the Chairman of the Municipality, he would start work on a water supply scheme for the town.

- (vi) I should be glad to see Mr. Hassan. But he doesn't come here.

If he came here, I should be glad to see him.

- (vii) Kamala hasn't told the truth. But you have not asked her.

If you asked her, she might tell the truth.

The verb in the *if*-clause is in the Past Tense. The verb in the main clause is used with *would*, *could*, *should*, or *might*.

If the verb in the *if*-clause is a form of *be*, *were* is used.

2. Make meaningful sentences from this table to match the clues given under it. The clues for the sentences are given in the same order as in the table.

1	If I were a millionaire	he would punish you.
2	If I were you	I would gladly give him the job.
3	If Sridhar were older	it might suit us very well.
4	If your father were here	I would reserve a ticket to the moon.
5	If this house were a little bigger	I wouldn't cut down that beautiful tree.

1. I very much wish to go to the moon.

2. That is a very useful tree.

3. Sridhar is too young for the job.

4. You behaved very badly.

5. We want a larger house.

B. Even if

- (i) Balan has not been studying at all. The examination is drawing near and he has a lot to study.

He may study hard now. Even then he cannot pass the examination.

Even if Balan studies hard now, he cannot pass the examination.

The train will be leaving in ten minutes. A taxi will take twenty minutes to reach the station.

You may go in a taxi. Even then you cannot catch the train.

Even if you go in a taxi, you cannot catch the train.

- (iii) Mr. Jacob's pronunciation is very bad.

You may listen to him closely. Still you cannot understand him.

Even if you listen to him closely, you cannot understand him.

I cannot be idle. I must always be working. Someone might give me all the money I want. Still I would work.

Even if someone gave me all the money I want, I would still work.

- (v) Vasu is a very miserly man. He may become a millionaire. Even then you could get nothing out of him.

Even if Mr. Vasu were a millionaire, you could get nothing out of him.

3. Join the following pairs of sentences using *even if* as shown in the examples above.

- (i) You may be tired.
Still you must finish this work.

- (ii) It may be expensive.
Yet I must buy a car.

- (iii) He may have been unfair to you.
Even then you must excuse him.

- (iv) I may have fever.
Still I won't take any medicine.

C. Adjective Clauses: Non-defining Clauses

1. Study these sentences:

This is the boy *who played the part of Shylock*.

Here is the picture *which Ravi Varma painted*.

The book *that I gave you* belongs to the library.

In these sentences the clauses in italics define the nouns before them (boy, picture, book). They are defining clauses. We use the relative pronouns *who*, *which*, or *that* to introduce these clauses.

2. We can use these clauses to say something more about the noun, rather than to define it.

My mother is eighty years old.

She is still very healthy.

My mother, *who is eighty years old*, is still very healthy.

I met my friend, He knew all about the wedding.

I met my friend, *who knew all about the wedding*.

My home is nearby. It is a little hut.

My home, *which is nearby*, is a little hut.

We came to an inn. There we decided to spend the night.

We came to an inn, *where we decided to spend the night*.

He has three sons. They are all grown up.

He has three sons, *who are all grown up*.

Akbar was a great ruler. But he could not even write his name.

Akbar, *who was a great ruler*, could not even write his name.

These clauses are non-defining clauses. In these clauses *who* means *and he/she*; *which* means *and it*, *where* means *and there*.

Notice also that a non-defining clause is separated from the rest of the sentence by a comma or commas.

D. However

1. (i) Is our football team strong this year?

No, it is not. Though it is not strong, we will compete in the tournament.

Our football team is not strong this year.

However, we will compete in the tournament.

(ii) Though Mr. Shankar hasn't got the qualifications, I will appoint him. We have no other applicants. Mr. Shankar hasn't got the qualifications. However, I will appoint him as we have no other applicants.

- (iii) Mr. Thomas doesn't wish to make a speech. However, he will attend the meeting.

2. Break up each of the following sentences into two, using *however*.

- (i) Though I can't give you a seat now, I will put you first on the waiting list.
- (ii) Though the house has only three rooms, I will take it.
- (iii) Though he decided not to go to the meeting at first, later he decided to attend.
- (iv) Though he was ill, he presided over the conference.

E. Whenever, wherever, whatever, whoever

Whenever

- (i) The old man visits us often. Every time he visits us, we give him a good meal.
Whenever the old man visits us, we give him a good meal.
- (ii) Painting is Leelavati's hobby.
Whenever she gets some free time, she paints.
- (iii) I had an elder brother. He died ten years ago. Mr. Chandran looks very much like him. Whenever I see him, I am reminded of my brother.
- (iv) I am always at home. Come whenever you are free.

Wherever

- (i) We went on a sight-seeing tour during the holidays. We went to several places. In all the places we went to, we saw beggars.
Wherever we went, we saw beggars.
- (ii) Murali has a dog. Wherever Murali goes, the dog follows him.
- (iii) I want to see Hamid urgently. I have important business with him. I must find him wherever he is.
- (iv) All the rooms in this museum are now open to the public. You may go wherever you like.

Whatever

- (i) Krishnan has great trust in me. He agrees to anything and everything that I say.
He agrees to whatever I say.
- (ii) Ariel was a spirit. He was freed from a tree by Prospero. He obeyed all Prospero's commands. He did whatever Prospero wanted him to do.

- (iii) The boys were very hungry. They ate everything that we gave them.
They ate whatever we gave them.
- (iv) There are a number of good shops in this street.
You find everything here. Buy whatever you like.

Whoever

- (i) You should not leave the class without my permission.
Anyone who wants to leave the class must get my permission.
Whoever wants to leave the class must get my permission.
- (ii) Everyone must do his homework without fail.
Whoever fails to do his homework will be punished.
- (iii) The show begins at six o'clock. You should be in the hall at six.
Whoever comes after six will not be admitted.
- (iv) There is a very good show on here tonight.
There is, however, a charge for the show. It is a rupee.
Whoever wants to see the show must pay a rupee.

2. Fill in the blanks with *whenever, wherever, whoever, whatever*.

- (i) You may sit ——— you like.
- (ii) ——— the Captain says must be obeyed.
- (iii) ——— scores the highest marks will win a prize.
- (iv) ——— he comes here, he asks me to subscribe to one fund or another.
- (v) The Committee agreed to ——— the President said.
- (vi) He won't go to hospital ——— you may say.
- (vii) ——— you are, please remember to write to me once a week.
- (viii) You can leave ——— you like.

F. for + (not) + having + past participle

1. (i) Velukutty did not do his home work.
He was punished *for not having done it*.
- (ii) Humayun was once crossing a river and was in danger. A cobbler saved his life. When Humayun later became the emperor, he invited the cobbler to rule the kingdom for a day, *for having saved his life*.

2. Combine the following pairs of sentences changing the first sentence into a phrase with *for having*.

- (i) He gave me an opportunity to speak. I am grateful to him for it.
- (ii) We did not go to the wedding. We are sorry for it.
- (iii) You finished the work in time. I am very pleased with you.
- (iv) Ravi did not share his sweets with his brother. His mother scolded him.
- (v) He had read the largest number of books. He got a prize.

G. Dare

1. (a) *Dare with to*

- (i) My father is very busy in the morning. Several people come to see him. None of us *dares to go* near him then.
- (ii) I warned Kumar not to tell any more lies. He has *dared to tell* a lie again. I cannot excuse him this time.
- (iii) The secretary has not invited Mr. Cherian to attend the meeting. Will he *dare to attend* without an invitation? No, he won't.

(b) *Dare without to*

- (i) Ravi wants to go home. But it is very dark. He *dare not go* alone. He wants someone to go with him.
- (ii) I have asked you to get my permission before leaving. How *dare you leave* without permission?
- (iii) I have asked you not to open my letters. How *dare you open* them? Don't do it again.
- (iv) The headmaster is very busy. I *dare not go* in now. He will be very angry.

2. Fill in the blanks with *dare*, *dare not*, *dares*, *dared*.

- (i) Most children ——— go out in the dark.
- (ii) Ashok ——— speak a word. He is so frightened.
- (iii) Will he ——— to do that? Good heavens! There is nothing he ——— do.
- (iv) How ——— they cut the flowers in the park?
- (v) How ——— he go in without anyone's permission?
- (vi) No one in the house ——— to question my father. Everyone is afraid of him.
- (vii) Since I had two big dogs, no thief ——— to enter my house.

II. VOCABULARY

Unit 1: From *There was once a King*

To..... *What makes you loyal to the king?*

courtier (n): a person attending at a king's court, often seeking favours from the king or keeping him company, and having influence at the court.

As soon as the king entered the hall, all the courtiers stood up. And when he sat down they bowed to him with deep respect.

chase (v): run after to catch.

The police chased the thief and caught him.

chase (n)

The robbers got into a car and drove away. The police got into another car and gave chase.

companion (n): a person who goes with another to keep him company. While crossing the ice-field Nehru fell into a deep crevasse. But luckily he was pulled out of it and saved by one of his companions.

rage (v): (of the wind) blow with great force

A storm raged for over an hour uprooting several trees and telegraph poles.

fiercely (adv): Adverb from *fierce*

fierce (adj): (of storm) strong and violent; (of animals) dangerous.

The fire spread from hut to hut. It raged fiercely for an hour and destroyed all the huts.

downpour (n): a heavy fall (of rain)

The rain has been pouring down all morning. The downpour has lasted four hours.

take shelter: *shelter* (n): anything that gives protection; a roof, a cave etc.

take shelter : seek the protection of a shelter, from sun, rain, storm etc.

You should not take shelter under a tree during a thunder-storm.

marsh (n): low-lying wet land

dense (adj): thick; packed closely together

There are dense forests all around the temple on Sabarimala.

attendant (n): from *attend* (v)

one who attends on another person; a servant.

Krishnan first worked at this cinema as an attendant, but has risen to become its manager.

cautiously (adv): in a cautious manner

cautious (adj): taking care not to make mistakes or get into danger
caution (n)

The astronauts stepped out on the surface of the moon very cautiously.

The fields were full of snakes after the first rains. So we walked across them cautiously at night.

The Minister was cautious (adj) in answering the questions of the press representatives.

disguise (v): to change one's appearance or to look like someone else in order not to be recognised. The Caliph and vizier disguised themselves as Arab merchants and walked through the streets of Baghdad.

certain (adj): sure

The bite of a cobra means certain death, unless it is attended to immediately.

There isn't any certain cure for cancer.

consider (v): regard as; believe; think of; think over

You should consider failures as stepping stones to success.

The Hindus consider the Ganga to be a sacred river. He considered whether to go at once or to wait till morning.

concerned (p.p. used as an adj): feel worried, unhappy or anxious.

Ravi showed no interest in his studies. His father was greatly concerned about him.

The government is concerned about the growing unemployment in the country.

to be well off/better off: to be in a comfortable/more comfortable financial position.

My brother has a good job in Bombay and is quite well off.

My brother recently got a good rise in his salary, and he is much better off now.

loyal (adj): true and faithful, especially to one's ruler or country.

Bhishma and Drona did not approve of Duryodhana's wicked ways. (However, they were always loyal to him.)

Unit II: From *It is no doubt true*

To *The Fisherman's practical wisdom and common sense greatly surprised him.*

grateful (adj): thankful

gratitude (n)

The women working in the factory were grateful to the Manager for building a creche for the babies. They went to him in a body to express their gratitude to him.

eel (n): a long slippery fish, shaped like a snake, used as food.

Note the expression. *as slippery as an eel.*

rob (v): take by force from (a person)

Some thieves suddenly attacked the travellers and robbed them of everything they had.

be indebted to: owe thanks to

The people of Kerala should be greatly indebted to her ancient kings who welcomed the foreign traders and treated them generously. (Lesson 13, Reader St. VIII).

"We are greatly indebted to Mr. Madhavan for building a creche for our babies" (Lesson 7, Reader St. VIII)

protect (v): guard; keep safe; defend

protection (n)

The jawans on our borders protect us from the attack of the enemies.

A mosquito net protects us from mosquitoes.

prosper (v): succeed; do well; improve; progress

prosperous (adj); prosperity (n)

The country can prosper only if every citizen works hard.

Mr. John's business prospered and in a few years he made huge profits.

drain (v): make dry by causing water to flow away. Our well was cleaned yesterday. First we drained it with a motor pump.

unfortunately (adj): opposite of *fortunately*

Nehru fell into a deep crevasse. But fortunately his companion pulled him out and saved him.

Mr. Kumar had planned to go to Kashmir for a holiday. But unfortunately he fell seriously ill and had to cancel his trip.

selfish (adj): thinking only of one's own self, needs or wishes

Ravi was selfish. He ate all the biscuits himself and gave none to his sisters.

Mrs. Kumar: Don't eat all the biscuits yourself, Ravi. Don't be selfish. Give some to your sisters.

content (adj): feeling satisfied with what one has, not wanting to have any more.

Mr. John is quite content with his present job. He does not wish to resign.

honest (adj): not telling lies, not cheating or stealing. Velu was not an honest watchman. He sold the coconuts in his master's garden without his knowledge. He was dismissed.

His master has an honest watchman now. This watchman never steals or cheats and always gives proper accounts to his master.

to the best of one's ability: as well as one can possibly do

The lawyer argued the case to the best of his ability. But he lost the case.

sincerity (n): from *sincere* (adj)

to be sincere: not to pretend but to be true to one's feelings, words and actions.

Mr. Balan pretends to be everyone's friend. There is no sincerity in what he says. He never helps anyone.

intelligence (n): the power of learning, understanding, etc.

Leeuwenhoek, the Dutch boy, showed remarkable intelligence in his boyhood and later made several great discoveries.

intelligent (adj)

practical (adj): relating to the way things actually happen or are done.

Students of Engineering have to work in a factory for some time to gain practical knowledge and skill.

common sense (n): practical good sense gained by experience, not by special study.

Our peasants may not have any education, but they have plenty of common sense and they know what is good for them.

impress (v): have an influence on; get fixed deeply on the mind.

Meena's sincerity in her work deeply impressed Madhavan.

Foreigners are impressed by India's progress under the Five-year Plans.

Unit III: From *They had in the meantime entered*

To.....every citizen in the province.

upset (adj): disturbed in one's feelings.

Mr. Kumar was greatly upset when he heard that his son had failed in the examination.

tender (adj): soft; easily hurt; (of meat) not tough

Nehru loved children and had a tender heart for them.

The milk of tender coconuts is sweet and refreshing.

retire (v): withdraw; go away; give up one's work

retire to bed: go to bed.

Our history teacher is retiring in March this year.

My father has his dinner early and retires to bed before 9 o'clock at night.

ahead (adv): in front; in advance.

The mother hen walks ahead and the chicks follow her.

relieved (p.p.): feeling relief; feeling free from anxiety or pain.

When Ravi was removed to the hospital after the accident, his parents were greatly upset.

But they were relieved when they learnt that he had only suffered a few minor injuries.

in good spirits: cheerful.

The team were in good spirits, having won the match.

move (v): here affect with pity, anger, etc.

The Caliph was moved to see the blind old man and gave him a silver coin (Lesson 5, Std. VIII Reader)

hospitality (n): friendly and generous treatment of guests and strangers, especially in one's house.

The ancient kings of Kerala welcomed foreign traders and treated them with great hospitality.

When Kuchela visited his old classmate Krishna, Krishna received him warmly and showed him great hospitality.

service (n): what someone does for the benefit of people, institutions, the country, etc.

For his services to education the headmaster of our school was given the National Award.

capable (adj): having great ability

Dr. Kurup, the Civil Surgeon in the town hospital, is a very capable doctor. Every patient wants to be treated by him.

subject (n): one of a people ruled over by a king.

The first duty of a king is to protect the lives and properties of his subjects.

upright (adj): straightforward in conduct

Mr. Bhaskaran never told a lie or cheated anyone. He was an upright man all his life.

industrious (adj): hardworking

Balan was absent for several days. But he is an industrious student and will soon make up for the days he has missed.

simplicity (n): the state of being simple, plain, free from luxuries, etc.

Even after he became the Prime Minister, Lal Bahadur led a life of great simplicity.

III. READING PASSAGE

THE KING AND THE FISHERMAN

There was once a king called Mansor, who ruled over the kingdom of Morocco. He was a good and just king. Mansor was very fond of hunting and whenever he was free from his kingly duties, he went out hunting with his courtiers.)

One day when he was out hunting in a thick forest, there was a terrible storm. (When the storm broke, the king was chasing a wild boar and got separated from his companions. The storm raged fiercely with thunder and lightning, followed by a very heavy, downpour. Mansor took shelter in a cave and by the time the storm had ended, it was night. The forest was full of marshes and everywhere trees and bushes grew thick and fast. The marshes were dangerous and even a man on horseback could easily sink in one of them, never to be heard of again.)

Mansor picked his way very carefully through the dense forest. It began to grow very dark and he lost all hope of finding his way home. There were no signs of his attendants or courtiers.

When the king had just given up all hope of even finding a shelter for the night, he suddenly saw a light a little distance away. He made his way very cautiously towards it, shouting for help. To his great joy, he heard an answering call and soon a man reached his side and offered to lead him to his hut, which was near-by.

Mansor, who was disguised as an ordinary courtier, asked the man whether he could take him to the palace. He promised to reward him suitably. The man replied,

"There are marshes everywhere and it would mean certain death to go any further tonight. I am a poor fisherman. You are welcome to my little hut. Please consider everything that I have as yours. Come and spend the night with me. Even if you were King Mansor himself, I dare not take you to the palace, which is more than ten miles away, on such a night. I should be guilty of risking the king's life."

Mansor asked the fisherman why he was so concerned about the safety of the king and what the king had done for him. "If you were the king's friend," he continued, "you would be better off than you are now. What makes you so loyal to the king?"

"It is no doubt true that the king does not know me and that I am very poor," replied the fisherman. "However, I have to be grateful to my king for all that he does for me. I am allowed to live undisturbed in this forest; I catch eels in the marshes, take them to market and live happily on what I get. No one dares to stop me wherever I go. No one dares to rob me or threaten me with violence. I can come and go through this forest at any time of the day or night and I am indebted to my noble king for all this."

"Why do you have to be grateful to him? Is it not the duty of a king to protect the lives and property of his subjects? What has he specially done for you?" the king asked.

The fisherman did not answer for a few moments. "What you say is true," he said after a short while, "but do you think the king can personally attend to the needs of all his subjects? Is it possible for him to improve

all parts of his kingdom equally? Unless the people themselves begin to work hard and make the best of what they have, how can they prosper? I know that if all these marshes were drained, this land would bear rich harvests. If the government were helpful to those who are willing to work hard, we could turn these marshes into the most fertile fields. I am sure if some of us should ask the king he would be happy to help us. But unfortunately I am the only one living in this forest. It would be selfish of me to ask the king to do so much for just the two of us. My wife and I are content to live with what we have."

"You are a fisherman and you earn your living, as you said, by catching eels," said Mansor. "Where will you get your eels if these marshes are turned into fields? Do you know any other trade?"

"I shall be happy," said the fisherman, "to do any work which will enable me to lead an honest life. I catch eels because I cannot do anything else. If I have opportunities to do other things, I shall try to do them to the best of my ability."

The king was surprised and pleased by the sincerity and remarkable intelligence of the fisherman. The fisherman's practical wisdom and common sense greatly impressed him.

They had in the meantime entered the fisherman's hut where his wife was anxiously waiting for them. She welcomed the guest warmly and quickly cooked some eels for their supper. When the meal was served, however, the king could hardly eat a morsel. The fisherman asked him why he did not eat anything. Mansor replied that he had never eaten eels before and couldn't bring himself to eat

them. The fisherman was very upset and wondered what he could give his guest instead. He had nothing but his favourite goat, which had a kid. The fisherman couldn't bear to think of his guest spending the night in his hut without any food. So, without a moment's hesitation, he quietly went out and killed the goat. His wife cooked its most tender parts and served them to the guest. Mansor had a hearty meal and then retired for the night. He lay down on a little wooden cot and was soon fast asleep.

Early next morning the fisherman woke him up and they started on their journey to the palace. Mansor rode on his horse and the fisherman walked ahead to show him the way. When they had gone a little distance, they saw some courtiers anxiously searching for their king. The terrible storm had made it impossible for them to look for him at night. They were all greatly relieved to find him safe and in good spirits. It was only then that the fisherman knew that his guest for the night was indeed King Mansor himself.

Mansor was deeply moved by the poor fisherman's hospitality. He thanked the fisherman for having saved his life and for having looked after him so well. Mansor decided that he ought to make use of the services of such a loyal and capable subject. He made him the Governor of that province.

Mansor made a wise decision in making the fisherman governor. Within a few years, all the marshes in the area were drained and the province became very prosperous. The people were famous for their hospitality and their upright and industrious way of life. The poor fisherman, through his uprightness, simplicity and great sense of hospitality, became a model to every citizen in the province.

IV. EXERCISES

I. Answer these questions.

1. What did King Mansor do in his free time?
2. What danger did the king face when the storm broke?
3. What made the king lose hope of finding his way home?
4. What did the fisherman offer the king for the night?
5. Did the fisherman know it was the king that he was taking to his hut ? Give your reasons.
6. Why did the fisherman say he was quite happy under King Mansor's rule? (Answer in four or five sentences.)
7. What did the fisherman do to entertain his guest?
8. When did the fisherman find out who his guest really was?
9. What qualities of the fisherman pleased the king?
10. "The king made a wise decision in making the fisherman governor." How do we know this ? (Answer in four sentences.)

II. Combine each of the following pairs of sentences into one sentence, making necessary changes. Punctuate the sentence correctly.

1. My mother is in Madras. She is very ill.
2. One of my brothers is an engineer. He is employed in Bombay.
3. Dr. Damodaran is my next door neighbour. He is a good doctor.
4. I want a house. It should have at least four rooms and a kitchen.
5. A man came to see you yesterday. He is here again.
6. Our hockey players were world champions for several years. They lost their title at the last Olympic Games.

III. Answer the following questions.

1. What would you do if you were a millionaire?
2. What would you do if you were the Prime Minister of India?
3. What would you do if you were a bird?

IV. Rewrite the following sentences, using the correct tense of the verbs in brackets.

1. We will play the match this afternoon if it (stop) raining.
2. If I (have) plenty of money, I would help you.
3. I wouldn't sign that paper, if I (be) you.
4. If it (rain), you will get wet.

5. Mr. John would be able to help you if he (be) here now.
6. If you (eat) all those sweets, you would be sick.

V. Match a clause from A with a clause from B

A

If I had money
 If your mother were to see this
 Krishnan could continue in service.
 You could live more cheaply
 Even if Hassan were in the team

B

If he were not seriously ill.
 if you lived in a village.
 we would not win the match.
 I would buy a dictionary
 she would beat you.

VI. Fill in the blanks with *whenever, wherever, whoever, whatever*.

Karna was a very generous and large-hearted prince. ——— he went, people asked him for all kinds of favours. ——— went to him for anything never went back disappointed. He gave him ——— he asked for. ——— anyone went to him, be it night or day, he received him with great hospitality.

VII. Fill in the blanks with the words given.

- | | | | |
|-------------|-------------|-----------|----------|
| (a) marshes | hospitality | courtiers | downpour |
| companion | attendants | loyal | services |
| concerned | well off | impressed | drained |

1. The king wanted to talk to his Prime Minister privately. So he dismissed all the ——— and his personal ———.
2. Mr. Shankar is deeply ——— about his son's health, which is getting worse every day.
 He has had the ——— of the best doctors in the city.
3. Sancho Panza was Don Quixote's ——— in all his adventures.
4. Mr. Raman is a very senior officer. He is very ——— and has a big house and a car.
5. Mr. Kanaran owned some land near the sea. It was full of ———. He ——— off all the water and planted coconut trees. He now has a very big coconut farm and it has made him very prosperous.
6. Though we had a heavy ——— yesterday. All the water has now drained off.
7. Birbal was a clever and intelligent courtier in Akbar's court. He was one of those who remained ——— to his master till his death.

8. When Vasco da Gama first came to Calicut, the Zamorin received him as a friend and showed him great ———.

9. The new teacher ——— everyone with his knowledge and ability.

(b) subjects capable dense rob
 ahead considered intelligence disguised
 upright protect cautiously

1. Have you seen elephants moving in herds in ——— forests? You will be struck by the ——— of the leader of the herd. He walks ——— of the herd very ——— holding a log in his trunk and checking with it if there are any pits or marshes. This is to protect one or more of the herd from falling into the pits.

2. In olden days kings were deeply concerned about the welfare of their ———. They ——— it their first duty to ——— every subject from dangers to life and property. They used to walk through the streets at night ——— as ordinary citizens to see for themselves how the people lived. In the course of these nightly walks, sometimes they caught wicked men who tried to ——— others. Sometimes they came across persons who were ——— in their conduct and highly ——— in their work. Such persons were appointed to high posts at the court.

(c) saved took shelter honest good spirits
 prosper unfortunately tender industrious
 relieved grateful content retired

1. Gopalan is an ——— milkman. He does not add water to the milk.

2. Sridharan had hoped to pass in the first class. But ——— he fell ill at the time of the examination and was unable to take it.

3. If the farmers produce more on their lands and if the workers are very ———. Our country will ———.

4. The villagers were very ——— to Mr. Cheriyan for starting a school in the village.

5. Hassan's excellent batting ——— the team from an innings defeat.

6. Mother: Antony, go to the market and buy ——— kilo of lady's fingers. Remember. chose only the ——— ones.

7. Gandhiji was not ——— with winning independence for India. He wanted to improve the lot of the poor.

8. It was one o'clock when I ——— to bed last night. I had to write some important letters.

9. Kasturba was no doubt weak. But Gandhiji was _____ to see she was cheerful and courageous. There was no need for him to put her in _____.
10. It suddenly started raining before we reached home. We _____ in a hut till the rain stopped.

(d) sincerity	simplicity	fiercely	indebted to
common sense	upset	raging	practical
to the best of my	selfish	chase	moved
ability			

1. The wounded boar rushed _____ at the hunter. The hunter took to his heels.
2. Dogs like to _____ cats and rabbits.
3. The fisherman were caught in the storm that was _____ at sea.
4. I am greatly _____ Mr. Hamid for helping me with the money needed for my education.
5. Mr. Chandran cares only for himself and his family. He is a _____ man.
6. "If you are pleased to select me for the post, I shall work _____."
7. Ashoka was so _____ by the sight of the dead and wounded soldiers at the Battle of Kalinga that he decided never to wage war again.
8. Mr. Jacob is a man of honesty and _____. If he says he will help you, he certainly will.
9. Some people say that the landing on the moon is of no _____ value to the world. People said the same thing when Columbus discovered America.
10. Mr. Sekhar is not a learned man. He has not been to school or college, but he has sound _____. You can depend on his judgement.
11. The teacher was _____ by the misbehaviour of Murali, but Murali apologized and the teacher excused him.
12. Gandhiji was content with a one room hut and a few things for his comfort. He led a life of utter _____.

VIII. Answer each of the following questions in a short paragraph of five or six sentences.

1. How did the king happen to be the guest of the fisherman?
2. Why did the fisherman feel grateful to his king?
3. How did the fisherman and his wife look after the king?
4. What did the fisherman do as the governor of the province?

LESSON 2

I. PREPARATION AND PRACTICE

A. Adverb Clause of Purpose with *so that*

1. (i) Mr. Hassan bought a piece of land near his house. He had a purpose in buying the land. He wanted to grow vegetables there. We can say:

Mr. Hassan bought a piece of land near his house *so that he could grow vegetables there.*

- (ii) Mr. Ravindran is moving to a town with his family. He has a purpose. He wants to send his daughters to college.

Mr. Ravindran is moving to a town *so that he can send his daughters to college.*

- (iii) I want to leave ten minutes early today. I must catch the four o'clock bus.

I want to leave ten minutes early *so that I can catch the four o'clock bus.*

The clauses in italics are "purpose" clauses. We make them with the help of *so that*. We can also use *in order that* in place of *so that*.

Note that when the verb in the main clause is in the Present Tense, *can* or *may* is used before the verb in the "purpose" clause. When the verb is in the Past Tense, *could* or *might* is used.

2. Make five meaningful sentences from this table.

They grew vegetables in the backyard		I can plant coconuts on the land.
David went to bed early		you may not lose your way.
Please look up the word in the dictionary	so that	they could always have fresh vegetables.
I wish to drain these marshes		he might get up early the next morning
Take a guide with you		you may be sure of the spelling

B. each other, one another**each other**

1. (i) Kamala and Shanta are friends. They do not live in the same town. Kamala likes Shanta. Shanta likes Kamala. We can say:

Kamala and Shanta like each other.

- (ii) Kamala writes to Shanta. Shanta writes to Kamala.
Kamala and Shanta write to each other.

- (iii) One day Kamala talked to Shanta on the phone. Shanta talked to Kamala.

One day Kamala and Shanta talked to each other on the phone.

- (iv) Raju could not write well with his pen. Ravi had trouble using his pen, too. They exchanged pens and managed very well. They used each other's pens.

2. Now combine each of the following pairs of sentences with *each other*

- (i) Hassan looked at Abdulla.
Abdulla looked at Hassan.

- (ii) I did not speak to him.
He did not speak to me.

- (iii) Padma combed and plaited Prema's hair.
Prema combed and plaited Padma's hair.

- (iv) Rustum rushed at Sohrab.
Sohrab rushed at Rustum.

- (v) Mathew congratulated Kannan.
Kannan congratulated Mathew.

one another

- (i) Mr. Raman had four sons. He brought them up well. Each one helped the others. We can say:

Mr. Raman's sons helped one another.

The sons never quarrelled among themselves.
They never quarrelled with one another.

- (ii) Some passengers were travelling in a compartment. They had a long way to go. They soon became friends and each told the others jokes and stories.

The passengers told one another jokes and stories.

2. Express the idea in the following sentences using *one another*.

1. Every member of the Smith family gave presents to the others at Christmas.
2. Mr. Prabhu had three daughters. None of them liked the others.
3. They frequently quarrelled among themselves.
4. Mr. Prabhu asked them why each hated the others.
5. Then each one blamed the others.

Note: You may have noticed that *each other* is used when there are two persons and *one another* when there are three or more. But in modern English, some times *each other* is used in place of *one another*. Thus

The brothers helped one another.

The brothers helped each other.

are both correct when there are two or more.

C. Present Continuous—Passive

1. (i) I am living in an old house. It was whitewashed five years ago. The walls look dirty.

My house *is being whitewashed* now. Four men are working.

- (ii) The doors do not close properly. Some windows do not have shutters.

The doors and windows *are being repaired*.

Two carpenters are repairing them.

- (iii) I am teaching only English prose now. The headmaster is asking me to teach English poetry too.

I *am being asked* to teach both English poetry and prose. The verbs in italics (*is being whitewashed, are being repaired, am being asked*) are in the Passive Voice and are in the Present Continuous Tense.

Note, the form of the Verb:

am/is/are + being + past participle

Here are some more examples:

The road	is	being	repaired.
A bridge	is		built.
The floors	are		washed.
The votes	are		counted.
I	am		taught English.

2. Fill in the blanks in the following sentences, using the Present Continuous Passive Voice form of the verb given in brackets.

Example

Our gate _____ red. (paint)

Our gate is being painted red.

- (i) Addresses _____ on the cards. (write)
 (ii) Stand up when the National Anthem _____. (sing)
 (iii) A new film _____ in The People's Theatre today. (show)
 (iv) Arches _____ up all along the road. (put)
 (v) I _____ how to use this camera. (teach)

In all the examples given above, the agent (by + noun), has been omitted. The agent can be mentioned if this is considered important or necessary.

Addresses are being written in the cards *by the boys of Class IX.*

A new film is being shown *by The Children's Film Society.*

I am being taught how to use this camera *by Mr. Bhaskaran.*

D. Future Simple : Passive Voice

1. (i) My house is being whitewashed now. The whitewashing *will be completed* tomorrow.

- (ii) The school library is in a small room now. We haven't got a hall where the boys can sit and read.

A large hall *will be built* next year.

The verbs in italics are in the Future Simple Tense, Passive Voice. The form of the verb is.

will/shall + be + past participle.

- (iii) The doors and windows are being repaired. There are six doors and twelve windows that need repairs. The carpenter said that the repairs *would be finished* next week.

would is used in the reported speech.

2. Fill in the blanks in the following sentences, using the Future Simple Passive Voice form of the verb given in brackets.

Example

The decorations _____ tomorrow. (remove) The decorations will be removed tomorrow.

- (i) The furniture _____ in the summer holidays. (repair)
- (ii) The letters _____ this evening. (post)
- (iii) Since he has admitted his mistake he _____ with a warning. (let off)
- (iv) The Captain said that Mr. John _____ from the Army. (discharge)
- (v) " _____ the results _____ tomorrow?" the boys asked the headmaster. (announce)
The headmaster said that they _____ only the next week. (announce)

E. Past Tense after wish

1. (i) Mr. Karunakaran is a good friend of mine. He is in great difficulties. I got a letter from him.
I wish *I could see him at once*. But I am not certain when I will be able to go.
- (ii) Mr. Karunakaran wants me to lend him Rs. 5000. But I haven't got that much money to give him.
I wish *I could help him*.
- (iii) "Sridhar, you said your uncle lives in Mysore. Aren't you going to Mysore for the Dusserah holidays?"
"I am not sure, sir. I am expecting an invitation from my uncle."
"I wish *you would visit Mysore during the Dusserah holidays*."

- (iv) Mathew is interested in space flights and astronauts.

"Would you like to be an astronaut, Mathew?"

"Yes, sir. I would."

Mathew wishes *he could be an astronaut.*

- (v) I am thirty years old. Sometimes I wish *I were as young as you.*

- (vi) I would like to write to my friend, Abdulla, who is in Delhi. But I haven't got his address. I wish *I knew his address.*

The clauses in italics express uncertain, or imaginary wishes which are unlikely or obviously impossible to realize.

Note that the tense form used for the verb following *wish* is the Past Tense, or *could/would/should/might* + verb.

2. Make meaningful sentences from the table below to match the clues given. The clues for the sentences are given in the same order as the sentences to be made from the table.

Clues

1. I would then build a dispensary in my village.
2. He has great faith in the doctor's ability.
3. We are deeply interested in Japanese art.
4. He has been in the school team for a long time.
5. She is interested in Home Science.

1	I		Dr. Thomas would examine him.
2	He	wish	her school taught Home Science.
3	We		he could be the captain of the foot-ball team
4	Ravi	wishes	I had a lakh of rupees.
5	She		we could visit Japan.

F. self words for emphasis

1. (i) Mr. Madhavan's house needed painting. But he did not ask a painter to do it. He wanted to save the expense of employing a painter. He painted his house himself.
- (ii) My brother lives in Baghdad. He doesn't like the food there. He could not get a good cook. He cooks his food himself.

In these sentences the *-self* word (himself) puts the emphasis on the doer of the action.

Study these forms of *-self* words for the different pronouns.

I	myself
you (singular)	yourself
he	himself
she	herself
it	itself
we	ourselves
you (plural)	yourselves
they	themselves

2. Now rewrite the first sentence in each of the following pairs of sentences, using the appropriate *self* form chosen from the list given above.

- (i) I will clean this room. I won't take anybody's help.
- (ii) We do all our work. We have no servants.
- (iii) You do the cooking. Don't expect anyone to help you.
- (iv) The Inspector questioned the thief. He did not ask any policeman to do it.
- (v) Let us build the house. Let us not ask anyone to help us.
- (vi) The girls washed the vessels. They did not take anyone's help.

3. Here are some questions and answers.

Who did you do homework for you?

I did it myself.

Who repaired Ram's glasses?

He repaired them himself.

Now answer the questions below, as shown above. Put a *-self* word into each of your answers.

- (i) Who made Kamala's choli for her?
- (ii) Who cooked the scout's meals for them?
- (iii) Who found your books for you?
- (iv) Who set Prema's hair?
- (v) Who repainted the student's hostel?
- (vi) Who wrote the letter for you?
- (vii) Who broke Kannan's pen?
- (viii) Who put the children's toys away?

Here are some slightly different questions and answers.

Who will pay for our seats?

You must pay for them yourselves.

Who will repair my bicycle?

You must repair it yourself.

Now answer the questions below as shown above.

- (i) Who will polish our shoes?
- (ii) Who will act the play for us?
- (iii) Who will do my homework for me?
- (iv) Who will put up my tent?
- (v) Who will tidy our desks?

G. must to express near certainty or inevitability

1. (i) Can you lift this table, Meena?

No, you cannot. It is very heavy.

It *must* weigh over twenty kilos.

- (ii) Look at this pen. Is it an expensive pen, or a cheap pen? It is an expensive pen.

It *must* cost over Rs. 50.

- (iii) It rained very heavily yesterday. Our mail has not arrived. All the mail trains must be running late today.

Must is used in these sentences to express near certainty or inevitability.

2. Rewrite one of the sentences in these pairs of sentences, using *must*.

Example

It is raining very heavily today.

This is certainly the breaking of the monsoon.

This *must* be the breaking of the monsoon.

- (i) See these initials, P. L. This umbrella is certainly P. Lalitha's.
- (ii) That is certainly the postman knocking. He regularly comes at ten o'clock.
- (iii) I saw Dr. Damodaran going to Mr. Thomas's house several times. His illness is certainly serious.
- (iv) Mr. Gopal is ill. That certainly is the reason for his absence.
- (v) A great many doctors are recommending this medicine. It is certainly the best on the market.

must have to express near certainty

1. (i) I wanted to look up a word in the dictionary this morning and I searched for the book. But I could not find it anywhere.
Someone *must have* removed it from my table.
- (ii) A little while ago I looked for my pen. It was not in my pocket. It was not in my bag either.
I *must have* left it at home.

The sentence with *must have* expresses near certainty about something that happened in the past. The form of the verb is

must + have + past participle

2. Now express the following sentences with *must have*.

Example

I am certain that these trees have been uprooted by yesterday's storm.

These trees *must have* been uprooted by yesterday's storm.

- (i) I am certain my pen dropped somewhere.
- (ii) It is certain you hurt yourself when you fell off your bicycle yesterday.
- (iii) I am certain Mr. Krishnan has reached New York.
- (iv) I am certain that the train left a few minutes ago.
- (v) It is certain that he missed the first bus.

H. enough**(a) enough with nouns**

1. (i) Mr. Shenoy wants to buy a car. He is a rich man.
He has money. He can buy a new car.
We can combine the last two sentences like this.
Mr. Shenoy has enough money to buy a new car.
- (ii) We have chairs. We can seat all the guests.
We have enough chairs to seat all the guests.
- (iii) We have plenty of time.
We will reach the station before the train arrives.

We have enough time to reach the station before the train arrives.

In these sentences *enough* is used with nouns to mean *as much as is necessary*.

2. Combine each of the following pairs of sentences, using *enough*.

- (i) I have seats. I can admit all the children.
- (ii) He has so much knowledge. He can pass this examination without any preparation.
- (iii) The car has petrol. It can run a hundred miles or more.
- (iv) We haven't had much rain. It hasn't filled the tanks.
- (v) Are there a lot of boys? Can they form a good cricket team?

(b) **enough after adjectives and adverbs**

1. (i) Come here, Narayanan. Can you lift this chair? Try. Yes, Narayanan can lift this chair.

He is strong enough to lift it.

Can you lift this table. Try. No, you cannot.

Narayanan is not strong enough to lift this table.

(ii) Mr. Thomas addressed a big meeting yesterday. There was a very large crowd. But he spoke loudly and was heard by everybody.

Mr. Thomas spoke loudly enough to be heard by everybody..

(iii) The old man ran to catch the bus. But he did not run fast enough. The bus moved away before he could get in.

2. Combine each of the following pairs of sentences using *enough*.

- (i) He is tall. He can touch the top of the board.
- (ii) The hall isn't big. It cannot hold all the students.
- (iii) Are the bananas ripe? Can they be eaten?
- (iv) The Indian team played well. They beat the German team.

II. VOCABULARY

Unit I: From *Semyon Ivanov lived*.....

Toeven if he behaved rudely to Semyon.

track (n): (here) set of rails on which trains run. The driver stopped the train as the flood waters had covered the railway track.

fellow-workers (n): workers belonging to the same class.

Vijay and Gopalan are fellow-workers in a factory.

c.f. fellow-men, fellow-passangers, fellow-scientists, etc.

lantern (n): a burning light which can be carried. The flame is protected from wind or rain by glass.

crowbar (n): a heavy bar of iron for moving or lifting heavy objects.

tool (n): an instrument such as a saw, hammer, screw-driver or chisel.

bolt (n): a strong metal pin for fastening things together.

nut (n): a small metal block for screwing on to the end of a bolt.

backyard (n): enclosed or partly enclosed space at the back of a house.

We grow vegetables in the backyard.

within their means: (here) within their income *means* (n) (here) the amount of money they can have to live on.

uncomplaining (adj): not in the habit of making complaints. Meena was a quiet and uncomplaining maid-servant. Madhavan was very pleased with her.

regular (adj): unchanging; *here* doing the same thing at the same time every day.

This morning I didn't get time to take my regular bath.

Raghavan was not regular in attending school. He often stayed away.

Raghavan was irregular in going to school.

front (n): *here* the place where the army faces the enemy.

trench (n): a long deep ditch dug in the ground as a protection for soldiers.

range (n): *here* the distance which could be reached by enemy guns.

rheumatic (adj): caused by the rheumatism (n).

rheumatism: a painful disease affecting muscles and joints.

discharge (v): send away from service; set free from duty; allow to leave.

My brother will be discharged from hospital tomorrow. He is now all right.

blow (n): *here* shock, sorrow.

wages (n): payment made or received for work

The workmen get their weekly wages usually on Friday evenings.
The management raised the wages of the workers and they went back to work.

[Workmen and servants get *wages*, but payments to staff, officers, clerks, etc. are called salaries.]

Superior (n and adj): superior (adj): of better quality. Teak is a superior kind of wood. It is superior to mango wood.

Superior (n): person of higher rank. Mr. Madhavan works very hard to please his superiors.

The Inspector is the Sub-Inspector's superior

on friendly terms with: treating each other as friends. Are you on friendly terms with your neighbour?

occasionally (adv): now and then; at times I see a film occasionally.

I don't go to the pictures regularly.

Unit II: From *One day Semyon found Vasily.....*

Toand walked off without another word.

mood (n): state of mind or spirits.

My father was in an angry mood yesterday and none of us dared to speak to him.

Note: merry mood, happy mood, not in a mood to work, etc.

declare (v): make known publicly and clearly—*here* say without doubt or hesitation.

The Government declared Monday a holiday for all offices.

The secretary declared that he would resign if his suggestion was not accepted.

declaration (n)

exactly (adv): not more and not less; *here* quite.

The parcel weighs exactly three and a half kilos.

The bell rings exactly at five minutes to nine.

Mr. Balan and I live in the same street. His house is exactly opposite to mine.

exact (adj):

The exact time now is twenty-two minutes past one.

comfort (v): give comfort to

comfort (n): state of being free from anxiety, suffering, pain etc.

Mr. Sekharan lost his only son in an air-crash. His relatives and friends tried very hard to comfort him, but he was heart-broken.

A good bed is a comfort (n) to a tired person.

comfortable (adj):

Our journey was comfortable. We had no difficulties of any kind.

misery (n): great suffering (of mind or body).

Millions of people still live in great poverty and misery in our country.

miserable (adj):

The little girl is miserable because her brother has gone to the pictures without taking her with him.

go out of their way: take extra special trouble.

countless (adj): too many to be counted.

Look at the countless stars in the sky.

heroism (n): heroic acts or qualities; great courage.

Capt. Divakaran was awarded the Vira Chakra for his heroism.

Shankaran saved three children from a burning hut. Everyone said it was a heroic action. He became a hero.

deed (n): something done.

The jawan threw a bomb at an enemy tank and put it out of action.

He did a brave deed, risking his life.

common (adj): belonging to or affecting all members of a group or society.

The villagers drew water from a common well. Malaria was once a common disease. Gandhiji was a successful lawyer. He gave up his practice to work for the common good.

remove (v): move; take away.

The statues of the British kings and governors are being removed from public places in India.

glory (n): here honour, fame and respect won by great achievements.

The Apollo 11 astronauts brought great glory to their country.

They were the first to land on the moon.

glorious (adj)

rubbish (n): that which is thrown away; nonsense, worthless ideas.

We should not throw all the rubbish in our houses on the roads.

This is wrong.

What he says is all rubbish. It has no meaning at all.

tremble (v): shake.

The old man trembled with fear when he was brought before the magistrate.

taken aback: painfully surprised.

He was taken aback when he saw the amount of the bill he had to pay.

temper (n): state of mind; mood.

We found the Manager in a bad temper. So we did not discuss our difficulties with him.

good-tempered/bad-tempered (adj):

No one likes a bad-tempered person, but a good-tempered person is loved.

preach (v): give moral advice.

The Buddha preached that men should not harm one another.
Gandhiji practised what he preached.

teach a lesson: here punish, to make someone realize the uncomfortable result of his deeds.

Unit III: From *Semyon stood looking at him*.....

To *he would not listen to reason.*

support (v): hold up; help; give strength to; encourage.

The walls of a building support the roof.

Young Ravi has to work to support his family. Krishnan made a complaint and Chandran supported him.

faith (n): trust.

His faith in God helped him through all his misfortunes.

I don't have any faith in what he says. He hasn't any experience in these matters.

politely (adv): in a polite manner.

Some boys occupied the seats reserved for women. The conductor politely asked them to vacate the seats.

Cultured people are polite. They speak politely to everyone.

soothe (v): make quiet or calm; comfort.

We tried to soothe the crying baby; but it kept crying until its mother came.

Hot water soothed the pain in his hurt foot.

Unit IV: From *Semyon was busy*.....

To *respect that he served.*

smartly (adv): briskly and in a very correct manner.

The soldiers saluted smartly as the Captain entered.

trolley (n): a low truck on four wheels running on rails, mostly used for inspecting the track.

conclude (v): bring to a suitable end.

The Chairman asked the speaker to conclude his speech in five more minutes as there were several others who wanted to speak.

He concluded his speech after thanking us for our hospitality.

conclusion (n):

They discussed their plans but reached no conclusions about them.

in high spirits: very happily.

The children started on their excursion in high spirits.

detail (n): a single particular fact.

I heard about yesterday's road accident, but I don't know the details.

The Minister gave the Assembly details of the damage caused by the storm.

III. READING PASSAGE

THE SIGNAL (I)

[Based on the Russian story by Vsevolod Garshin (1855-1888)]

Semyon Ivanov lived a hundred miles south of Moscow in a little hut near the railway track. As a railway worker it was his duty to take care of the railway track two miles to the east of his hut and three miles towards the west. His fellow-workers on either side looked after the track beyond his section. Semyon was given a green flag, a red flag and two lanterns. He was also given a crowbar and some tools to keep the bolts and nuts of the rails in position. He had besides a copy of the time-table and a book of rules, which he knew by heart.

His wife, Arina, and he lived happily on the small salary he got. They grew their own vegetables in the backyard so that they could live within their means. There was a factory not very far from their hut. Beyond the factory there was a dense forest.

Semyon had served in the war as a servant. His officers liked him as he was faithful and uncomplaining. Even during the worst battles Semyon saw to it that his officers had their regular cups of hot tea. He had seen active fighting at the Turkish front. Often he had to spend long hours in the trenches within the range of the enemy's guns. He worked in the scorching heat and the freezing cold. Most of the time there was very little to eat. Sometimes he had to go without any food for days together. Although he was never wounded, long years of hard work in the trenches and in the bitter cold completely ruined his health. He was never free from rheumatic pains, yet he continued to work cheerfully.

He was discharged from the army at the end of the war and he went back home to find that his old father and his four-year old son had both died. This was a great blow to him. His wife was forced to work as a servant. He left home and wandered round the country looking for employment. One of his old officers happened to see him. He recognized Semyon. The Officer was now a station master and he gave Semyon his present job, not very far from his own station. So that Semyon and his wife could live together.

Semyon's neighbour, Vasily Stepanych, was a young man, tall and hungry-looking. Whenever Semyon met him in the course of the day's work on the track, he greeted Vasily warmly and asked about him and his wife. Vasily was always unhappy and full of all kinds of complaints. Both he and his wife were dissatisfied with the life they led; they complained about the hard work, the poor wages, the smallness of their quarters and many other things besides. Vasily hated all his superiors. Semyon tried very hard to remain on friendly terms with him. Vasily stopped occasionally to talk to him. But each time they met they were sure to disagree about almost everything. Vasily, who must have been young enough to be Semyon's son, was always forgiven even if he behaved rudely to Semyon.

One day Semyon found Vasily in an unusually bad mood. He declared that in his opinion human beings were the cause of all the evil in the world. "Lions and tigers and bears do not eat each other; but man will eat man," he said. Semyon argued that this was not true at all. His experience, he claimed, was exactly the opposite. "Wherever I have been, I have always been treated with

more kindness than I deserved. Don't men help one another? Don't they comfort each other in misery? Don't they often go out of their way to protect those who suffer? Haven't you heard countless stories of heroism, of great deeds of glory performed for the common good? Are we not ourselves being treated as generously as possible by our employers?"

Vasily was furious. "What nonsense you are talking!" he exclaimed. "Don't you know that we are not being paid a living wage? We are being treated like animals. The other day the Supervisor asked me to remove all the vegetables I had planted because I had not asked his permission to plant them in that place. He finds fault with whatever I do. You talk to me about kindness and generosity and friendship. Bah! it is all rubbish. You have lived so long and it is possible that you have lived like an animal all these years. You can't remember any thing, you can't understand anything." Vasily was trembling with rage and he spat angrily.

Semyon was taken aback by Vasily's temper. He tried to calm him down. "May I tell you something my friend Vasily?" he said. "We all have our sorrows and misfortunes. Often we are ourselves responsible for some of them. But some misfortunes we bear for no fault of our own. In any case, we cannot blame our fellow-men for our troubles. We must learn to bear them patiently and wait for better times."

"Enough of your preaching! Why don't you go and mind your own business?" demanded Vasily. "I'll teach the Supervisor a lesson. You wait and see. I'll complain to the Inspector. He'll be punished. The scoundrel!" He turned round sharply and walked off without another word.

Semyon stood looking at him until he disappeared from sight. When he went home he told Arina about his meeting with Vasily. "There must be something seriously wrong with that man. He is angry with the whole world. He even tried to quarrel with me. I wish I could help him in some way. He is so bitter."

Two days later Semyon met Vasily. He was in an even more angry mood than before. "Last time," he said, "you spoke to me about the kindness and goodness of human beings. I complained to the Inspector about the Supervisor but he did not even want to listen to what I said. He called me a fool. Where can one find justice in this world? When a man does something wrong, we see him being supported instead of being punished. Anyway I have no faith in our fellow-men. Man is responsible for all the evil in this world." Semyon replied that he was sorry to hear these words. "Why don't you forget all about it and speak politely to the Supervisor when you meet him again?" he said. "You can both forgive and forget."

"I don't want your advice," said Vasily. "You know that the Chief Engineer is coming to inspect our railway track. When he passes this way, I will tell him everything. I am sure that the Supervisor and the Inspector will be punished. I will have justice!" Again Semyon tried to soothe him but he would not listen to reason.

Semyon was busy for the following three days preparing for the Chief Engineer's visit. He did everything that was necessary to make his section of the track appear as clean and well kept as possible. Every nail and nut and bolt was in its proper position. When the Chief Engineer arrived, Semyon was ready to welcome him. His flags, his

official papers and his tools were all laid out neatly for the great man to see, in case they were needed. He saluted smartly when the Engineer's trolley passed him. The Engineer stopped his trolley and spoke to him kindly.

"What is your name?"

"Semyon Ivanov, your Excellency".

"How long have you been working here, Semyon?"

"Six months, your excellency."

"Good."

The Chief Engineer's trolley passed on. Semyon again saluted and the Chief Engineer nodded his head.

Semyon went back home in high spirits. He described the inspection to Arina without omitting a single detail. "The Chief Engineer is a good man" he concluded. "He is kind and gracious to a poor man like me. I wish Vasily would show him the respect that he deserves."

IV. EXERCISES

I. Answer these questions.

1. What were the duties of Semyon Ivanov?
2. How did Semyon become a railway worker?
3. Why was Vasily an unhappy man?
4. Why did Vasily and Semyon often disagree with each other?
5. What was Vasily's complaint against the Supervisor?
6. What was his complaint against the Inspector?
7. Why did Semyon think that the Chief Engineer was a good man?

II. Combine each pair of sentences below, using *so that*. Make necessary changes.

Main Clause	Purpose
1. Our farmers are using modern methods of cultivation.	They want to produce more.
2. He spoke loudly.	He wanted everyone to hear him.
3. Bhaskaran went to the U. S. A.	He wanted special training in television.
4. We took a guide with us.	We wanted to see as much of the place as possible.
5. Dr. John wants to practise in a village.	He wants to serve the poor.
6. The king disguised himself as an ordinary citizen.	He did not want anyone to recognise him.

III. (a) Rewrite the following putting only the verbs in italics in the passive voice. Omit the agent wherever you are asked to do so.

My children are learning Sanskrit. An experienced teacher *is teaching them*. He *is giving* them four lessons a week. (Omit the agent). The teacher *is coaching* the eldest for an all-India examination. (Omit the agent). An institution in Bombay *is organizing it*. A large number of boys and girls are taking the examination.

(b) Change the following sentences into the Passive Voice.

- (i) The P.W.D. is building a bridge over the river.
- (ii) A very capable doctor is treating my father.
- (iii) They are draining the marshes to plant coconuts. (Omit the agent.)
- (iv) They are not paying us a living wage. (Omit the agent.)
- (v) They are treating us like children. (Omit the agent.)
- (vi) Why are the police watching me?

- IV. (a) Rewrite the following putting only the verbs in italics in the passive voice. Omit the agent wherever you are asked to do so. A teacher reports to the headmaster:—

“Fortyeight boys have given in their names for the picnic to the hill fort. I *will arrange* a special bus for them. (Omit the agent) I *will divide* the boys into six groups of eight each. (Omit the agent). Each group will have a leader. The leader *will take care of* the boys in each group.

The boys will bring their lunches with them.

I *will arrange* tea for them at the picnic spot. (Omit the agent.)

A special guide *will take* them round the fort.

- (b) Put the following sentences in the Passive Voice.

1. Dr. Damodaran will examine my father tomorrow.
2. They will build a new hall for the library next year. (Omit the agent).
3. They will not promote the boy. (Omit the agent)
4. Will they announce the results next week? (Omit the agent.)
5. The headmaster said that the District Collector would hoist the flag.

- V. Consider this sentence.

Sainaba is too young to go to school. We can express this idea with *enough* in the following way:—

Sainaba is not old enough to go to school.

Express the idea in the following sentences, using *enough* and the word given in brackets.

1. He is too poor to buy a house. (rich)
2. My mother is too weak to walk. (strong)
3. Mr. Jacob is too short to join the police department. (tall)
4. The problem is too difficult for the class (easy)
5. The lane is too narrow for motor cars. (broad)

- VI. Express the following wishes as in the example given below.

Example

I wish to go home.

I wish I could go home.

1. Kamala wishes to play the heroine's part.
2. Hamid wishes to learn Arabic.
3. Our farmers wish the schools to be closed during the harvest season.

4. I wish to help Mr. Sundaram.
5. Ram and Mohan wish to play against the Russian team.

VII (a) Study this:

Mohan: I wish to be younger now. But I can't be. We can express it this way:—

Mohan wishes he were younger. But he cannot be. Now express the following wishes as shown above.

1. I : I wish to be a millionaire.
But I am poor.
2. John : I wish to be the President of India now.
But I am an ordinary man.
3. Ashok & Arun : We wish to be on the moon now.
But we are here on earth.
4. He : I wish to be a doctor.
But I am an engineer.
5. Kamala : I wish to be the matron of this hospital. But
I am only a nurse.

- (b) Here are some sentences expressing wishes, about what children wish they *were*, about the things they wish they *had*, and about the things they wish they *could do*.

I wish I were a pilot.

I wish I had an aeroplane.

I wish I could fly an aeroplane.

Now make up sentences like these about the words below. The first one is done for you:

- | | |
|---------------------|--------------------------------|
| 1. a famous runner | I wish I were a famous runner. |
| 2. run very fast | |
| 3. a bicycle | |
| 4. a famous singer | |
| 5. sing very well | |
| 6. travel abroad | |
| 7. a doctor | |
| 8. help sick people | |
| 9. a good actor | |
| 10. act in films | |

VIII. The word *must* is used in a different sense in the responses below, which contradict the statements given on the left.

Statements	Responses
The food isn't ready yet.	It <i>must be</i> ready. (I'm <i>certain</i> it's ready.)
The books aren't here.	They <i>must be</i> here. (I'm <i>certain</i> they're here.)
Prem hasn't come yet.	He <i>must</i> have come.
They haven't sent any papers.	They <i>must</i> have sent some.

Now you respond to the statements below, as shown above. Use *must* or *must have* in all your responses.

1. The message hasn't come yet.
2. There aren't any pencils left.
3. Meena isn't at school.
4. The film hasn't finished yet.
5. The pen isn't in the drawer.
6. There haven't been any messages.
7. There isn't any chalk left.
8. There aren't any shops open.
9. Raju hasn't seen the photographs.
10. The Delhi plane hasn't left yet.
11. The story isn't in my book.
12. The workmen aren't tired yet.

IX. Fill in the blanks with the words given.

(a) declared	wages	concluded	deeds
faith	glory	occasionally	heroism
discharged	exactly	quarters	supports

1. Mr. Unni spoke for an hour and ——— his speech with an appeal to the audience to follow the teachings of Gandhiji.
2. We go to the public gardens ———. We don't find time to go every day.
3. My father was ——— from hospital yesterday, ten days after the operation.
4. The workers are demanding a rise in their ———. They are also demanding that the management should provide them with ——— close to the factory. Mr. Karunakaran is their leader. The workers have complete ——— in his leadership. He

speaks for the workers and ——— their demands. The workers will do ——— what he advises them to do. The management refused to listen to him and ——— a lock-out.

5. During the Pakistani attack on India in 1965 our jawans fought with great ———. The papers reported several ——— of bravery performed by them in the face of fierce enemy attacks. Many of them died on the battle field, but they brought undying ——— to themselves.

- | | | | | |
|-----|----------|---------------|-----------|-----------|
| (b) | misery | uncomplaining | soothe | details |
| | politely | temper | greeted | comforted |
| | smartly | tremble | superiors | remove |

1. Raman is a lazy fellow and does not earn anything. His wife and children have very little to eat; but his wife is an ——— woman. She bears everything patiently.
2. I met a very old friend yesterday, when I went to the circus. He ——— me loudly, but I merely smiled at him.
3. In the Army you have to obey the orders of your ——— promptly and without complaining.
4. The Inspector came to our house yesterday. He spoke to me very ———, but I was very frightened.
5. My sister lost her ear-rings yesterday and cried bitterly, but my father ——— her by promising to buy her a new pair. Then she started smiling.
6. Large numbers of our countrymen live in ——— and want; they have no jobs and do not have enough to eat.
7. Last night we heard a loud noise outside our window. My brother and I started to ——— with fear and we called out to our mother. She came with a torch and then we saw a big cat running away. My father woke up and was in a bad——. He shouted at us for disturbing him and called us cowards. Mother did her best to ——— him.
8. My friend, Mohan, always comes to school ——— dressed. His father owns a cloth shop.
9. The headmaster asked the peon to ——— the old notices from the notice board.
10. John said he had had a wonderful holiday in Kashmir. He had no time to tell me the ——— of it.

X. Write a short paragraph on each of the following.

1. Semyon's life in the Army.
2. The differences in the character of Semyon and Vasily.
3. The Chief Engineer's inspection.

LESSON 3

1. PREPARATION AND PRACTICE

A. No sooner.....than

1. (i) The train arrived at the station. What did the waiting passengers do? They at once rushed towards the compartments. We can say:

No sooner had the train arrived, than the waiting passengers rushed towards the compartments.

or

As soon as the train arrived, the waiting passengers rushed towards the compartments.

- (ii) The bus arrives. What do the passengers do? They all rush to get into it.

No sooner does the bus arrive, than the passengers rush to get into it.

or

As soon as the bus arrives, the passengers rush to get into it.

- (iii) My brother had a bad stomach-ache. I took him to Dr. Warriar, who is a very good doctor. He prescribed a medicine. No sooner had my brother drunk the medicine than he began to feel better.

or

As soon as my brother drank the medicine, he began to feel better.

Note that in the *no sooner* clause the subject comes between *had* does and the verb. There is no such inversion in the *as soon as* clause.

as soon as clause

the train arrived

the bus arrives

he drank

no sooner clause

had the train arrived

does the bus arrive

had he drunk

If the *no sooner* clause starts with the subject, there is no such inversion between the subject and the verb.

The train had no sooner arrived than the people rushed to the compartments.

Note that the *no sooner* clause is rarely used, and that too only in writing. It is always better to use the *as soon as* clause both in speaking and writing.

2. Rewrite the following sentences, using *as soon as*.

- (i) No sooner had Krishna seen Kuchela than he ran to him and embraced him.

- (ii) No sooner had the bell rung, than the boys left the class.
- (iii) No sooner had we reached the place, than the old man went down on his knees and muttered some words.

B. Adverb Phrases of Manner

1. (i) Pakistan attacked us in 1965. Our Jawans drove the enemy back.

They fought *with great courage*.

- (ii) I wanted Rs. 500 urgently. I requested my friend, Raghavan to lend me the amount.

He lent me Rs. 500 *without any hesitation*.

- (iii) The forest was full of marshes. So the fisherman walked *with great caution*.

In these sentences the phrases in italics express the *manner* in which actions take place or are performed. These adverb phrases can be changed into adverbs.

with great courage
without any hesitation
with great caution

courageously
unhesitatingly
cautiously

But all such phrases cannot be replaced by adverbs.

The form of these phrases is:

preposition + (adj/article) + noun

2. Make five meaningful sentences from this table.

He walked	with great hospitality.
The frightened man stood	with suspicion
The fisherman treated the king	in an angry tone.
They did their work	with quick steps.
He spoke	like a statue
The policeman looked at me	to the best of their ability.

C. Past Continuous Tense, Passive Voice

1. (i) Last week we celebrated Independence Day at the school. The headmaster hoisted the flag. The teachers and the students stood to attention while the flag *was being hoisted*.

- (ii) There was a meeting yesterday in the Town Hall. I had to attend a party and I was late for the meeting. When I reached the hall, the national anthem *was being sung*.
- (iii) On School Day the President distributed the prizes. The boys clapped and cheered the winners while the prizes *were being distributed*.
- (iv) The men were working on the road. They were repairing it. I had to drive the car slowly since the road *was being repaired*.

The verbs in italics are in the Past Continuous Tense, Passive Voice. The agent (by + noun) is omitted in every case. If necessary, the agent can be mentioned.

While the prizes were being distributed *by the President*, the boys cheered the winners.

Note the form of the verb:

was/were/ + being + past participle

2. Fill in the blanks in the following sentences with the Past Continuous Passive Voice form of the verbs given in brackets.

- (i) We stayed in the school hostel while our house _____ (repair)
- (ii) He did not know that he _____ by the police. (watch)
- (iii) The child kept crying while its hair _____. (cut)
- (iv) Some boys were talking while the National Anthem _____. (sing)
- (v) Rama Devi was happy to learn that a creche _____ for the workers' babies. (build)

D. Prevent with Verbal Nouns

1. (i) Smallpox spreads quickly. What do the health-officers do when they learn about cases of smallpox? They vaccinate everyone. What prevents smallpox?

Vaccination prevents smallpox.

- (ii) Two groups of people created some trouble in my village. Someone informed the police and they arrived on the scene. This prevented a clash.

The arrival of the police prevented a clash.

- (iii) Sarojini and Kamala are sisters. Sarojini's wedding was celebrated last week. Kamala was ill and could not go to the wedding.

What prevented Kamala from going to her sister's wedding? Kamala's illness prevented her from going to her sister's wedding.

- (iv) When the king was hunting, a fierce storm broke and the men were unable to look for the king.

The fierce storm prevented the men from looking for the king.

Note the form of the verb in (iii) and (iv).

prevent + object + from + verb + -ing

2. Combine each of the following pairs of sentences using *prevent* . . . verb + -ing.

- (i) There was water on the pitch. So we could not finish the match.
- (ii) The patient had high temperature. The doctor could not do the operation.
- (iii) A fierce storm was raging. The fishermen could not launch their boats.
- (iv) The boys made a lot of noise. We were unable to hear the speaker.

E. Have/get something done. (past participle)

1. (i) Velu needed a hair cut. So he went to a barber.
He had his hair cut.
- (ii) Balan had a severe pain in his eyes. So he went to an eye doctor.
He had his eyes examined.
- (iii) My watch stopped running two days ago.
I wound it, but still it would not run. So I took it to a watch repairer.
I got the watch repaired yesterday.
- (iv) My house was white-washed three years ago.
I got my house white-washed last week.

In these sentences the person, (the subject of the sentence) causes something to be done by some other person or persons.

The agent (by + noun) is often omitted in such sentences.

It can, however, be mentioned if it is important or necessary

Balan got his eyes examined by Dr. Koman.

2. Add a suitable sentence to each of the following sentences, using the correct form of the verb *have* or *get* with the past participle of the verb in brackets.
- (i) My watch wasn't keeping correct-time.
I..... (repair)
- (ii) My shoes were dirty. I.....(polish)
- (iii) You are very quarrelsome. I will.....(punish)

- (iv) This letter has to be signed by the President. Please..... today. (sign)
- (v) We need three copies of these letters. Will you.....? (copy)
- (vi) Your clothes are dirty. You should.....(wash)

F. Keep-Idiomatic use

1. (i) The little boy was looking for his mother. He began to cry. We tried to comfort him, but we failed. At last his mother came and he stopped crying.
The child *kept crying* till he saw his mother.
- (ii) My dog barked at the girl. She *kept running* till she reached her house.
- (iii) I went to the D. E. O's office yesterday. I went in a taxi and returned in the same taxi.

I *kept the taxi waiting* till I finished my business.

- (iv) I attended a meeting of the Panchayat Board yesterday. There was a lot of disturbance at the meeting.

Some members *kept on asking* silly questions.

Note the form of the verb phrase in italics in the sentences given above.

- | | | |
|--------------|---|------------------------------------|
| (i) and (ii) | — | keep + verb + <i>-ing</i> |
| (iii) | — | keep + object + verb + <i>-ing</i> |
| (iv) | — | keep on + verb + <i>-ing</i> |

- in (iv) *kept on asking* means *asked* repeatedly at short intervals. The boys kept on complaining about the food in the canteen. They complained repeatedly at short intervals.

2. Fill in the blanks with the group of words given

kept us waiting	kept knocking
keep smiling	kept on raining
kept on disturbing	keep standing

- (i) The photographer was ready. He asked everyone to——.
- (ii) A group of people——the meeting. So the President declared the meeting closed.
- (iii) We should ——when the National Anthem is sung.
- (iv) The shopkeeper——for an hour before he started giving us the ration.
- (v) We——until the door was opened.
- (vi) We had good showers last week. It——the whole week, except for some short breaks.

G. Whatever (to express concession)

1. (i) I don't have any rice at home. I need five kilos urgently.
Whatever the cost, I must buy the rice.

- (ii) I am the secretary of the Union Club. I don't like to work in the club. I am going to resign. Several members want me to continue.

Whatever they may say, I am going to resign my secretaryship.

The clause in italics expresses a concession.

The cost may be very high, but I must buy the rice.

2. Make as many meaningful sentences as possible from the following table.

Whatever	happens, the results may be, I am paid, people may say,	I will accept the job. let us meet the Manager we shall appoint him. I will support my friend.
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II. VOCABULARY

Unit I : From *The day following*.....

To in perfect condition

slap (v): hit with the open hand.

My brother told a lie. My father got very angry and slapped him.

silly (adj): foolish; not sensible.

Sekharan gave a silly excuse for running away from class, and the teacher got very angry.

dismiss (v): send away; allow to go.

The watchman was found sleeping while on duty and so he was dismissed from service. The teacher dismissed the class only fifteen minutes after the period closed.

reed (n): a grass stem or thin bamboo for making flutes.

culvert (n): a small bridge or covered channel built to allow water to run under a road or railway track.

make out (n): understand.

He spoke in such a low voice that I could not make out what he said.

grip (v): hold firmly.

When the dog barked furiously, the boy ran to his mother and gripped her arm.

condition (n): state in which a person or thing is.

Though my car is very old, it is in good condition and does not give any trouble.

Unit II : From *At that point the embankment*.....

Tono help was at hand.

embankment (n): here a bank built up to carry the railway track and to keep it level.

plunge (v): (verb intrans): go quickly or headlong down.

The car dashed against a lorry on the bridge and then plunged into the river.

(verb trans): thrust forcibly into something Rustum plunged his spear into Sohrab's side and Sohrab fell with a groan.

gasp (v): struggle for breath, speak breathlessly.

The old man ran to catch the bus. He was gasping when he sat down in his seat.

We gasped when we saw that every coconut tree had been uprooted in the storm.

commit (v): to do a bad or foolish act.

commit a sin, crime etc.

The thief admitted to the police that he had committed a number of thefts and showed them where he had kept the stolen articles.

sin (n): the breaking of God's law, wrong doing of any kind, an immoral act like stealing, murder etc.

innocent (adj): free from wrong doing; knowing nothing of evil or wrong.

Six people were tried for murder. The Magistrate found four of them guilty and said the other two were innocent.

Don't have their blood on your hands: Don't be the cause of their death.

horror (n): very great fear mixed with disgust; great dislike.

We were filled with horror to see the destruction caused by the mob.

flash (v): come or pass suddenly like a bright light.

We saw a bright light flash across the sky and then die away. Father said it was a shooting star.

roar (v): make a loud, deep harsh sound.

My house is not far from the zoo and we frequently hear the lion roaring in its cage.

The plane flew very low making a roaring noise.

headlong (adv): Head first.

The swimmer plunged headlong into the water.

sweat (n): perspiration; the moisture on the skin that comes when a person is hot, frightened etc.

He wiped the sweat from his forehead with a handkerchief.

single-handed (adv): without anybody's help.

The Roman hero, Horatius, stood on the bridge across the river Tiber and fought the invaders single-handed.

at hand (adv): near, within reach

There was no transport at hand and so we sent for a taxi from the city.

I have Rs. 10 at hand and plenty more in the bank.

Unit III: From *There was only one thing.....*

To a deep wound in his left arm.

shrill (adj): (of noise) sharp and piercing in tone.

He is partly deaf but he can hear sharp shrill sounds like the whistle of a train.

calculate (v): work with numbers; think carefully; plan "Calculate the time taken by a car to run ten miles if it travels at 30 miles an hour."

past (prep): up to and further than.

We did not know our friend's house and so we walked past his gate; but he saw us and called us back.

gush (v): burst forth; flow in great quantities.

Someone has left the tap running in the bathroom. The water is gushing out of the pipe and flooding the room.

soak (v): make very wet.

We forgot to take our umbrellas and so we were soaked to the skin in the heavy rain.

clutch (v): take tight hold of with the hand.

The boy had fallen into a well. We threw rope and he clutched at it and with its help climbed up.

The eagle had a small animal in its clutches (n).

rumbling (n): a dull sound like that of distant thunder or gun fire or a heavy cart on the road.

There was a flash of lightning followed by the rumbling of thunder. We woke up at night and heard the rumbling of the carts going to the fair.

Lorries rumble (v) past our house day and night.

ebb (v): (of the tide) flow back to the sea from the shore or a river. (here) grow faint or weak e.g., *ebb* and *flow*.

Arjuna told Krishna that all his strength was ebbing from his limbs at the sight of his close relatives before him in the battle field.

His son held the dying man's hand while his life ebbed away.

consciousness (n): being in one's senses and able to think and feel.

When George fell down the stairs, he became unconscious. He regained consciousness after half an hour.

descend (v): go down: come down suddenly.

A swarm of bees descended on the man who attempted to climb the tree and get the honey.

Two men descended into the well to clean it out.

The descent (n) from Everest took less time than the ascent.

frantically (adv): wildly; in an excited manner.

The captain of the ship saw at a distance a piece of white cloth being waved frantically. Through his telescope he saw it was a man struggling in the water.

screech (v): make a loud, harsh, high sound.

The brakes screeched and the car suddenly stopped.

halt (n): stop; pause.

The policeman at drill marched a few steps, came to a halt and then turned back.

A man pulled the alarm chain and the train came to a halt.

rag (n): any piece of useless old cloth.

The beggar had only a rag round his waist to cover his nakedness.

arrest (v): make a prisoner.

The police arrested the thief who had stolen the necklace.

senseless (adj): without consciousness: without the ability to think and feel.

He was knocked down by a car and he lay senseless on the road.

bleed (v): to lose blood

A piece of glass cut Raman's foot and the wound started bleeding badly.

III. READING PASSAGE

THE SIGNAL (II)

The day following the Chief Engineer's visit, Semyon saw Vasily coming towards him in a great hurry. He noticed that Vasily was not in his working clothes and that he was dressed up to go somewhere. "I am going to Moscow," he declared "to complain against the Chief Engineer. That scoundrel! Yesterday he slapped me when I asked him to punish the Supervisor and the Inspector. He said that I had no business to complain about my superiors. I'll go to Moscow and complain to the General Manager. How dare he strike me?"

"I am very sorry to hear this," replied Semyon. "Why do you keep on complaining about our superiors? Is it really necessary for you to go to Moscow? Do you think people there will listen to you? The General Manager will be too busy to see you. They are all very important people and they deal with big matters. They'll refuse to pay any attention to you. I beg of you, Vasily to forget what has happened."

"You're a silly old man," replied Vasily. "These officers are so proud that we have to teach them a lesson. I will get the Chief Engineer dismissed. Didn't I tell you that human beings are worse than animals? You didn't believe me then. I am determined to fight them whatever happens." Before Semyon could say anything in reply, Vasily had walked away.

Semyon did not see Vasily for two days. On the third day he went out in the evening to cut some reeds. With these reeds he used to make flutes, which he sent to the nearby town through his friends in the railway. Semyon

made a little extra money that way. He was returning with the reeds. When he came to the culvert at the edge of the forest where the track took a sharp turn, he heard the sound of tools. It was clear that someone was working on the track. He could hear the clang of metal and could make out some one was working on the rails with a crowbar. He was gripped by a cold fear. He could not remember any repair work that was needed anywhere along the track, because he always kept it in perfect condition.

At that point the embankment was about fifty feet high and it prevented him from seeing what was happening on the track. A stream passing under the culvert plunged into a deep valley. He climbed up the embankment calling out to the man working on the track. When he got to the top, he heard the sound of heavy footsteps running away in the direction of the forest. He was just able to catch a glimpse of Vasily as he disappeared into the bushes. He shouted out "Come back! Come back! Vasily!" He gasped when he saw that one rail had been partly loosened on the left-hand side. No train could pass safely over it. He shouted again "Vasily, do not commit this great sin. I will not tell anyone. Together we can put back the rail back into position quickly. No one will ever know. Please come back. It is nearly time for the Express. There will be hundreds and hundreds of innocent women and children in the train. What have they done to you? Don't have their blood on your hands. Don't murder those innocent people whatever your reasons may be. For God's sake come back!"

Semyon now realised the full horror of what was about to happen. The picture of the Express train rushing along the track at tremendous speed, causing the rails to tremble, shaking the very earth on which he stood, flashed through

his mind. It would come round the sharp bend and go roaring over the culvert. The front wheel would strike the torn rail. The engine would plunge headlong into the deep valley. The carriages carrying countless women and children would be crushed like empty match-boxes. His whole body was covered with sweat and he trembled from head to foot. He realised that he didn't have the necessary time to put back the rail single-handed. He needed help, and no help was at hand.

There was only one thing he could do and that was to prevent the train from coming as far as the culvert. There wasn't much time left, but he decided to rush to his hut to collect his red flag. No sooner had he gone half the distance than he heard the shrill whistle from the factory. It was six o'clock! That meant he had just two minutes before the train passed the culvert. An express train travelling at high speed needed at least 200 yards to come to a halt. Semyon quickly calculated. He decided that if he turned back and ran fast enough he could get beyond the bend. From there he would be seen from some distance away by the driver. As he was running fast the culvert, he felt the rails trembling and he heard the distant whistle of the engine. He took off his cap and removed the white handkerchief that he always kept in it. He ran forward with all his strength. Semyon took out the knife which he carried and plunged it into his left arm. The red blood gushed out and he soaked his handkerchief in it. He quickly tied it to one of the long reeds that he was still clutching in his hand. Waving his red flag, he kept running. He now distinctly heard the rumbling of the train; the ground trembled under his feet. He heard the blood roaring in his head and dark shadows appeared in front of his eyes. Blood was still gushing out of the wound.

The strength was fast ebbing from his limbs. The fear came to him that he might fall and that the engine driver might not see the red flag. He might himself be crushed under the wheels of the train. "Oh God!" he cried. "All these little children in the carriages!" He was on the point of losing consciousness. Suddenly he felt that the flag was snatched from him. The train had come into view. And then a sudden darkness descended on him.

No sooner had the driver of the oncoming train seen a red flag being waved frantically than he quickly applied the brakes. The train screeched to a halt within a hundred yards of the torn rail. There was great excitement among the passengers. They jumped out of the carriage and ran along the track. They saw a tall, hungry-looking man standing there holding a blood-stained rag tied to a long stick, by the side of the track. Vasily looked at the passengers. He saw the crowd of men, women and children from the train. He lowered his eyes and said slowly. "Tie me up. Arrest me. I have torn up a rail." Near him a man lay senseless. His clothes were all soaked in blood. He was bleeding freely from a deep wound in his left arm.

IV. EXERCISES

I. Answer these questions.

1. What was Vasily's complaint against the Chief Engineer?
2. Why was Semyon gripped by fear when he was returning home one day?
3. What did Semyon do when he saw Vasily running away?
4. What did Semyon decide to do at first in his attempt to stop the train?
5. Why did he change his mind?
6. What did he do then to stop the train?
7. Who was waving the red flag?
8. What did Vasily want them to do? Was he a changed man?

II. Combine each of the following pairs of sentences, using *No sooner**than*.

Example: He saw me.

At once he stopped his car.

No sooner did he see me than he stopped his car.

1. The child began to cry.
At once the mother took him in her hands.
2. He reached the office.
At once he called me on the telephone.
3. The boys saw the watchman.
At once they ran away.
4. I went to bed.
At once I fell asleep.
5. The fire engine arrived.
At once it began to pump water on the burning house.

II (a) Pick out the adverb phrases in the lesson which mean:

(i) hurriedly, (ii) speedily, (iii) perfectly

(b) Pick out the adverb phrases in Lesson I which mean

(i) as well as I can (ii) unhesitatingly

III. Rewrite the following passage, putting the verbs in italics in the passive voice. Omit the agent when you are told to do so.

My brother and I are building a coir factory in Alleppey. We visited the site last week and saw that they *were draining* the marshes. (Omit the agent.) The municipality *was building* a

road to the site. (Omit the agent.) The plans for the factory building were ready, but the engineers *were preparing* those for the worker's quarters. (Omit the agent.) The contractors *were supervising* the work. They *were stocking* the materials for construction. (Omit the agent)

- IV. Express the idea in each of the following questions in a sentence, using *from*.

Example: Why didn't you attend school yesterday?

What prevented you from attending school yesterday?

1. Why didn't you come in time?
2. Why didn't he answer all the questions?
3. Why didn't they ask my permission?
4. Why doesn't she see the headmaster?
5. Why didn't they come here?

- V. Say what you will do in the following situations as shown in the example below. Mention the agent wherever necessary.

Example: Your shirts are dirty. (situation)

I will get them washed. (What I will do.)

1. Your teeth are aching.
2. Your bicycle is out of order.
3. Your homework is full of mistakes.
4. The strings of your badminton bat are coming off. (Use *restring*)
5. There is a thorn in one of your toes.

- VI. Fill in the blanks with the words given.

(a)	consciousness	arrested	past
	condition	gushing	bleeding
	crushed	senseless	handkerchief

1. Mathew: Did you hear about David's accident?

John: No, I didn't. What happened?

Mathew: We were riding to the market yesterday on our bicycles. A lorry drove——us on the wrong side. David tried to avoid it by moving to the right and he was knocked down by a car coming in the opposite direction.

John : Did he receive any serious injury?

Mathew: Yes, he did. He fell on the ground and was——. He had a deep cut on his forehead and it was——. Blood was—— out of the cut. I bandaged it with a——.

John: Did it take long for David to regain——.

Mathew: Not very long. He regained his senses after ten minutes. I took him to hospital and got him attend to.

John : What is his——now?

Mathew: He is better now. It was lucky he wasn't run over and ——by the car.

John : Were the police informed?

Mathew: Yes, they have——both the drivers.

- | | | | |
|-----|-----------|-----------|-------------------|
| (b) | innocent | roared | keeps on sweating |
| | shrill | calculate | at hand |
| | descended | flashes | dismiss |

1. Astronomers are able to——correctly when we will have solar and lunar eclipses in a year.
2. The summer months are very warm in Kerala and one——all day.
3. Our legs ached more when we——the hill than when we ascended it.
4. The manager did not want to ——the worker because he was really sorry for what he had done.
5. Often during disturbances some——people are arrested or get beaten.
6. Every day at ten o'clock the express train ——past my house with a——whistle.
7. Some of the magician's tricks were so interesting that the boys ——with laughter.
8. My father became suddenly worse. Since no doctor was——I had to take him to hospital.

VII. Fill in the following passage using each of the given prepositions once.

- | | | | | |
|-----|----|------|---------|-------|
| (a) | up | of | towards | under |
| | on | into | to | from |

A stream passing——the culvert plunged——a deep valley and Semyon could not see anything——this side. He climbed——the embankment calling out——the man

working ——— the track. When he reached the top, he heard the sound ——— heavy footsteps running away ——— the forest.

- (b) at on of along through
 The picture ——— the Express rushing ——— the track
 ——— tremendous speed shaking the very earth ——— which
 he stood flashed ——— his mind.

VIII. Study this sentence:

When he got to the top, he heard the sound of heavy footsteps running away in the direction of the forest.

The clause in italics is a "time" clause and is called an adverb clause of time. It may begin with words such as *when*, *whenever* or *as*.

Pick out five "time" clauses from Lessons 2 and 3. Write three sentences of your own with a 'time' clause in each.

IX. Answer the following questions each in a short paragraph.

1. How did Semyon try to prevent Vasily from going to Moscow?
2. What did Vasily do out of his feeling of anger towards his superiors?
3. How did a change come over him?

LESSON 4

I. PREPARATION AND PRACTICE

A. Past Perfect Tense—Passive Voice

1. Someone came to my neighbour, Mr. Vasu, yesterday and told him that his son had met with an accident near the post-office.

He had been knocked down by a car.

Mr. Vasu immediately ran to the place of the accident.

His son had been taken to the hospital.

Mr. Vasu then rushed to the hospital. He was told that his son's injury was only a minor one. *He had been attended to by the doctor in the outpatient's department.*

He had then been sent home.

The verbs in italics in the sentences given above are in the Past Perfect Tense. Passive Voice. In the first and third examples, the agents (by a car, by the doctor in the out patient's department) have been mentioned. In the second and last examples the agents have been omitted.

The form of verb is:

had + been + past participle

2. Fill in the blanks in the following sentences putting the verb given in italics in the Past Perfect Tense, Passive Voice.

- (i) The teacher was glad that the sum _____ correctly by everyone. (do)
- (ii) The conference was a great success. Excellent arrangements _____ by the Reception Committee. (make)
- (iii) The boy complained that the food _____ properly. (not cook)
- (iv) I did not go to the wedding as I _____. (not invite)
- (v) Sita sang a song of welcome on School Day. It _____ specially _____ by our Malayalam Pandit. (compose)
- (vi) The small-pox did not spread to our village since everyone _____. (vaccinate)
- (vii) I was not able to get a copy of the English Reader since all the copies _____ out. (sell)

B. Past Perfect Continuous Tense

1. (i) Mr. Madhavan is an artist. I visited his studio last week.
He showed me a big portrait he was working on.
He *had been painting* the portrait for six months.
- (ii) The workers of the sugar factory decided to go on strike yesterday. They *had been demanding* a rise in their wages for two years, before they took this decision. The verb in italics is in the Past Perfect Continuous Tense. It expresses an action that was going on over a period of time in the past, earlier than another action, also in the past.

The form of verb is:

had + been + -ing form of the verb

2. Read the clues given below and match each clue with a sentence from the table. The clues are given in the same order as the sentences to be made from the table.

Clues

1. I was transferred from Bombay last month.
2. Dr. Sekhar left Malaya two years ago.
3. Mr. Shankar stopped his car to give me a lift.
4. Kamala showed me a sweater.
5. The man begged some food.

1	I		practising in Malaya for 20 years.
2	He		knitting it for a month.
3	I	had been	starving for two days.
4	She		working in Bombay for five years.
5	The man		waiting for a bus for an hour.

C. such.....that

1. (i) Divakaran has a great love for cricket. He went all the way to Madras to see the test match last week.
Divakaran has such a love for cricket that he went all the way to Madras to see the test match last week.

- (ii) Sri Damodaran was a very honest man. He could not be tempted by all the wealth of the world to cheat or tell a lie.

Sri Damodaran was such an honest man that he could not be tempted by all the wealth of the world to cheat or tell a lie.

- (iii) Ramamurthi had great strength. He could bend even heavy iron bars.

He had such great strength that he could bend even heavy iron bars.

- (iv) Once Ramamurthi hit an iron rod with great force. The rod broke in two.

Once he hit an iron rod with such force that it broke in two.

In (i) *such* is followed by an article and a noun (a love).

In (ii) *such* is followed by an article, an adjective and a noun (an honest man)

In (iii) *such* is followed by an adjective and a noun (great strength).

In (iv) *such* is followed by a noun (force)

2. (a) Combine each of the following pairs of sentences, using *such a/an...that*.

Example

I have a very bad headache. I cannot do any work now.

I have such a bad headache that I cannot do any work now.

- (i) He spoke for a long time. Everyone got bored.
- (ii) He had a thorough knowledge of the subject.
He answered all the questions easily.
- (iii) Alexander had a very enquiring mind. He learnt very fast.
- (iv) I had a very heavy lunch. I don't think I'll need any dinner.
- (b) Combine each of the following pairs of sentences, using *such* followed by a suitable adjective and a noun and *that*.

Example

There are big ruts and holes on the road. You cannot drive comfortably.

There are such big ruts and holes on the road that you cannot drive comfortably.

- (i) Śaraswathi has fine manners. Everyone likes her.
- (ii) His feet are large. None of these shoes will fit him.

- (iii) He used very bad words. I don't like to repeat them.
- (c) Combine each of the following pairs of sentences using *such* followed by a noun and *that*

Example

She spoke with great sincerity. Everybody was convinced of what she said. She spoke with such sincerity that everybody was convinced of what she said.

- (i) He fought with great courage. The enemy turned and ran.
- (ii) The lawyer presented his case with great skill. The case of the other side looked very weak indeed.
- (iii) He treated us with great hospitality. We thoroughly enjoyed our stay.

D. The infinitive as Subject

1. (i) Dr. Savithri wanted to work in a village hospital. Could she make a lot of money in a village? No, she could not. Why did she then want to work in a village? She wanted to help the poor. That was her aim in life.

To help the poor was Dr. Savithri's aim in life.

- (ii) Dr. Savithri was not eager to make a lot of money. That was not her purpose.

To make a lot of money was not her purpose.

- (iii) Dr. Savithri's parents did not approve of her decision. They wanted her to work in a town. *To take* a decision was very difficult for her.

The words *to help*, *to make* and *to take* are infinitives. They are the subjects in the sentences.

[Note that this structure with the infinitive as the subject is more common in written English than spoken English. It is more appropriate to use the structure with *It* when speaking. It is Dr. Savithri's aim in life to help the poor. It is not her purpose to make a lot of money.]

Combine each of the pairs of sentences below, using an infinitive (to + verb).

- (i) Alexander the Great wanted to conquer all the world. That was his ambition.
- (ii) He defeated all his opponents. This was easy for him.
- (iii) He honoured valour and heroism in his opponents. This gave him great pleasure.

- (iv) He did not ill-treat any of the conquered kings. That was not in his nature.

E. The Passive Voice of can/must/should + verb

1. Have all of you bought your textbooks?

They *can be bought* at the school store today.

They *can be paid for* tomorrow.

They *must be paid for* before 10 A.M.

Payment *should not be put off*.

The verbs in italics are in the Passive Voice.

Note the form of the verb:

can/must/should + be + past participle

2. Rewrite the following sentences putting the verbs in the Passive Voice. Omit the agent in all cases.

(i) You can begin the work tomorrow.

(ii) You must complete it in a week.

(iii) You should give all your attention to it.

(iv) I cannot pay you any money now.

(v) You can expect payment only after the work is completed.

II. VOCABULARY

Unit I : From *In 1949 a medical conference.....*

To *.....to choose the subject*

conference (n): a meeting at which people exchange views and talk together.

confer (v).

The District Collectors in the State meet at a conference every year.

The D. E. O. wanted a Conference of heads of schools to discuss examinations.

audience (n): the people present at a meeting or entertainment to listen to speeches etc.

There was a large audience waiting to hear the Chief Minister.

The audience listened to the speaker in complete silence.

owe (v): be indebted for; have to pay.

The nation owes its independence to the leadership of Mahatma Gandhi.

I owe Rs. 100 to Mr. Das. I want to pay it to him as early as possible.

discoverer (n): one who discovers.

discover (v): find out (something): get knowledge of something which existed before but which was unknown.

discovery (n): the act of discovering. Madame Curie was the discoverer of radium. She was helped by her husband in its discovery. The Curies discovered this rare metal after years of difficult experiments.

continue (v): go on doing something.

Raman is studying in Std. X and hopes to continue his studies in College next year.

Shankar could not continue his studies after his father's death.

continuation (n).

In Lesson 3 we have the continuation of the story of Lesson 2.

curiosity (n): a strong desire to get knowledge and new information.

curious (adj): eager to learn or know. Children are usually curious and ask many questions. We should try to answer these questions as knowledge grows out of curiosity.

appetite (n): desire for food, pleasure, amusement etc.

The healthy boy ate with great appetite.

Explorers have an appetite for adventure. An appetizing (adj.) smell came from the kitchen.

memory (n): the power of remembering.

Our headmaster has a very good memory. He remembers the names of all his students.

memorize (v): learn by heart.

The teacher asked the boys to memorize three poems which they liked most.

honours (n): (at a school or college) a special distinction for work above the average; marks of honour, titles etc.

Rajendra Prasad was a brilliant student and passed all his examinations with honours and won several prizes.

Every year the Government confers honours (Padma Sri, Padma Vibhushan etc.) on men who have served the country in a distinguished manner.

bacteria (n pl): very small living things in the air water and ground. Some bacteria are harmful and cause diseases. Some are useful.

bacteriology (n): the science or study of bacteria.

bacteriologist (n): one who studies bacteriology.

conduct (v): carry on; manage.

The S.S.L.C. Examination is usually conducted in March. The headmaster is responsible for the conduct (n) of the examination. Sir Ronald Ross conducted his experiments for twenty years before he discovered the malaria parasite.

He won a prize for good conduct (n) behaviour.

experiment (n): a (practical) study to find out whether something is true or to discover something new.

We did an experiment yesterday to find out the properties of oxygen.

disease (n): illness; a particular kind of illness.

Diseases are caused by germs getting into the body.

Small-pox and cholera are diseases that spread quickly.

mastery (n): thorough knowledge; skill.

Both Mahatma Gandhi and Nehru had complete mastery of the English language.

thoroughness (n): noun from *thorough*.

thorough (adj): accurate; careful.

Our Physics teacher has a thorough knowledge of his subject. He teaches with such thoroughness that his classes are very interesting.

attract (v): cause to come towards.

attraction (n):

A magnet attracts a piece of iron.

The cinema attracts our boys and girls. But it has no attraction for me. I rarely go to see the pictures.

Swami Vivekananda had a very attractive (adj) personality.

impel (v): push or drive forward: urge.

Sympathy with the peasants and the poor impelled Mahatma Gandhi to live like one of them.

Unit II : From *Because of his extra-ordinary interest.....*
To *.....The culture of bacteria*

lessen (v): make or becomes less.

The pill has lessened my pain a little.

It has not cured me completely.

-en is a suffix, added to words to change them into verbs—e.g., strengthen, broaden, widen, weaken.

-en is also a prefix placed before words to change them into verbs—e.g., enlarge, encourage, enrich, enable, enforce, enjoy.

develop (v): show, become large, grow; cause something to grow.
Buds develop into flowers.

Have you watched the development (n) of cater-pillars into butterflies?

In the morning he had no fever. But in the evening he developed a high temperature. There has been rapid development in our country in recent years, particularly in agriculture and industry.

aid (n): help.

We cannot see microbes without the aid of the microscope.

He can read only with the aid of spectacles.

Rich countries give aid to poorer countries.

infection (n): infecting or being infected.

infect (v): fill with disease germs.

A person with a cough may infect others.

Vaccination prevents infection from small-pox.

infectious (adj).

Small-pox, chicken-pox, measles etc. are infectious diseases.

antiseptic (n): that which prevents the growth of germs or destroys germs.

Dettol and tincture of iodine are antiseptics.

distress (n): great pain or sorrow.

A long drought causes great distress.

distress (v).

We were deeply distressed when we heard that Lal Bahadur Shastri died at Tashkent.

microbe (n): one of the bacteria that causes disease.

destroy (v): put an end to; kill; ruin; make useless.

The enemy bombed the airport and destroyed several planes.

destruction (n):

The destruction of the crops caused by the flood is very serious.

microscope (n): an instrument for making very small objects appear bigger.

Disease germs are microscopic (adj). They can be seen only through a microscope.

culture (n): the state of civilization among people;

Improvement of the mind or body by training; the result of such training.

Here a growth of bacteria produced in a laboratory.

The universities should be centres of culture.

Tagore was a highly cultured (adj) gentleman.

production (n): making or manufacturing, growing, bringing forth.
produce (v):

That factory produces silk sarees. The rate of production (n) is steadily going up.

We should produce in our country all the food we need. We should stop importing food.

prepare (v): make ready; get ready.

I am preparing for the Metriculation examination in March.

preparation (n):

My preparations for the journey are complete. I am leaving tomorrow.

Unit III : From *One morning*.....

To*at the right time.*

notice (v): take note of; pay attention to.

I didn't notice that he was present at the meeting.

annoy (v): trouble; disturb; make angry.

The teacher was annoyed at the bad behaviour of the pupils.

I felt annoyed when he did not keep his promise. It was a great annoyance (n).

ruined (v. p. p.): ruin (v): destroy; bring to nothing. The floods ruined the paddy crops.

ruin (n): something which has fallen to pieces.

The temple is now in ruins.

mould (n): a hollow form into which soft or liquid material (clay, molten metal etc.) is poured.

Here a growth of very small plants (fungi) which appears on food, leather, clothes etc.; if they are left for some time in warm, moist air. Unless you polish your shoes often, they will get mouldy (adj.)

moist (adj): slightly wet; not dry.

The wind blowing from the sea is moist.

moisture (n): wetness; water vapour in the air.

After rain, there will be moisture in the air.

alertness (n): watchfulness.

Our jawans must be alert against possible enemy attacks on our borders. The safety and security of our country depends on their alertness.

observation (n): the practice of seeing and noting things; the power of noticing.

observe (v):

The scouts develop their power of observation through various games that are specially planned for this.

He observed the way certain birds build their nests.

indispensable (adj): quite necessary or essential.

Air and water are indispensable to life. By his knowledge and skill, Sri Kumaran made himself indispensable to the Manager of the factory in which he was working.

We cannot live without air and water. They are indispensable for life.

researcher (n): one who carries on research in any field of study.

research (n): thorough search for new facts in any branch of knowledge.

One of the aims of any university is to conduct research. Every year researchers are selected and given scholarships for important work.

III. READING PASSAGE

THE DISCOVERY OF PENICILLIN (I)

In 1949 a medical conference was held in Verona in Italy. At the end of the conference, several people in the audience collected round one of the chief guests, eager to have a word with him. Suddenly, a man with three children pushed his way through the crowd. He had been waiting for over two hours to see the distinguished guest.

When the man got to the guest, he fell at his feet and, with tears in his eyes, said, "Sir, these children owe their lives to you." The man he had addressed thus was Alexander Fleming, the discoverer of penicillin.

Alexander Fleming was born in Scotland in the year 1881. He did very well at school and was awarded a scholarship to continue his studies in London. Here he joined the medical school at St. Mary's Hospital. He was full of curiosity for scientific matters and had such an appetite for knowledge and such a memory for facts that he learned very fast and was able to pass all his examinations with honours.

When Fleming was studying at St. Mary's Hospital, a famous bacteriologist, Sir Almroth Wright joined the hospital as one of its professors. Professor Wright had been conducting several experiments in bacteriology, the study of bacteria. He taught the subject with such mastery and thoroughness that Fleming was greatly attracted to it and decided to choose bacteriology as his special subject of study. Besides, he had a great desire to do something towards lessening human suffering in the world. This also impelled him to choose this subject.

Because of his extraordinary interest in his work, Fleming very soon became a famous bacteriologist. When World War I broke out in 1914, Fleming went to Boulogne with Prof. Wright and did his best to give medical aid to the wounded soldiers. The soldiers had been dying in thousands because their wounds developed infection. Antiseptics were no doubt in use, but they were such as harmed the body though they killed the bacteria. Fleming was filled with such distress at the sight of the dying soldiers that he began to think hard about how he could help them. Lister had discovered that infection was due to the presence of microbes which entered wounds. Beyond this discovery, little more was known about the prevention of infection. To find how microbes were formed and how they could be destroyed now became the subject of Fleming's study.

After the war Fleming returned to St. Mary's Hospital and started work on the problem. He grew bacteria of various kinds in his laboratory and studied them under his microscope. The production of bacteria in the laboratory is called culture of bacteria.

One morning, in September 1928, Fleming was examining the bacterial cultures that had been prepared the night before. Suddenly he noticed a bright green ring on one of the cultures. He was annoyed at this and thought the experiment had been spoiled. But instead of destroying the "ruined" culture, he put it under his microscope, curious to know how exactly the culture had been spoilt. He saw that a mould had formed on the culture. It was feeding on the culture, and thus destroying it. Moulds are growths of very small plants which can sometimes be seen on food, or leather

or old clothes, if they are left for some time in warm moist air. The culture had partly been destroyed by this mould. It had proved to be a powerful germ killer. Fleming became greatly excited by this discovery. He then carried out several experiments on the mould. He found it was a bread mould and named it *penicillin molatum*.

Moulds often grow in size and are blown about by the wind. It was by accident that such a mould dropped on the culture that Fleming had prepared and destroyed it. But it had not been known that any of these moulds could destroy bacteria. It was Fleming's alertness, curiosity and keen observation that had led him to this great discovery. These are qualities indispensable for scientists and researchers. Fleming's discovery was the result of his training as a scientist, his curiosity as a human being and his discipline as a researcher. It was a case of the right man being at the right place at the right time.

IV. EXERCISES

I. Answer these questions.

1. Why was the man with the three children eager to see Alexander Fleming?
2. Why did Alexander Fleming choose bacteriology as his special subject?
3. Why did a large number of the soldiers wounded during World War I die?
4. Why were the antiseptics then in use unsatisfactory?
5. What problem did Fleming work on after he returned to St. Mary's Hospital?
6. What is a mould?
7. What did Alexander Fleming discover about the green mould?
8. What qualities are indispensable to a scientist?

II. Join each of the following pairs of sentences using *such—that*.

1. He wore very expensive clothes. I thought he was very rich.
2. There was a very big crowd at the cinema. We couldn't get any tickets.
3. They were talking in a low voice. I couldn't hear them.
4. It was a very beautiful place. We were unwilling to come away from there.
5. Mr. Madhavan is a very good man. He will help everyone.

III. Rewrite the following putting the verb in the appropriate tense.

1. We were told that the train (leave).
2. Breakfast was not ready. It (cook).
3. The headmaster was sorry to see that all the furniture (break).
4. I saw that some books (eat) away by white ants.
5. Before the fire-engine arrived, the shops (destroy) by the fire. The fire (rage) for an hour.

IV. Rewrite the passage given below putting the verbs given in brackets in the appropriate tense.

Frederik the Great Keeps his Word.

Frederick the Great was a famous emperor. He believed in very strict discipline.

One day he (leave) the barracks after an inspection. Suddenly, one of the soldiers (step) forward and smartly (salute) him. This soldier (see) service in many battle-fields, but his claim for promotion (overlook). He (wait) for weeks for an opportunity to meet the Emperor.

"One word, Your Majesty," (say) the soldier.

"If you (say) two, you (hang), " said the King who (know) that it (be) impossible to present any petition in one word.

"Sign," said the soldier boldly (taking) out a paper which he (keep) ready with him. The King (impress) by the soldier's cleverness and promptly (sign) the paper. It was an order for the soldier's promotion.

- V. Rewrite the following sentences beginning each with the infinitive given in italics.

Example: It is easy *to give* advice to others.

To give advice to others is easy.

1. It is impossible *to finish* the work in a week.
2. It is wrong *to judge* others hastily.
3. It is foolish *to ask* him to be our leader.
4. It is unsafe *to go* out now.
5. It is dangerous *to stay* here.
6. It is her ambition *to be* a doctor.
7. It is not my intention *to get* him dismissed.
8. It is my intention *to teach* him a good lesson.

- VI. Rewrite the following passage with articles *a* or *the* wherever necessary.

- (a) Moulds often grow in size and are blown about by wind. It was by accident that such mould dropped on culture that Fleming had prepared.
- (b) Fleming's discovery was result of his training as scientist, his curiosity as human being and his discipline as researcher. It was case of right man being at right place.

- VII. Fill in the blanks with the words given.

bacteria	carried out	disease	owing to
prepared	research	discovery	bacteriologist
microscope	discovered	infection	particular

In the early part of the present century, malaria was a common _____ in India. Quinine was known to cure malaria. This is a medicine which is _____ from the bark of the cinchona tree. It was, however, not known how malaria was caused. A great _____ called Sir Ronald Ross, who _____ medical _____ in India for a long time set out to find the cause of this disease. Louis Pasteur, another bacteriologist, had _____ that all diseases were caused by different kinds of _____. Sir Ronald Ross thought that this must apply to malaria also. He found that those bitten by a particular kind of mosquito developed _____. Very patiently he examined different kinds of mosquitoes day after day under the _____. At last he succeeded in discovering the _____ mosquito which caused malaria. It is _____ this remarkable _____ that it has become possible to control malaria.

(b) impelled	produced	attracted	thoroughness
ruined	memory	audience	curiosity
destroyed	continued	conference	curious

1. The exhibits of the Electricity Department _____ the largest number of visitors.
2. The Chief Minister presided over the _____ of the district collectors.
3. Though both blind and deaf, Helen Keller was full of _____. She kept her teacher busy answering questions.
4. Swami Vivekananda had a remarkable _____. He remembered the contents of a book even if he had read it only once.
5. The postman brought a parcel for Appu. His brothers were _____ to know what it contained.
6. The plight of babies when their mothers were away in his factory _____ Mr. Madhavan to build a creche in the factory compound.
7. The Chairman asked the speaker to stop. But the speaker _____ to speak.
8. The fire that raged in the town yesterday _____ three shops and two houses.
9. Our agricultural research stations have _____ many new varieties of paddy.
10. He is slow in his work, but he does it with great _____.
11. The talk was so interesting that no one in the _____ left until it was finished.

12. The villagers are collecting money to rebuild that _____ temple.

(c) lessen annoyed conducts alertness
 noticed observation developed distressed

1. The speaker was _____ when the members of the audience asked him silly questions.
2. An accident was avoided by the _____ of the driver.
3. Through careful _____ he was able to study the habits of birds and insects.
4. If Gandhiji were alive today, he would be _____ at the sight of all this violence in the world.
5. The doctor gave him a pill to _____ the pain.
6. It was dark and nobody _____ me.
7. They have _____ many varieties of coconuts at the State Agricultural Farm.
8. If he _____ his business so carelessly he will soon be ruined.

VIII. Describe in a paragraph how Alexander Fleming discovered the mould that killed disease germs.

IX. "Even something that happens by accident is important in scientific discovery." Explain how this was true in the case of the discovery of penicillin.

LESSON 5

I. PREPARATION AND PRACTICE

A. Present Perfect - Passive Voice

1. (i) My uncle is ill. He has been suffering from a strange illness for the last one month.

He *has been examined* by several doctors.

- (ii) The doctors have not been able to find out what the illness is.
The illness *has not been diagnosed*.

- (iii) The climate here does not appear to suit him.

A visit to a cooler place *has been suggested* by one of the doctors.

- (iv) My uncle *has been advised* to go to Coonoor or Kodaikanal and spend two months there.

- (v) My uncle has planned to go to Kodaikanal and has applied for three month's leave.

"*Have you been granted leave?*" I asked him this morning.

- (vi) "Yes, I *have been granted* leave for three months," he said.

- (vii) "*I have also been paid* a month's salary in advance. I am leaving tomorrow."

The verbs in italics are in the Present Perfect Tense, Passive Voice.

Note that in some cases the agent is mentioned and some it is omitted.

The form of the verb is:

has/have + been + past participle

2. Fill in the blanks with the Present Perfect, Passive Voice of the verbs given in brackets.

- (i) All the books———. (return)

- (ii) The School Day———. (postpone)

- (iii) This poem———by our Malayalam pandit.
(compose)

- (iv) ——our applications———by the manager?
(accept)

- (v) ——the fees———by everyone? (pay)

- (vi) It———by some. (pay)

- (vii) It———by everyone. (not pay)

B. Ever

1. (i) Have you ever travelled in an aeroplane? No I have never travelled in an aeroplane.

or

I have travelled in an aeroplane once.

- (ii) Have you ever been to Delhi?

No, I have never been to Delhi.

or

Yes, I have been there.

- (iii) My uncle's condition is serious. It is more serious than it has ever been before.

In these sentences *ever* means *at any time*.

In the following sentences *ever* is used with *for*

For ever means *for all time in the future*.

- (i) Mr. John has left this place for ever.
 (ii) My brother says that he has given up smoking for ever.
2. Read the following sentences. A is a question and B is the answer to it.

A: Has he ever come here?

B: He has never come here.

Now make questions as in A for the following answers.

- (i) He has never told a lie.
 (ii) They have never seen a giraffe.
 (iii) She has never been out of India.
 (iv) Mr. Sukumaran has never refused to help any one.

C. Indeed

1. (i) Bhaskaran cannot come to school for a month. He has just got well after a long illness. He is very weak indeed.
 (ii) Rajagopalan is planning to go to Delhi next week. Indeed he has already bought his ticket.
 (iii) John has got a promotion. I was indeed happy to hear the news.
 (iv) Mahatma Gandhi is one of the greatest sons of India. He is indeed one of the greatest men of the world.
 (v) You have been very kind indeed to me. I shall always be grateful to you.

In these sentences *indeed* means *really* or *certainly*. It lends emphasis to the idea expressed.

II. VOCABULARY

Unit I : From *Fleming spent weeks*.....

Towith *penicillin recovered*.

effective (adj): having the power to bring about the desired result or effect.

Speeches are not enough. The government must take effective steps to reduce unemployment.

There is no effective remedy for cancer.

effect (n): result.

dilute (v): make weaker or thinner (e.g. by adding water or some other liquid)

Dettol is usually diluted with water before it is used.

overcome (v): get the better of; defeat.

If we have the will, we can overcome all difficulties.

lead (n): example; direction by a leader.

I will give you the lead and you must follow me.

Inoculate (v): cause to have a mild form of a disease by introducing the weakened germs of that disease into the body and in this way make one safe against severe attacks of the disease. We should get every child inoculated against small-pox, polio and diphtheria.

recover (v): get back to former state of health, get back property etc. My father has recovered after his long illness. He is going to his office tomorrow.

The police recovered the stolen articles from the thieves.

recovery (n):

Mathew's condition is so bad that doctors have no hope of his recovery.

confidence (n): strong trust or faith; the state of being sure.

We have an excellent team and we have perfect confidence in our victory.

He was speaking for the first time, but he spoke with great confidence.

confident (adj): sure of.

He always gets very good marks and can be confident of a First Class.

gradually (adv): by degrees; slowly; step by step.

After the operation, my father has been gradually regaining his sight.

gradual (adj):

After World War II, there has been a gradual increase in the cost of living everywhere.

encourage (v): give hope, confidence, courage or help; cheer.

The boys encouraged their team with repeated cheers.

The teacher encouraged the boy in his studies.

This helped him to work hard.

Unit II : From *In 1940 the news of the power.....*

Toto live longer lives.

burst (v): *here* appear suddenly or unexpectedly.

He burst into the room and began shouting at everyone.

overnight (adv): in one night; for one night.

The river rose five feet overnight.

He came in at 8 p.m. and stayed with us overnight.

knighthood (n): the rank of a knight in U.K.

The person who receives it has the title 'Sir' before his name.

modest (adj): having a humble opinion of one's merit or abilities; shy; not bold.

Great men are modest about their achievements. Girls are often told to be modest in dress, speech and behaviour.

remedy (n): a cure; a medicine.

Quinine is a very good remedy for malaria. There is no remedy at present for advanced cancer.

conquest (n): a complete victory.

conquer (v): defeat; overcome by force.

After his conquest of the Punjab, Alexander returned to Greece.

III. READING PASSAGE

THE DISCOVERY OF PENICILLIN (II)

Fleming spent weeks and months over his experiments with the mould. He examined everything under his microscope—food, clothes and leather on which moulds had been formed. He sent a woman called Mary to the market to buy anything old and mouldy. This woman used to be seen in the market so often that people called her “Mouldy Mary.”

Fleming found out that even when the penicillin mould was diluted 800 times it was effective as a germ killer. But he had one difficulty which he could not overcome. He found that the penicillin mould by itself did not kill the germs. It was actually a drug that the mould produced that killed them. This drug had now to be separated from the mould. In 1929 Fleming published his findings in the hope that someone else would follow his lead and finally separate the drug from the mould.

Two researchers at Oxford University, Dr. Howard Florey and Dr. Ernst Chain, continued Fleming's work. They saw that the penicillin mould grew best in a sugar solution. They carried out several experiments with the mould in solution. One day, by another accident, they hit upon the right combination of solution and temperature for their mould. They now saw some bright golden dots on it. These were really tiny drops of the drug. They collected these drops which when dried turned into a white powder.

The next thing to do was to test the drug. Some mice were inoculated with powerful disease germs. Half

of these were given penicillin injections every three hours and the rest were left untreated. The next morning all the untreated mice were found dead, but those that had been given the penicillin injections were found completely cured.

To try the drug on human beings was the next step for the researchers. A friend of theirs had been suffering from a serious disease for several years. Many drugs had been tried on him, but had produced no effect. It was certain that the man would not recover and would die a slow death. Fleming and his fellow-scientists had gained such confidence in their drug that they wanted to try it on this patient. He was given one or two injections of penicillin and he gradually began to recover. This was most encouraging indeed. With a few more injections the man recovered completely!

Gradually more and more of the penicillin drug was prepared and was used to save the lives of people. Ninety-five per cent of the soldiers wounded in World War II who were treated with penicillin recovered.

In 1940 the news of the power of penicillin burst upon the world. Fleming became famous overnight and was regarded as one of the most distinguished scientists in the world. In 1944 he was honoured by King George VI with a knighthood and became Sir Alexander Fleming. The next year he and his fellow-bacteriologists were honoured by a joint Nobel Prize. On receiving this great honour, Fleming said in his usual modest way, "Wherever I go, people thank me for saving their lives. I didn't do anything. I just found a remedy that was there."

The discovery of penicillin is one of the greatest contributions that scientists have made to the conquest of disease. Millions of lives all over the world have been saved by the use of penicillin. It is one of the most widely used drugs.

We know, however, that penicillin is not a remedy for all infections. There are still many diseases upon which it has no effect. But its discovery has led to researches on other kinds of moulds and plants. Several new drugs have been discovered as a result of this work. And today the physician is able to cure many more diseases than it was ever possible to cure on the old days.

IV. EXERCISES

I. Answer these questions.

1. What did Alexander Fleming want to obtain from the mould?
2. Who were the scientists who first separated the drug from the mould?
3. What did Dr. Florey and Dr. Chain find one day on this mould?
4. How did they first test the new drug?
5. How did the scientist satisfy themselves that the drug was effective on human beings?
6. The discovery of penicillin had two important results. What were they?

II. Rewrite the following, putting the verbs in italics in the passive voice:

1. People *have written* many books on Mahatma Gandhi. (Omit the agent). Foreign writers as well as Indian *have told* the story of Gandhiji's life in great detail.

2. (Omit the agent in all cases in the following passage.)

Health Officer : *Have you vaccinated* all the children in the village?

Vaccinator : *I have vaccinated* most of them, sir. *I haven't vaccinated* about fifty.

Health Officer : *Why haven't you vaccinated* them?

Vaccinator : *I have used up* all the available vaccine, sir.

Health Officer : *Have you ordered* a fresh batch of vaccine then?

Vaccinator : Yes, sir.

Health Officer : *Have you asked* the villagers to come again?

Vaccinator : Yes, sir. *I have asked* them to come next week. I expect to receive the vaccine by that time.

III. Study this sentence:

Fleming found *that even a very diluted form of penicillin was very effective*.

The clause in italics is called a noun clause and it is, in this sentence, the object of the verb *found*.

Pick out five similar sentences from Lesson 4 and Lesson 5 which have each a noun clause, used as the object of the verb.

IV. In each of the following pairs of sentences, fill in the blank in the second sentence with the noun form of the verb given in italics in the first sentence.

1. He *recovered* from his illness. But the _____ was very gradual.

2. I *received* a letter from the Manager yesterday. I immediately acknowledged———of the letter.
3. Madame Curie *discovered* radium. The———has helped greatly in the treatment of cancer.
4. Dr. Thomas is *treating* my father. My father had been under his———for two months now.
5. "You must all encourage our team. Without your———they cannot hope to win."
6. He said he had not *prepared* sufficiently for the examination. He didn't get enough time for proper———.

V. Fill in the blanks with the words given.

confidence	modest	remedy	effective
dilute	encouraged	burst	gradually
recovered	inoculated	indeed	ever

1. Quinine is a good ———for malaria.
2. The visiting team was very strong. But the boys cheered and ———the home team.
3. "There are reports of cholera in the city. So get yourself ———at once."
4. Delhi is very hot ———in June and July.
5. My brother has completely ———from his illness. He will attend classes from tomorrow.
6. The marks of chicken-pox are ———disappearing from his face.
7. "Have you ———visited your old school after you left it?"
8. This was the first Test Match in which James played. But he batted with great ———. He will certainly develop into an excellent batsman.
9. The fishermen were out at sea. Suddenly a storm ———and drove them away from their course.
10. Scientists are still trying to find an ———cure for cancer.
11. It is wise to ———the milk that we give to infants.
12. Though he is a minister he lives in a ———house.

VI. Write a paragraph on each of the following:

- (a) The separation of the penicillin drug from the mould.
- (b) The early tests carried out with penicillin.
- (c) The qualities indispensable for scientists.

LESSON 6

I. PREPARATION AND PRACTICE

A. *At all* used for emphasis

1. (i) My brother is in Rajasthan. But he wants to come back. The climate doesn't suit him. He doesn't like the food. He is not at all happy there.
- (ii) There was a Kathakali performance last night. We went to see it and we had no sleep at all the whole night.
- (iii) An old woman and her three children live in a hut near my house. Her husband died last year. She has nothing at all to live on. The villagers are collecting contributions for her.

At all is added for emphasis to negative sentences with *no*, *not*, *nothing*, *no one* etc.

At all can be added to questions to make them more emphatic.

Did he say anything at all?

Haven't you got any money with you at all?

2. Make the following sentences more emphatic by adding *at all* at the appropriate places.
 - (i) The teacher was not satisfied with John's progress.
 - (ii) I don't know him.
 - (iii) The boys have no complaints against the driver, but only against the conductor.
 - (iv) There was no one on the platform to receive the distinguished guest.
 - (v) He said nothing against any of the members.
 - (vi) Is there any sense in what he says?
 - (vii) Has he sold any tickets?
 - (viii) Did he talk to you?

B.. Reflective Pronouns

1. (i) Ravi fell off his bicycle yesterday. He hurt *himself* badly and was taken to hospital.
- (ii) Kamala has applied for the post of a teacher in a government school. She has been asked to present *herself* for interview on Monday.

- (iii) Last month I got a new servant. My friends warned me that he was dishonest; but I ignored their warning. Yesterday he ran away with some cash. I blame *myself* for employing him.

In these sentences the *-self* pronouns (himself, herself, myself) are the objects of the verbs. Each of them stands for the same person or thing that the subject stands for. For example, in the first sentence, *Ravi* and *himself* stand for the same person. The action of the subject has *turned back* or reflected on itself. These pronouns are, therefore, called *reflexive* pronouns.

The *-self* forms are the same as those you learnt when you studied the use of the emphasizing pronouns. (See Lesson 2, I Preparation and Practice.)

2. Fill in the blanks with the appropriate reflexive pronouns.
- (i) That girl is old enough to take care of_____.
 - (ii) The weather was excellent, the food was good and we enjoyed _____.
 - (iii) He taught_____typewriting.
 - (iv) They have to blame_____for their mistakes.
 - (v) "Girls, dress_____in your best clothes and come to the festival".
 - (vi) I locked_____in my room after the guests left, and worked hard till midnight.

II. VOCABULARY

Unit I : From *About Hassan and his wife*
 To *won't see them at all.*

lavishly (adj): liberally or generously, abundantly. He is a very rich man and he spent money lavishly on the marriage of his daughter.

lavish (v):

He lavished jewels on the girl.

disgrace (n): a thing or a person that is a cause of shame or dishonour. These dirty roads are a disgrace to our town.

The use of force as a means of settling disputes is a disgrace to the country in which Gandhiji was born.

You disgrace (v) your family by your bad behaviour.

starve (v): suffer from or die of hunger.

In a few years we will grow enough food in our country and no one will have to starve.

During famines many die of starvation (n).

score (n): *here* twenty.

squander (v): spend wastefully.

While one of his sons is careful in spending, the other squanders away whatever he earns.

means (n): (singular or plural) a method, way or instrument; necessary money.

I don't know any means of improving him.

I should go to America if I had the means.

entertain (v): receive as a guest; show hospitality to Mr. Bhaskaran is a very good host and he likes to entertain his friends often. In his house the entertainment (n) is always lavish.

Unit II : From *What will you tell the Caliph?*

To *poverty and starvation.*

pretend (v): say or act falsely.

Some beggars pretend to be deaf and dumb. She shed tears, real tears. There was no pretence (n).

funeral (n): the burial or burning of a dead person with ceremonies.
He was a very popular leader and hundreds of people wept at his funeral.

rehearse (v): practise (a play, ceremony etc.) for a later show in public.
The actors rehearsed their parts very well and the show was a success.
They had several rehearsals (n).

brocade (n): rich cloth with designs made in gold or silver thread.
e.g. Benaras brocade.

corpse (n): dead body (usually of a human being)
(carcass: the dead body of an animal)

go off well: be a success.
(used about events such as shows and entertainments).
Our show went off well; and we are organizing one for next month.

III. READING PASSAGE

ABOU HASSAN AND HIS WIFE (I)

[Abou Hassan and his wife, Nouzhatoul, lived in Bagdad during the time of the great Caliph, Haroun Al Rashid. It was Abou Hassan's habit to invite his friends frequently to his house and entertain them lavishly. All his money was spent this way. The Caliph, himself a lover of fun, got to like him for his gay habits and often helped him with money. But this too Abou Hassan squandered and he was always in need of money. Often there was nothing left in the house and his wife was unable even to cook a square meal for him. One day Nouzhatoul had prepared a poor breakfast and Abou Hassan got very angry with her.]

Abou Hassan: What rubbish you give me for breakfast!
How do you expect me to eat this? A dog
wouldn't eat it! Can't you make anything
better?

Nouzhatoul: It's the best I can do dear. There's nothing
at all in the house to make anything better with.
And we don't have a penny in the house.

Abou Hassan: It's a disgrace! Here I am, the Caliph's
favourite, and we're almost starving. Shall
I go and beg something again from the Caliph?

Nouzhatoul: Indeed it is terrible for us to starve like
this. But dear, will it be wise to ask the Caliph for
enough to keep us going for five years or more.
But we've spent it all. Nothing can prevent you
from bringing dozens and scores of your friends
and entertaining them. We must blame ourselves
for this condition. We have squandered our
money.

Abou Hassan: Squandered? Living happily and sharing our money—do you call that squandering? What's money for? Is it to be locked up or to be enjoyed by sharing it with others? I don't know a better way of using it.

Nouzhatoul: Well, where are your friends now? Will any one of them come along and help us out in our present condition? You must stop this bad habit of spending your money for your friends.

Abou Hassan: People are like that, dear. If we entertain them, we do it to please ourselves. To expect anything in return is foolish. They'll crowd into our house as long as our money lasts and when that's been spent, we won't see them at all. I'll see the Caliph. I'm sure he'll help us again.

Nouzhatoul: What will you tell the Caliph?

Abou Hassan: Listen dear. I'll pretend to be ill and you will go to the Caliph.....Wait. I'll tell you what. I'll pretend to be dead and you go and meet the Princess and beg some money from her for the funeral. What do you say?

Nouzhatoul: How can I let you pretend to be dead?
.....Look, I'll pretend to be dead, instead.

Abou Hassan: Why, that gives me an idea. Both of us might as well pretend to be dead if that'll bring us some gold. I'll lie down first. You put on black clothes and go secretly to the Princess and tell her how Abou Hassan, your beloved husband, has suddenly fallen ill and died. After your return, you'll lie down and pretend to be dead and it

will be my turn to go to the Caliph and tell him that my beloved wife fell ill suddenly and passed away. Well that's settled. Let's rehearse our parts.

[About Hassan and Nouzhatoul play their parts well. They are readily believed and each is given a hundred pieces of gold for the other's funeral.]

Abou Hassan: My part went off very well. The Caliph believed every word I said! Well, here it is! A hundred pieces of gold for your "funeral" and this brocade to cover your lovely corpse with!

Nouzhatoul: What a beautiful piece of cloth! But look! My part went off well too. Here is another hundred pieces of gold the Princess gave me for your "funeral". She was very sorry to hear that you were dead.

Abou Hassan: Don't you feel proud to have a husband like me? Two hundred pieces of gold! This will put an end to our poverty and starvation!

IV. EXERCISES

I. Answer these questions:

1. What did Abou Hassan think money was for?
2. Did Nouzhatoul like her husband's habit of entertaining his friends? Quote a sentence in support of your answer.
3. Why did Nouzhatoul not quite like the idea of asking the Caliph for help?
4. What in Abou Hassan's view is gained by entertaining people?
5. What did Abou Hassan say about the friends he had entertained?
6. What was Abou Hassan's plan? Did it succeed?

II. Complete each of the following with words chosen from the table. Take care to make the sentence meaningful. The first one is done for you.

John fell off the tree and

They are only little children and cannot

You have mastered English and can

I got out of bed and

We were taken to the police station because
we refused to

Kamala bought a Hindi self-instructor and

injured	ourselves	Hindi.
allow	myself	well in English.
taught	himself	without anyone's help.
express	themselves	badly.
wash	herself	to be searched.
dressed	yourself	hurriedly.

John fell off the tree and injured himself badly.

III. Rewrite the following sentences replacing the words in *italics* by appropriate expressions with *get*.

1. Rajan always *rises* early in the morning.
2. I must *return* before it is dark.
3. Be careful when you *alight* from the bus.

4. I caught a big fish but it *escaped*.
5. Is he *making progress* with the job?
6. He *passed* his examination all right.

IV. Fill in the blanks with the words given.

favourite	entertain	pretended	disgrace
rehearsing	funeral	comes off	squandered
at all	means		

1. I live in a small house. I can't——so many guests at a time.
2. He has been sent to jail several times for stealing things. He is a——to his family.
3. He died yesterday. The ——will take place this afternoon.
4. I was very tired yesterday and I was able to do no work——.
5. He has——all the money his father gave him. He has nothing left now.
6. Is there any——of reaching the place before ten?
7. I play all games, but football is my——.
8. The annual General Body meeting——next week and a new Committee has to be elected.
9. Our play is coming off next week. We are——it this week.
10. He did not wish to attend the meeting. He ——to be ill and stayed at home.

V. Describe in a paragraph how Abou Hassan and his wife got a hundred pieces of gold each from the Caliph and the Princess.

LESSON 7

I. PREPARATION AND PRACTICE

A. *Mind with Verbal Nouns*

1. (i) Haven't you brought your pen, Leela? I don't mind lending you my pen. But you must use it carefully.
- (ii) We have not yet finished this lesson. We must finish it this week. Do you mind coming tomorrow, though it is a Sunday? We shall finish it then.
I don't mind coming. I shall be happy to come.
- (iii) Would you mind waiting a little? I will be back in five minutes.
- (iv) Man waiting for the bus:—Do you mind my sitting here until the bus arrives?
Shop keeper:—Oh, no, I don't mind. Please sit on that chair.
- (v) I am told there is a festival in the village this evening. If you wish to leave early, I don't mind your leaving at the end of the sixth period.
- (vi) "We have a ceremony at home tomorrow. Would you mind my coming a little late?"
"I don't mind your coming late by an hour or so. But please don't be very late. There are some urgent letters to be typed."

In these sentences *mind* means *object to*, *dislike*, or *be troubled by*. If *mind* and the *-ing* verb have different subjects, a possessive (my, your, his, Ravi's etc.) is used before the *-ing* verb.

I don't mind *your* leaving a little early.

If they have the same subject, the possessive is not used.

I don't mind lending you my pen.

He doesn't mind waiting a little.

Note:— In modern English the objective case (him, us, them, etc.) is frequently used in place of the possessive before verbal nouns. It cannot now be called wrong.

2. Rewrite each of the following using *don't mind*, *doesn't mind*, or *would.....mind*.
 - (i) I am willing to give him another chance.
 - (ii) I am willing to meet them wherever they want.
 - (iii) He is willing to spend any amount of money for a good cause.
 - (iv) Ashok may leave tomorrow. I won't object to his going.
 - (v) Would you object to my looking into your accounts.

B. The use of *it* for emphasis

1. A dog bit a man. But *the dog* died. It was the dog that died. We emphasize the words in italics by beginning the sentence with *it was*.
2. Various parts of a sentence can be emphasized in this way in both questions and answers.

Leela won the first prize for singing.

This is just a statement of fact. We can emphasize *Leela*, *the first prize* or *for singing* as shown below:

Question: Who was it that won the first prize?

Statement: It was Leela who won the first prize.

Question: What was it that Leela won for singing?

Statement: It was the first prize that Leela won for singing.

Question: What was it that Leela won the first prize for?

Statement: It was for singing that Leela won the first prize.

3. Rewrite the following sentences to emphasize the words in italics in each, as shown above.
 - (i) *Rajan* started the fight.
 - (ii) I met Velayudhan *last Sunday*.
 - (iii) *David* broke the window.
 - (iv) He liked *my pen* best.
 - (v) I proposed that Mr. Raman should take the chair.
 - (vi) *Mr. Bhaskar* will be elected.

C. Go with certain adjectives

- (i) He must be over sixty. His hair has gone grey.
- (ii) You can't use this milk for your coffee. I am afraid, it has gone bad.
- (iii) She seems to be terribly frightened. Her face has gone pale with fright.
- (iv) Gandhiji tried very hard to save the poor from the drinking habit. He wanted the whole of India to go dry.
- (v) Mr. Rajan will not take anybody's advice. His behaviour is very odd. He is going mad.
- (vi) Thomas came home very late. His father was very angry. His face went red with anger.

II. VOCABULARY

Unit I: From *Although Abou Hassan*.....
Toand Princess Zubeida is with him.

jubilant (adj): rejoicing, triumphant.

The boys are jubilant that the school has won the State Football Trophy.

jubilation (n): There is great jubilation among the boys because the school won the tournament.

jubilee (n): an anniversary, usually the 25th (silver jubilee), the 50th (golden jubilee), the 60th (diamond jubilee), often celebrated with rejoicing.

Our school celebrated its Silver Jubilee last year.

messenger (n): One who carries a message, a letter, a piece of information etc.

The letters have all been delivered. You must send your letter through a special messenger.

couch (n): a piece of furniture for sitting, lying or sleeping on, a kind of sofa.

suspicious (adj): inclined to think badly of others, distrustful, arousing doubts, and suspicions.

suspicion (n): Several things began to disappear from my house and I grew suspicious of my servant. I had no reason to suspect any one else. Suddenly one morning, the servant disappeared. My suspicions were confirmed and I informed the police.

odd (adj): strange, not ordinary, surprising. When I met him, his behaviour was odd. He seemed strangely shy of me, his old school friend. It is only two o'clock. Let us not disturb him at this odd hour. We shall see him in the morning.

grief (n): deep sorrow or suffering.

The sudden passing away of Lal Bahadur Shastri plunged the whole nation into grief. Everyone grieved (v) for him.

bet (v): promise to pay money etc. to someone if he is right and you are wrong and agree to take his money if you are right and he is wrong on a certain point.

I bet you a rupee that our team will win the match.

What do you bet me that there will be rain this evening?

in store: certain to come or to happen.

Our troubles seem not to have ended. I am afraid more trouble is in store for us.

awful (adj): dreadful.

It was an awful sight to see the huts burning and the people helplessly looking on.

rely on (v): trust; depend upon.

He is not a dependable man. Don't rely on his promises.

I want a reliable (adj) machine that will not break down easily.

How can I test its reliability (n)?

wits (n): quickness of mind, knowing what to say or do.

Birbal's wits never failed him. He always knew what to say or do in any difficult situation. Akbar was very fond of him.

I am at my wit's end. I really don't know what to do.

Unit II : From *Oh, we're finished.....*

To *.....You can have the gold.*

own up: admit, confess.

He knew he could not escape arrest. The charges against him had been proved. So he decided to own up.

Mathew is a truthful boy. I questioned him about the broken bottle and he owned up at once.

trumpet (n): a musical wind instrument made of metal. It gives out a loud sound.

rogue (n): a dishonest person; a rascal

Don't trust him. He is a rogue. He will get you into trouble.

pale (adj): having little colour; bloodless.

He turned pale at the sad news.

Why are you looking pale today? Are you ill?

pardon (v): forgive; excuse.

The man begged the judge to pardon him and promised to mend his ways.

He apologised. He asked my pardon (n) for his rudeness.

III. READING PASSAGE

ABOU HASSAN AND HIS WIFE (II)

[Although Abou Hassan and his wife were jubilant at first over their success, they soon began to have fears that their game would be found out. Nouzhatoul was the more frightened of the two and just when Abou Hassan was trying to soothe her fears, they heard the sound of footsteps outside.]

Nouzhatoul: It's a messenger from the Caliph. I am sure. Just as I feared! What shall we do now? I'm terribly frightened.

(Abou Hassan looks out through the window.)

Abou Hassan: You're right, dear. Here, lie still on that couch. Be quick and mind you don't move. Let me throw this brocade over you.

(Abou makes his wife lie down and covers her with the brocade. He opens the door and the messenger enters.)

Messenger: Excuse me, Abou Hassan. There has been a dispute at the palace and the Caliph wanted to make sure it was your wife and not you that died. And I'll now go and tell the Caliph what I've seen.

Abou Hassan: A dispute at the palace? What do you mean? Why are you suspicious? My wife is lying over there. Look! I don't mind your taking off that brocade and feeling her corpse, if you want to. It's an odd time to suspect anybody. You only add to my grief.

Messenger: Oh no! I don't mean that at all. The Caliph is certain that it was your wife that died; but the Princess is equally certain that it was you that

died. The Caliph has bet a thousand pieces of gold on this and the Princess has bet one thousand and five hundred pieces. I'm sorry for the Princess. She has lost her bet now.

(The messenger leaves. Nauzhatoul gets up.)

Nouzhatoul: This is terrible! We're finished now. There'll be even more trouble in store for us, you'll see. What shall we do now? I'm scared to death.

About Hassan: You've no need to worry yourself, my dear. I'll soon find a way out. My wits have never failed me.

Nouzhatoul: It was your wits that got us into this trouble. Now who is knocking again? You stay right here. I'll see.

(A knocking followed by a woman's voice.)

Kabila: It's me—Kabila. I have come from the Princess.

Nouzhatoul: What an awful thing! It's the Princess's maid. She has come to see if you are dead.

About Hassan: Well. I am dead. I don't mind your telling her so. Here, cover me with this sheet. Make sure she sees you've been crying buckets of tears.

Kabila: Do you mind my coming in and having a look at your husband?

(Nauzhatoul opens the door and Kabila enters.)

Nouzhatoul: Come in. There he is. He has gone as cold as the grave already.

Kabila: What a shocking rogue that Ali is! He's gone mad. He told the Caliph a few moments ago it

was you that died and the Princess sent me to find out. I'll go and tell her what I've seen.

(Kabila leaves. Abou Hassan gets up.)

Nouzhatoul: It is no use relying on your wits now. You only make things worse. We'll have to own up. I am afraid more trouble is in store for us.

Abou Hassan: If it comes to that, we'll leave the city and that will be the end of all our troubles..... What's that I hear? The sound of trumpets and drums!

(Abou looks out of the window.)

Good God! The Caliph is coming himself and Princess Zubeida is with him.

Nouzhatoul: Oh! We're finished! Indeed, we shall be hanged for this, both of us!

Abou Hassan: Be quiet. You'll get nowhere by getting excited or frightened. Go and lie there and cover yourself with the brocade and pretend to be dead. I shall do the same. Both of us will be dead. I'll leave the door open and then lie down.

(The Caliph, Princess Zubeida, the messenger, Kabila and others enter.)

The Caliph: Abou Hassan, where are you?

Zubeida: Nouzhatoul! It's me. the Princess. Where are you?

The Caliph: Look! There are two bodies here. Both of them are dead! It can't be true. It is the strangest thing I've ever seen.

Zubeida: Poor Nouzhatoul! Sorrow for the death of her husband must have killed her!

The Caliph: How can you say that when it was the wife that died first? Poor Abou's heart must have broken when he saw that his wife was dead.

Zubeida: The wife didn't die first! What a stupid thing to say! You don't know what you are talking about. It was Abou that died first. My maid found Abou's wife tearing her hair out in grief. Abou died first.

The Caliph: I don't understand it at all. I'll give a thousand pieces of gold to anyone who can prove which of them died first.

Zubeida: I don't mind giving away one thousand five hundred pieces of gold to the man who proves you wrong. (Abou jumps up from his bed.)

Abou Hassan: It was me that died first, Commander of the Faithful and Friend of the poor!

The Caliph: Are you a ghost? Look, that woman is awake too!

Abou Hassan: We aren't ghosts, Your Highness, and neither of us is dead. It was our poverty and our misery that drove us to play this game. I don't mind your throwing me into prison for this, but pardon my wife. She has gone pale with fright. Let her go free. She's innocent. It was just a game.

Nouzhatoul: No, no, Your Highness. Punish me for this. Pardon my husband. He never meant any harm.

The Caliph: How can I punish either of you? I'm glad you're both alive.

Zubeida: So am I. Let us give Abou the gold we promised.

The Caliph: He shall have it. Abou, come to my palace and you can have the gold.

IV. EXERCISES

I. Answer these questions:

1. Why was the jubilation of Abou Hassan and his wife short-lived?
2. What did the messenger want to find out?
3. What was the bet between the Caliph and the Princess?
4. Why did the messenger go away satisfied?
5. Did Nouzhatoul have confidence in Abou Hassan's wits? Why?
6. Who was the second messenger?
7. Why did she go away satisfied?
8. What did Nouzhatoul suggest as a way out of their troubles?
9. Did Abou Hassan agree to Nouzhatoul's suggestion? What did he suggest?
10. What did they do when the Caliph and the Princess arrived?
11. What was the point of disagreement between the Caliph and the Princess?
12. When did Abou Hassan jump out of his bed?
13. Instead of punishing Abou Hassan and his wife, the Caliph gave them more money. Can you say why?

II. Rewrite the following sentences, using *don't mind*, *doesn't mind* or *do you mind*.

1. I agree to wait for an hour or two.
2. We do not object to your postponing the match.
3. Do you object to my speaking to the president?
4. He agrees to his brother being chosen in his place.
5. She is willing to come a second time.

III. Rewrite the following sentences, using *it* to emphasize the word or words underlined.

1. I met him at the airport.
2. Ramu was dismissed because he was dishonest.
3. These boys deserve to be punished.
4. The police recovered the stolen articles from a well.
5. The police suspect Ravindran.
6. Innocent people are sometimes punished.

IV. Read the following sentences. A is a statement and B is a correction of that statement.

A: John started the fight.

B: No, it was Joseph who started the fight.

Make correcting statements for the following using the information given in brackets.

Example:

Statement: The fight took place in the class-room. (in the playground)

Correction: No, it was in the playground that the fight took place.

1. The accident took place in Market Street. (Bank Street)
2. Mr. Sukumaran presides over the School Day. (Mr. Velayudhan)
3. Mrs. Soman left last Sunday. (Monday)
4. Meera got the first prize for vocal music. (instrumental music)
5. The two ministers met at Delhi. (Madras)

V. Read the following sentences. A is a question and B is the answer to it.

A. Was it Abou that died first?

B. It was Abou that died first.

Now make questions out of the following sentences as in A.

1. It was Balan who topped the list.
2. It is the express train that comes first.
3. It was the history teacher who told us the story.
4. It is the English teacher who will take the fourth period.
5. It is the bus that reaches the place sooner.

VI. Fill in the blanks with the words given.

rely on	pardon	odd	suspecting
owned up	jubilant	bet	in store
messenger	rogue	wits	awful
grief			

1. Caesar went to the Capitol little———what danger was——— for him. There was a plot to kill him.
2. The mother was overcome by———at the sudden death of her only son.
3. No one can say what Mr. Kumaran will say or do. He is an ———person.
4. Let us send the letter by a———and get an immediate reply, since the matter is urgent.
5. "Why is he so———?"
"The results have been published and he has passed in the first class."
6. He had severe pain all over his body. It was———to see his suffering.

7. He always keeps his word. You can _____ him.
8. He has an alert mind and has the _____ to decide what to do in any difficult situation.
9. Ravi bought this watch for Rs. 100. It is not worth even Rs. 25. He was cheated by a _____.
10. When he was repeatedly questioned Bhaskaran _____ to the teacher that he had told a lie.
11. He _____ a hundred rupees on that horse. It came last and he lost his money.
12. The judge declared that the prisoner had committed a very serious crime and that he could not _____ him. He sentenced him to three year's imprisonment.

VII. Answer each of the following questions in a paragraph.

1. Why did the Caliph and the Princess decide to pay a visit to Abou Hassan's house?
2. How did Abou Hassan and his wife escape punishment?

LESSON 8

I. PREPARATION AND PRACTICE

A. *Do, does, did* for emphasis

1. (i) "The librarian tells me you did not return the library books."
"I did return the books. I left them on his table. Perhaps he has forgotten all about it."
- (ii) "I believe Padma doesn't know any Hindi."
"She does know Hindi. She can speak and write it."
- (iii) "I think David's parents do not want him to go to college."
"You are wrong. They do want him to go to college. But they want him to work hard and get a scholarship."

The auxiliaries *do, does, did* are used in the above sentences to make them emphatic. They are usually used in this way when a statement is contradicted.

2. Contradict the following statements, using *do, does* or *did* as shown above.

Example

Statement: They tell me that this train does not stop at the next station.

Contradiction: This train does stop at the next station.

- (i) I believe that the Head Post Office does not open on Sundays.
- (ii) I am told he doesn't speak English very well.
- (iii) The police did not give any warning to the crowd to disperse.
- (iv) The doctors did not do their best to save the child.
- (v) They did not pay their fees yesterday.
- (vi) They don't know that this is their last chance.

B. *Make: special use meaning compel*

1. (i) I went to the ration shop to buy my weekly ration.
The shop-keeper forced us to wait for an hour.
He made us wait for an hour.
- (ii) A man can take a horse to the water. But can he force the horse to drink? He cannot. Even twenty people cannot.
One man can take a horse to the water, but twenty people cannot make it drink.

- (iii) Was King John willing to sign the Magna Carta? No, he was not. What did the barons do?

The barons made King John sign the Magna Carta.

Make has the meaning *force* or *compel*. But when *make* or *made* is used, the *to* of the infinitive that follows it is omitted.

forced me to wait	—	made me wait
force it to drink	—	make it drink
forced him to sign	—	made him sign

2. Express the idea in the following sentences using the appropriate tense form of *make*.
- (i) He forced the boys to pick up the torn pieces of paper.
 - (ii) The Customs Officer compelled the passenger to open all his baggage.
 - (iii) The mother compelled the child to eat more than it wanted.
 - (iv) She compelled the servant maid to wash the vessels once again.

C. Polite Requests

1. (i) May I ask you a question?
May I borrow your pen?
May I come in?
These are polite ways of making requests. This form of requests is known to you.
- (ii) There are other forms of request and polite ways of making statements which you should learn.
My father is ill. I have to buy some medicine for him.
I should like to go home early.
- (iii) I was told you have painted some landscapes.
I would like to see your painting. When can I come?
- (iv) Will the headmaster be free some time this evening? *My father would like to see him for a few minutes.*

Study the use of *should* and *would* to make request and statements more polite.

- (v) My bus appears to be late today. *Would you mind my being seated in your shop for some time!*
- (vi) Study these sentences:
Will you lend me your bicycle?
Will you please lend me your bicycle?

Can you do me a favour?

Can you lend me your ruler?

May I ask a question?

All these are polite forms of expression. You could make them still more polite by using past tense forms of *will*, *can* and *may*.

Would you lend me your bicycle?

Would you please lend me your bicycle?

Could you do me a favour?

Could you lend me your ruler?

Might I ask a question?

- (vii) May it please you to accept our invitation. May Your Highness pardon me for my rashness.

These are very polite ways of expression used while speaking to strangers or people in very high positions. These expressions are old-fashioned and are not used in modern English speech. But you will find them in the following story.

2. (a) You wish to borrow the following things from your neighbour. Name him and make a polite request to him, using a different form each time.
 - (i) a pencil
 - (ii) the English Reader
 - (iii) a camera
- (b) Express each of the following as politely as you can.
 - (i) We want to visit your factory.
 - (ii) Take these chairs into the garden.
 - (iii) I wish to borrow your umbrella.
 - (iv) Send me three copies of English Reader IX.
 - (v) Lend me fifty rupees.

II. VOCABULARY

Unit I: From *Tyl Ulenspiegel, in the course of*.....

Tovelvet chair waiting to be filled.

appearance (n): noun from *appear (v)*.

the form in which a person or thing appears; outward look.

Mr. John appeared in a dark blue suit at the party.

He had a smart appearance.

The sun went down and stars appeared in the sky.

attention (n): noun from *attend (v)*.

applying the mind to something; fixing the thoughts on something; care.

Balan did not pay any attention to his father's advice. He did what he liked.

breeze (n): a light, gentle wind.

It is very hot here. Let's see if there is some breeze outside.

entrance (n): noun from *enter (v)*.

gate, passage or doorway.

Two teachers stood at the entrance to receive the guests on School Day.

loafer (n): a person who does not do any work; idler.

skelton (n): the bony framework of the human or animal body.

handsomely (adv): from *handsome (adj)*.

handsome: pleasing to the eye, good-looking.

[The word is generally used about young men.]

He is a handsome fellow.

The bridegroom and his friends were very handsomely dressed. We gave him a handsome (adj) present. (something very good and useful).

gold-braided (adj): with gold braid.

gold braid: threads of gold woven together to form narrow bands to decorate clothes.

uniform (n): a special dress worn by members of a particular profession, school, society etc.

Some schools require pupils to come in uniform.

He looks handsome in his army uniform.

(adj) all alike: All those books are of uniform size.

coolly (adv): adverb from *cool* (adj).

cool: not excited or angry; calm.

He is cool in the face of danger.

The witness coolly answered all the questions of the advocate.

dismount (v): get off a horse.

Note that the prefix *dis-* is often placed before words to give them the opposite meaning.

mount

—

dismount

like

—

dislike

honour

—

dishonour

obey

—

disobey

please

—

displease

satisfy

—

dissatisfy

cord (n): thick string.

(in the body) a part that is like a cord as the spinal cord, vocal cords.

The scout had a whistle which hung from a cord round his neck.

mutton (n): the flesh of sheep.

butcher (n): one who kills animals, cuts them up and sells meat.

in demand: Mr. Appu can give very interesting magic shows and he is in great demand in schools and colleges.

Crackers are in great demand before Deepavali and Vishu. Everyone wants to buy them. But there is no demand for them later.

rashness (n): from *rash* (adj).

rash: too bold.

He rashly jumped from that high wall and broke his leg. He was indeed rash and he now regrets his rashness.

royal (adj): relating to, belonging to, coming from a king or queen. the royal family; the royal party; the royal palace etc.

robes (n): long loose outer garment or ceremonial dress. Some kings, in the olden days, used to take off their royal robes and walk through the streets at night like ordinary people.

lay (v): put or place (in a certain position)

lay - laid - laid

She laid her sleeping baby on the bed.

The Governor laid the foundation stone of the library building.

to sink in: (*here*) to go deep into the mind.

offer (v): hold out or present something to someone who may accept or refuse it.

David has been offered a place both in the Medical College and the Engineering College. He will accept the place in the Engineering College.

When guests come, we offer them coffee or cool drinks.

recently (adv): not long ago.

I visited Madras years ago. I have not been there recently. I have no recent (adj) photo of myself. This one was taken 20 years ago.

Unit II: From *"The Virgin's picture....."*

To *.....one of my own animals"*

splendid (adj): very grand; excellent, very satisfactory. The peacock has a splendid tail.

Our hockey team played a splendid game and regained the world title.

make up (one's) mind: to decide; to resolve.

David was offered a place in two Colleges. He made up his mind to join the Engineering College.

After some thought Meena made up her mind to buy the orange sari.

embrace (v): take (another person) in one's arms.

With tears in her eyes the mother embraced her son when he returned from the wars.

delighted (p.p; adj): very glad; filled with delight.

I am delighted that you have won a scholarship. It is delightful (adj) news.

talkative (adj): fond of talking.

Balan is a very talkative fellow. He talks on and on.

feed (v): give food to; to provide food for.

The baby can't feed himself yet.

He has a large family depending on him. He has seven children to feed.

hedge (n): a row of bushes or low trees, planted to form a boundary. Our school has a wall in front, a hedge on two sides and a fence behind.

solid (adj): not in the form of liquid or gas; substantial.

The foundations of any building must be on solid ground, not on soft earth.

His stomach gives him trouble. He cannot eat anything solid yet.

He takes only liquid food.

fodder (n): dried food (not growing grass) given to horses, cattle etc., hay and straw.

Farmers keep a stock of fodder for the season when there is no fresh food for their animals.

lodging (n): a room or rooms rented to live in.

Could you tell me where I can get lodging for the night?

He has no home. He has to live in lodgings.

Unit III: From *Before long supper.....*

To*burn in your honour.*

Stuff (v): fill tightly.

The beggar had not eaten for two days and he stuffed himself with all the food we gave him. The cushion was stuffed with soft cotton.

flushed (p. p. adj): become red (as when blood flows to the cheeks).

He was flushed with anger/drink.

Our portrait: The Archduke uses the royal plural about himself.

portrait (n): a picture, painting or photograph of a person.

He got a portrait of his father painted by a good artist.

descendant (n): one who is descended from another, as from an ancestor.

It is said that the Jews in Cochin are the descendants of the men who came to India in Solomon's ships.

descend (v): come down.

The rivers descend from the hills.

ancestor (n): any of those persons from whom one's parents or grand parents are descended.

The ancestors of the Cochin Jews probably came to India in Solomon's ships.

I am told that my ancestors came from the north and settled in Kerala.

to think fit: to think something is right.

He thought fit to sell his land in order to buy a car.

along with: together with.

We grow some flowers along with vegetables.

summon (v): call; send for; gather together.

I have been summoned by the court to appear as a witness in a case.

He summoned up all his courage and walked into the cave.

command (n): an order.

Soldiers must promptly obey the commands of their officers.

A colonel is an officer who commands (v) a regiment.

all the same: yet; nevertheless; in spite of that.

It was very cold; all the same, I enjoyed my walk along the seashore.

He was not well; all the same, he attended the office.

adorn (v): make beautiful.

The skins of the tigers he had shot adorn the walls of his house.
The bride was adorned with much jewellery.

rival (n): a person who competes with another for success, a prize etc.
Mr. Unni is the only book-seller in the town. He has no rivals.
Padmini was a woman of unrivalled beauty.

splendour (n): magnificence; great show and brightness.

The wedding was celebrated with great splendour. The decorations, music and the feast were all splendid (adj), and so was the company of distinguished guests.

chivalry (n): the qualities that a knight or soldier ought to have (honour, courage, kindness, courtesy to women and the weak).

(Tyl thus refers to the honourable, lovely and chivalrous (adj) *people* of the Archdukes' court. He uses abstract nouns in place of common nouns.)

valour (n): bravery of a high order.

Our jawans fought with great valour during the Pakistan war.

surround (v): enclose on all sides.

The police surrounded the house where they thought the criminal was hiding.

An island is surrounded by water.

in advance (adv.phrase): before.

The publishers wanted me to pay twenty-five per cent of the cost of the books in advance.

III. READING PASSAGE

THE MYSTERIOUS PICTURE—(I)

[The following incident is from the *Adventures of Tyl Ulenspiegel* written by Charles de Costa who is regarded as the father of Belgian literature. The story is based on an English translation.]

Tyl Ulenspiegel, in the course of his wanderings from court to court, rode to the palace of the Archduke of Battenburg on his donkey. His clothes and appearance attracted everyone's attention. His cap was set smartly on his head and the three bright feathers on it danced in the breeze as he rode. At the main entrance to the palace, the Captain of the Guards called out to him, "Hey there!, you fellow on the donkey! We don't want any loafers here. Why don't you go and hang yourself with a rope on that tree? You and your donkey already look like skeletons."

The Captain of the Guards was a tall, well-built, red-haired man of about twentyfive. He was handsomely dressed in his gold-braided uniform. Tyl looked at him coolly and then dismounted from his donkey. He bowed low and said, "May God bless you, Sir Captain! If I look like a skeleton, it is not my fault. I'm very hungry. I've come here because I'm forced to. If I were well off, I would stay at home and get very fat. If you will be so good as to give me a piece of the gold cord that you wear on your coat, I'll go and hang myself by the teeth on that large leg of mutton that I see hanging in that butcher's shop." The Captain was playing a game of chess with another officer. He looked curiously at Tyl.

"Where do you come from?" he asked.

"From Flanders," replied Tyl.

"What do you want?"

"I should like to show His Highness, the Archduke, one of my pictures. I'm a painter."

"Well, if you are a painter and if you come from Flanders, you may come in," said the Captain somewhat impressed.

The Captain knew that Flemish painters and their pictures were in great demand all over Europe. Tyl was presented to the Archduke. He saluted the Archduke three times and stood before him with his head bowed. "May Your Highness pardon me for my rashness in thinking that one of my paintings will please your Highness. I have brought a picture of our Lady, the Virgin, in her royal robes. I have painted it specially so that I might lay it at your noble feet." Tyl paused a few moments for his words to sink in. Then he continued, "You must forgive me. Your Highness, if I've dared to hope that this picture will please you. Perhaps Your Highness might wish to offer me the chair of your court painter who died recently. I can see the empty velvet chair waiting to be filled."

The Virgin's picture was a splendid painting and the Archduke made up his mind at once. He embraced Tyl and kissed him on both cheeks. He said, "I shall be delighted to make you my court painter." He then led him to the chair and made him sit on it. "Well my dear fellow," he said, "you do have a tongue in your head and you certainly seem to know how to use it. You are a very talkative fellow, aren't you?"

"Your Highness, may it please you to remember me and my donkey, Jeff, for just one more minute," Tyl replied. "My donkey has been feeding himself fairly well all along

the way on the thorns in the hedges and the grass on the roadside. But I have had nothing to eat for the past three days. My stomach has been complaining very loudly. Perhaps Your Highness can even hear it now. I have been feeding myself with dreams of good food and drink at your royal table."

The Archduke smiled and said, "Well, my dear fellow, you will certainly have something more solid than dreams to feed on. But where is your donkey?"

"I left him outside, opposite the palace. I shall be most grateful if Jeff is looked after. He needs a little fodder and lodging at night," said Tyl.

The Archduke immediately ordered the donkey to be taken care of and he added, "Treat it like one of my own animals."

Before long supper was served and it was like a wedding feast. The tables were loaded with every kind of food and drink. Wine flowed like water. The courtiers stuffed themselves with the choicest dishes. The Archduke made Tyl eat and drink until his stomach was about to burst. The Archduke too ate heartily. His face was flushed with drink. But he seemed lost in thought. He suddenly looked up and said loudly, "Our court painter must paint our portrait, so that we will have the satisfaction of leaving our memory to our descendants. We too have to take our place in history along with our noble ancestors whose portraits adorn these walls. It is sad to think of death. We do not know when God will think fit to summon us. But our portrait should be painted."

Tyl quickly replied, "Your Lordship's slightest wish is to me a command. All the same I do feel rather unhappy

about painting your Lordship all by yourself. Is it not terrible to think of your Lordship being lonely for ever and ever? Don't you think, ladies and gentlemen, that His Highness should be accompanied at least by Her Highness, her ladies, the noble generals and Captains who adorn this court? A court like this has few rivals in splendour, loveliness and chivalry. In the midst of such valour and beauty I will make my Lord and Lady shine forth like the sun and the moon surrounded by lanterns."

The Archduke thought that it was a good idea.

"Well, my friend, your painting will be a great piece of art. What reward do you expect for it?"

"A hundred pieces of gold. You can pay me now or later just as you please."

"Here are the hundred pieces of gold in advance," said the Archduke, giving him the gold.

"My Lord, you are the most generous of masters. You have filled my lamp with oil. It will for ever burn in your honour."

IV. EXERCISES

I. Answer the following questions:

1. Why did Tyl Ulenspiegel attract everyone's attention?
2. Why could Tyl not walk straight into the Archduke's palace?
3. When was the Captain of the Guards impressed with Tyl?
4. Why was the Archduke very happy to appoint Tyl as the court painter?
5. Do you think that the Archduke was a good host? Why?
6. Why was the Archduke eager to have his portrait painted?
7. The Archduke approved of Tyl's suggestion about the portrait. What was the suggestion?

II. Say whether the following statements are true or false. Give the true statements in place of the false ones.

1. The Captain of the Guards was a well-built elderly man.
2. Art lovers in Europe were eager to buy the pictures of Flemish artists.
3. Tyl's only object was to sell one of his pictures to the Archduke.
4. Tyl was not a man of few words.
5. Tyl as well as his donkey hadn't eaten anything for three days.
6. The Archduke agreed to pay a hundred pieces of gold if the painting turned out to be good.

III. Rewrite the following sentences, using an appropriate form of *make*.

1. One man can take a horse to water, but twenty men cannot force it to drink.
2. If the boys don't clean the place, I will compel them to do it.
3. They forced Jesus to carry the cross on his shoulders.
4. The mother forced the child to drink the medicine.
5. The teacher asked every boy to repeat the correct answer.

IV. Rewrite the following sentences, putting the verb *make/made* in the passive voice.*Example*

She made the girl clean the vessels again.

The girl was made to clean the vessels again.

1. They made us walk all the way. (Omit the agent.)
2. I made her retype all the letters. (Omit the agent.)
3. The cruel jailors made the prisoners work for fifteen hours a day.
4. They made the boys stand in the hot sun. (Omit the agent.)
5. They make me do all the dirty work. (Omit the agent.)

V. Fill in the blanks with the words given.

- | | | | |
|------------|-----------|------------|------------|
| (a) laying | robes | offered | portrait |
| feed | splendid | descendant | handsomely |
| adorns | attention | surrounded | appearance |

- Our Art teacher has painted a huge———of Mahatma Gandhi. It now———the library.
 - Mr. Vasu demands Rs. 200 for his bicycle. I have———Rs.175. He may or may not accept it.
 - At the end of the match the boys———the cricketers and asked for their autographs.
 - The teachers and the students co-operated to make———arrangements for the Silver Jubilee of our school.
 - The Aga Khan claims to be a———of the Prophet.
 - Sekhar is the only son of his rich father and he always dresses himself———.
 - Hundreds of people visit Mahatma Gandhi's *samadhi* every day and pay their homage to the great leader by———wreaths on the *samadhi*.
 - A procession passing on the road attracted the———of the boys.
 - With his flowing———and his long beard, he has the———of a learned man.
 - Very soon we will produce all the food we need to———the entire population of our country.
- | | | | |
|---------------|----------|-----------|------------------|
| (b) delighted | entrance | ancestors | made up his mind |
| recently | embraced | talkative | in advance |
- Mr. Jaleel received the guests at the———and as each one arrived he———him and led him in.
 - I ordered a few pieces of furniture from Mr. John's shop. He wanted me to pay the entire cost of the furniture———. Then I went to another shop where I was asked to pay only 25 per cent in advance.
 - In several parts of India peasants still use the same implements which their———used thousands of years ago.
 - The boys were———to learn that their teacher was planning an educational excursion.
 - I am not coming to the zoo. I visited it only very———.
 - While Antony is a man of few words, his brother Joseph is very———.
 - Mr. Thomas———to resign his job and start a business.

VI. Write a few sentences describing (a) Tyl Ulenspiegel (b) The Captain of the Guards.

VII. Pick out from the adjectives given those which will correctly describe Tyl.

polite
bold
amusing

dull
shy
talkative

fond of food
adventurous
uninteresting

VIII. Describe in a short paragraph the meeting between Tyl and the Archduke which led to Tyl's appointment as court painter.

LESSON 9

I. PREPARATION AND PRACTICE

A. Adverb Clauses of Condition with *as long as*.

1. (i) "I would like to take some snaps on our trip. May I borrow your camera for a day? My own camera is out of order."
"Yes, you may. But there is one condition. You must use it carefully.

You may borrow my camera *as long as you use it carefully*."

- (ii) You may use my cups and plates *so long as you are careful not to break them*.

In these sentences *as long as* or *so long as* is used to express a condition. Both can be replaced by *if* or *if only*. There is no difference between *as long as* and *so long as*.

2. Rewrite the following sentences, expressing the condition with *as long as* or *so long as*.

- (i) You may go anywhere if you will only promise to be back before ten.
(ii) It does not matter what clothes you wear if they are clean.
(iii) I will give you all the money you want if you promise not to squander it.
(iv) You may choose any sari if it is not very expensive.
(v) I shall grant you whatever leave you want if you will complete the work now given to you.

B. *Either*.....*or* (with clauses)

1. (i) You have no lesson now. Your science teacher is on leave.
You may either sit in your class and read or you may go to the library.
(ii) I have a holiday for two months in summer. I have not decided where I should spend the holiday.

I may either stay here or I may go to Kodaikanal.

In the above examples the subjects of the two clauses are the same. If the subjects are different *Either* will come at the beginning of the sentence.

Either you come to my house or I will visit you.

2. Combine each of the following pairs of sentences, using *either*...*or*.

- (i) I will build a house. Or, I will buy a car.
(ii) My brother will come here. Or, I will go to his house.

- (iii) He will preside over the conference. Or, he will inaugurate it.
- (iv) Rama's arrow will kill me. Or, Ravana will cut off my head.
- (v) I must find my missing umbrella. Or, I must immediately buy a new one.
- (vi) I must get this watch repaired. Or, I must borrow my brother's watch for some days.

C. To be + infinitive.

1. (i) I want to go to Madras urgently, but I can leave only next week. I must attend a conference in Trichur this week. I have to read a paper there.

I am to read a paper at the conference.

- (ii) Yesterday I gave you some questions to be answered on Lesson 8.
You are to bring your answers on Monday.

- (iii) My brother came from Bombay last week on a few day's leave.
He *was to leave* yesterday, but he didn't get any reservation for his journey. Now he *is to leave* tomorrow.

This structure is used when an arrangement or decision has already been made. *I am to read* means "*It has been decided or arranged that I should read.*"

2. Rewrite the following sentences, using the correct form of *be* and the infinitive.

- (i) You must wait here until I come.
- (ii) You must not leave this place until I tell you.
- (iii) He should have come here yesterday. He didn't. But I am sure he will come today.
- (iv) I must inform you that you should call at this office at ten tomorrow morning.
- (v) You must not leave the office before five in the evening.

D. It is time that.....

1. (i) Madhavi will be getting married in a few months.
She has been going to school all these years. She can't even make a cup of tea.

It is time that she started to learn cooking.

- (ii) The show begins at 9.30. We have only fifteen minutes left.
It is time that we started.

- (iii) You are no more a baby, Leela. Should your mother still help you to dress?

It is time you learnt to dress yourself.

It is time is followed by a clause with a verb in the Past Tense.

It is time that she *learnt* to cook. Has she already started to learn or hasn't she?

It is time that we *started*. We ought to have started, but we have not started.

2. Add a statement to the following sentences, using the expression *It is time that*
- The bus has not arrived yet.
 - We ought to have left by now.
 - We have not planned our excursion yet.
 - She has not started her homework yet.
 - You have not started to get up yet.
 - Your uncle still has not retired from service.

E. Matter noun and verb

- "Murali hasn't been coming to school for the last ten days. Something is wrong with him.

What is the matter with him?"

"There is nothing the matter with him.

But he has gone to his uncle's house in Madras."
 - This car won't start whatever I do.

There is something the matter with its engine. (something wrong)
 - "I haven't brought my pen. Can I write with a pencil, sir?"

"It does not matter whether you write with a pencil or a pen, so long as you write neatly."
 - If you wish to join the medical college, your class and rank in the examination matters very much.

You have no chance if you don't get a first class.

In (i) and (ii) *matter* is used as a noun. In (iii) and (iv) it is used as a verb.

II. VOCABULARY

Unit I : From *The next day.....*
 To *.....all that he had asked for.*

enormous (adj): very large.

Cartoonists often draw men with enormous heads and small bodies.
 He has built a huge house and has spent an enormous sum of money on it.

paunch (n): the belly, especially of a fat man.

whisper (v): speak in a low soft voice or under the breath.

John whispered in his mother's ear that he wanted one more ice-cream. He didn't want to ask for it aloud.

My friend whispered to me that the beggar was in fact a police officer in disguise.

hump (n): round lump on a person's back, or on a camel's or ox's back.

A camel has a hump on its back. Some camels have two.

supply (v): give or provide; meet (a need).

The new milkman supplies us with very good milk.

The candidates will be supplied with writing paper at the public examination.

lack (v): not have; be without.

Your plans and proposals are quite good. But we lack the money to carry them out.

He has all the knowledge that is necessary, but he lacks experience.

warn (v): give notice of possible danger or unpleasant consequences;

inform in advance of what may happen, usually something unpleasant.

I warned him not to go out on such a cold night. He paid no attention to my warning and went out. He has a high temperature now.

The teacher warned Rajan not to tell lies in future.

pearly (adj): from pearl (n).

pearl (n): silvery-white or bluish-white formation found in the shells of oysters, valued as a gem c.f. a pearl necklace.

threat (n): statement of an intention to punish or of possible danger.

Our army must always be prepared to meet the threats from our enemies.

The dark clouds threatened (v) a storm.

mole (n): permanent, small, dark mark on the skin.

pimple (n): small, hard, raised spot on the skin.

slaughter (v): kill (animals, people) in large numbers.

Thousands of jews were slaughtered by the Nazis during World War II.

bare (adj): without decoration; empty; uncovered; unprotected.

They sold most of their furniture. So the house looks bare now.
The walls look bare with all the pictures taken off.

He could not touch the hot metal with his bare hands.

Unit II : From *For thirty days Tyl.....*

To *.....danced in the gentle breeze.*

feast (v): give a feast to; enjoy a feast.

feast (n): a splendid meal with many good things to eat and drink.
Abou Hassan enjoyed feasts. He and his friends feasted themselves
with the excellent dishes that his wife, Nouzhatoul, had prepared
for them.

choicest (adj): superlative of *choice*.

choicest (adj): carefully chosen, specially good choice mangoes
are expensive.

He has the choicest roses in his garden.

merry-making: joyful and gay entertainment.

fortnight (n): two weeks.

My father will be away for a fortnight.

poke (v): put; thrust against, at, or into.

He poked the fire with an iron rod.

He poked a long stick down the rat hole.

poke one's nose into: interfere in what does not concern one.

Why do you poke your nose into my affairs?

Mind your own business and leave me alone.

minor (adj): smaller; not important; opposite of *major*.

The manager looks after the major and mere important affairs of
the firm. He leaves minor details to his secretary.

announce (v): make known; tell.

The headmaster announced the results a fortnight after the annual
examinations.

The police announced a reward of Rs. 1000 to anyone who gave
information about the wanted man.

I saw the announcement (n) in the papers.

favour (n): *here* a kindly act; something done from kindness.

May I ask you a favour?

Mr. John is an independent man. He doesn't seek favours from
anyone.

assemble (v): gather together.

The headmaster wanted all the boys assemble in the school hall
because he had an important announcement to make.

admire (v): look at with pleasure, satisfaction or wonder.

Lovers of art admire the great paintings on the walls at the top of the Padmanabhapuram palace. Those paintings have won the admiration of every visitor.

vein (n): the blood vessel or tube along which blood flows back to the heart.

One can see the veins on the back of old people's hands.

fling (v): throw; move with great force or speed.

The boys were flinging stones at mangoes.

They flung down their books and started a fight. Abou Hassan loved to entertain his friends. His doors were flung open to them whenever he was able to arrange a feast for them.

aside (adv): "on or to one side.

put aside your story-book and begin your work."

We moved aside and waited until the procession passed by.

outdo (v): do more or better than.

Thomas had been practising the long jump for a long time and he outdid every other competitor at the School Sports.

acquaintance (n): a person whom one knows but not well enough to be a friend.

How can I borrow money from him? He is only an acquaintance of mine, not a friend.

stride (v): walk with long, swinging steps.

After the durbar was over, the king stored out of the hall followed by his Chief Minister.

stride (n): a long step.

make great strides: make rapid progress.

Our country has made great strides in industry during the Five Year Plans.

III. READING PASSAGE

THE MYSTERIOUS PICTURE—(II)

The next day Tyl asked the Archduke to allow him to see all the courtiers who were to be painted along with him. They came and saw him one by one. The first to come was the Commander-in-Chief of the Army. He was a short, fat, bald man with an enormous paunch. He whispered in Tyl's ear, "When you paint my picture, remember you are to make me look handsome. If you do not make my stomach look flat, I'll have you hanged. Remember I was once a very handsome soldier."

An elderly lady came next. She had a large hump on her back. "Sir painter," she said softly, "make me look young and beautiful. If you don't remove the hump on my back and supply what I lack in beauty, I will have you torn to pieces." A young lady, who was the companion of the Duchess, came in as soon as the old lady left. She was young and pretty, but had lost three of her front teeth in an accident. She warned Tyl that if in his picture she didn't see herself smiling, with a perfect set of pearly teeth, she would have him cut into small bits by her lover. She pointed to the Captain of the Guards.

Similar requests and threats continued until he had finished with the last of the courtiers. Then the Archduke sent for him and said, "My dear fellow, I want your painting to be perfect in every detail. You are to paint all my courtiers exactly as we see them. If you leave out a mole, a pimple, or a single grey hair, I'll have you slaughtered like a pig."

Tyl coolly thought things over and said to himself, "If I paint this picture, I shall certainly be killed. Either

the Archduke will have me slaughtered like a pig for having disobeyed him or the courtiers will have me murdered for painting them as they really are. In either case I am to die. What am I to do? Perhaps it is wiser not to paint this picture at all."

The following day he asked the Archduke for the hall where he was to paint the picture. He was shown a large room with bare walls. Tyl asked for thick curtains to be hung on the walls. He wanted his painting to be protected from the flies and the dust. He also asked for three assistants to help him in mixing colours. The Archduke gave him all that he asked for.

For thirty days Tyl and his assistants feasted themselves on the choicest dishes and drank the finest wines. On the thirtyfirst day the Archduke thrust his nose in through the door and said, "It is time that you finished the painting. I am eager to see it. Is it ready?" Tyl said that the picture was being completed and that he needed some more days to finish it. The Archduke replied that as long as the painting was perfect in every detail, he was prepared to be patient. The delay of a week or two did not matter, he said.

Tyl and his companions continued their merry-making for another fortnight. On the forty-fifth day, once again the Archduke poked his nose in through the door. "Isn't it time that the picture was completed?" he asked. Tyl said that the portrait was being given the finishing touches. He begged for some more time. The Archduke said that the delay did not matter so long as he did an excellent job. But he added, "You should either complete the picture within fifteen days or you should show me the unfinished

picture now." Tyl promised to complete the picture within fifteen days, saying that only a few minor details remained to be filled in. "Should Your Lordship see the painting now, you would not be satisfied with it," he said.

Tyl and his companions enjoyed themselves for yet another fortnight. On the sixtieth morning the Archduke forced his way into the room and said, "I must see the picture at once. Where is the picture? Draw those curtains!"

"The picture is ready, My Lord," announced Tyl.

"Then why don't you draw the curtains? What's the matter?" the Archduke asked.

"I want you to grant me one last favour," said Tyl. "Please order all the courtiers to assemble in this room. When they are here I want to say a few words to them and then I will draw the curtains."

The Archduke ordered all the courtiers to assemble in the hall. Tyl addressed them, "My Lord, Ladies and gentlemen, the picture is ready. You will now be able, as I draw the curtains, to see how well I have done my work. You can all admire my work. But I must warn you that there is something very special about this picture. Only those among you who have noble blood in your veins will be able to see this painting. All the rest, whatever their rank or position, will see nothing but a blank wall. Now I'll draw the curtains." Tyl flung the curtains aside.

The courtiers outdid one another in showing their admiration for the picture. They praised Tyl for his splendid painting. They remarked how natural each one of them looked in the picture and eagerly pointed out

their friends and acquaintances. All of a sudden the Duke's jester leaped into the air and shouted, "All of you know that I am a fool and I've no blue blood in my veins. I can see no picture but only a blank wall."

"When fools begin to talk," observed Tyl, "it's time for wise men to walk." He calmly strode out of the hall and rode away on his donkey. The feathers in his cap danced in the gentle breeze.

11. Say whether the following statements are right or wrong. Give a reason for your answer.
1. Tyl and his assistants were in no hurry to start work on the picture.
 2. The Archduke did not show any eagerness to see the picture.
 3. The Archduke was very angry that Tyl had not completed the picture at the end of a month.
 4. The picture should be an excellent one.
 5. What the Archduke wanted.
 6. The Archduke agreed to extend the time upto three months.
 7. The courtiers were admiring a picture which was not really their own.
12. Make a sentence from the table and match it with a sentence given below.

the child started to sneeze	my uncle replied to my sister
the teacher talked	my uncle talked to my sister
there was a moment when they	my uncle talked to my sister
it was time	my uncle talked to my sister

IV. EXERCISES

I. Answer these questions:

1. What did Tyl wish to do before he started on his painting?
2. Why did the Commander-in-Chief not like to be painted just as he was?
3. What changes did he want Tyl to make?
4. What did the elderly lady order Tyl to do?
5. What punishment did she threaten Tyl with if he did not carry out her orders?
6. What did the young lady ask Tyl to do?
7. Why did the young lady point to the Captain of the Guards?
8. Was Tyl quite happy about his meeting with the courtiers? Why?
9. What did Tyl finally decide to do? Why?
10. What was Tyl's real purpose in asking for the curtains?

II. Say whether the following statements are right or wrong. In every case give a reason for your answer.

1. Tyl and his assistants were in no hurry to start work on the picture.
2. The Archduke did not show any eagerness to see the picture.
3. The Archduke was very angry that Tyl had not completed the picture at the end of a month.
4. The Picture should be an excellent one was what the Archduke wanted.
5. The Archduke agreed to extend the time upto three months.
6. The courtiers were admiring a picture which was not really there.

III. Make a sentence from the table and match it with a sentence given below.

It is time	that	<p>the child started to speak.</p> <p>the teacher came.</p> <p>we went home.</p> <p>the monsoon started.</p> <p>my uncle replied to my letter.</p>
------------	------	--

It is getting dark.

I wrote to my uncle ten days ago.

The teacher is already late by five minutes.

The farmers are getting very anxious.

Murali is nearly two years old.

- IV. Match a sentence from A with a sentence from B, connecting them with *as long as*.

A

You may spend money as you like.

You may walk around the flower beds.

It does not matter what time you arrive.

He may take these tools.

Our team is sure to win.

I don't care what kind of pen it is.

B

No one falls ill and is unable to play.

You arrive before ten o'clock at night.

You do not buy any expensive jewellery.

It has a good nib.

He returns them after use.

You don't pick any of the flowers.

- V. Join a sentence from A with a sentence that will match from B, using *either* *or*.

A

The servant must work harder.

I must get a scholarship.

He must pay me immediately.

You don't know the answer.

You must bring your daily collections to me.

You must complete the work in time.

B

I will take the matter to court.

You must get someone else to complete it.

I must get someone to help me.

You do not want to say it.

We shall send him away.

You must remit them to the bank.

VI. The headmaster has assigned the duties mentioned below for the School Day. Express them, using *be + infinitive* as in the example.

Example

Mr. Kumaran is to get the invitations printed.

Name	Duties
Mr. Kumaran	get the invitations printed.
Mr. Koya	distribute the invitations
Smt. Kalyani Amma	look after the decorations
Mr. Jacob and Mr. Abdulla	prepare a programme of entertainments
The school leader	make seating arrangements
The girls of standard X	sing the prayer song and the National Anthem

VII. Match the words under A with their meanings under B.

A

B

hump

carefully chosen.

acquaintance

kill in large numbers.

fortnight

tube along which blood flows back to the heart.

pimple

statement of intention to punish.

mole

a person whom one knows but not well enough to regard as a friend.

vein

walk with long swinging steps.

choice

small, raised, hard spot on the skin.

slaughter

round lump on a person's back.

stride

permanent, small, dark mark on the skin.

threat

two weeks.

VIII. Fill in the blanks with the words given.

supply

warned

aside

bare

lacks

enormous

whisper

minor

1. He lived in a hut and slept on the _____ floor. He hadn't even a mat to lie on.
2. We _____ him not to walk in the dark without a torch, as there were snakes all over the place.

3. Some temples in South India are very big and have——— towers over their entrances. We can see them from a great distance.
4. India should not always look to foreign countries to———the food she needs for her people.
5. If you———, I cannot hear you. Please speak a little more loudly.
6. He is fully qualified for the job, but he———experience.
7. The manager made only a few———changes in the draft that I had prepared.
8. When warm weather comes we put———our winter clothes.

- (b) feast assembled admire poke
 outdid praised matter favours

1. No tourist who visits the Taj fails to———its beauty.
2. Every king has a number of courtiers or nobles hanging around him seeking———.
3. Kamala won the first prize for dancing. She ———all the other competitors by her excellent performance.
4. When there is a famine, and people die of starvation, it is a sin for anyone to———himself and his friends.
5. It won't———if you only write a few sentences so long as they are correct and to the point.
6. The headmaster may be busy. It is bad manners to———your nose in until he is free to see us.
7. Everyone———the scout for the courage he showed in saving the life of the child.
8. A huge crowd had———at the maidan before the ministers arrived.

IX Fill in the blanks with the words given.

on	off	after
back	in	out.

1. Please knock before you go———.
2. It is very cold and the fire has gone———.
3. I am afraid we must go———; we are on the wrong road.
4. Go———with your story, it is very interesting.
5. My dog goes———every cat he sees.
6. The bomb went———with a loud noise.

X Describe the situation in which Tyl was in his own words. You may begin like this:

The Commander-in-Chief wants me to paint him as a very handsome man without his enormous paunch.

XI Narrate the experiences of the young lady when Tyl flung aside the curtains, using her own words, Begin like this:

When we had assembled in the hall Tyl warned us that.....

I. PREPARATION AND PRACTICE

A. Neither.....nor

1. (i) Kesavan did not attend class.

He did not apply for leave.

Kesavan neither attended class nor applied for leave.

- (ii) Raman did not know how to operate the machine.

He did not ask anyone how to operate it.

Raman neither knew how to operate the machine nor did he ask anybody how to operate it.

- (iii) I expected the doctor to visit me yesterday. He did not come.

He did not inform me about his inability to come.

The doctor neither came yesterday nor did he inform me about his inability to come.

Neither and *nor* are used to connect two statements which are both negative.

Note that if an auxiliary is used with the verb after *nor*, there is inversion of the subject and the auxiliary.

nor did he ask

nor did he inform.

2. Join each of the following pairs of sentences with *neither.....nor*.

- (i) He did not work himself.

He did not let others work.

- (ii) My father has not flown in an aeroplane.

He does not want to fly.

- (iii) He did not apply for that job.

He did not wish to apply.

- (iv) I have not repaired my car yet.

I haven't bought a new one.

- (v) He has not attended a single meeting of the Association.

He does not take any interest in it.

B. The Future Perfect Tense

1. (i) The train leaves at four. It is already four now. There is no point in your going.

By the time you reach the station the train *will have left*.

- (ii) I am sorry I cannot go with you now. I have some work.
Please come at three.

I shall have finished my work by three and I'll be ready to go with you.

The verb in italics is in the Future Perfect Tense.

The form is:

will/shall + have + past participle

2. Make sentences from table B to match the sentences under A.

A

1. Please come at three.
2. I suggest that you visit Kerala in September.
3. Your half-yearly examinations will be held in December.
4. Mr. Antony will retire on 31st March this year.
5. The Manager is building a canteen for the school.

B

1	I		finished by then.
2	The monsoon	shall have	completed 25 years of service by then.
3	We	will have	spent Rs. 10000 when the work is completed.
4	He		finished my work by then.
5	It		completed ten lessons by then.

C. The Future Perfect Tense-Passive

- (i) A bridge is being built near the market.

The work is making rapid progress.

The bridge *will have been completed* before the monsoon sets in.

- (ii) We are doing the tenth lesson now.

By February all the lessons *will have been done*.

- (iii) I need a few pieces of furniture.

I must buy them now. If I put it off to the end of the month, all my salary *will have been spent* by that time.

- (iv) Only a few copies of the Reader have arrived. You must hurry. Otherwise by the time you go to the store, all the copies *will have been sold*.

The verbs in italics are in the Future Perfect Tense, Passive Voice. The form of the verb is:

shall/will + have + been + past participle.

D. It with passives

1. (i) The pupils have been coached well for the examination.
It is hoped that at least sixty per cent of them will pass this year.
- (ii) The School Day will be celebrated in January.
It is expected that the Director of Public Instruction will preside over it.
- (iii) There was an outbreak of fire in the town yesterday.
It is believed that the fire was caused by some hooligans.
- (iv) *It was reported* in the papers that the Chief Minister would visit the town. *It is now understood* that the visit has been put off by a week.
- (v) Mr. Prabhu was found dead in his room this morning. *It is not known* how he met with his death.

The statements with **It + a form of be + past participle** are useful when the speaker does not want to say who said, who reported, who expected a thing etc.

2. Make a suitable answer from the table B for the questions under A.

A

1. When will the wedding take place?
2. What things were stolen?
3. What was the cause of the accident, according to the newspaper reports?
4. Who is expected to receive the distinguished visitor at the station?

B

It		expected	when the wedding will take place.
	is	reported	that the Chief Minister himself will receive the distinguished visitor.
	was	not known	that two boxes were stolen.
		found	that the accident was caused by the carelessness of the driver.

E. Verbal Nouns (Further work)

1. (i) Tapioca is grown in many parts of Kerala.
The planting of tapioca takes place mostly in April and May.
- (ii) We celebrated Independence Day on August 15.
 All the students were present *at the hoisting of the national flag*.
- (iii) The school playground is very uneven.
The levelling of the playground will be carried out this week.
- (iv) Traffic on the roads has greatly increased in recent times.
 The Municipality is drawing up a scheme *for the widening of all the main roads*.

The verbal noun in these sentences, takes a prepositional phrase after it, like nouns.

2. Combine each of the following pairs of sentences, using the verbal noun, the *-ing* form, of the verbs in italics, followed by a prepositional phrase.

Example

Mr. Mathew *teaches* English.

That is his main work.

Mr. Mathew's main work is the teaching of English.

1. She *makes* paper flowers. She gives a lot of her time to it.
2. He *builds* hospitals for the poor. All his money and time are given to this.
3. My father *plays* with all his grandchildren. He is fond of this.
4. Mr. Jaleel *buys* old-fashioned clocks. He is interested in this.

F. a few, few, the few

1. (i) I am going to Madras. I will be back next week.
 I will be away only *for a few* days, say five or six.
- (ii) There are a large number of books in English and Malayalam in the library, but only *a few* books in Hindi.
- (iii) I have read a number of short stories in Malayalam, but I have read only *a few* novels.
 In these sentences *a few* means *a small number of*.
- (iv) He does not easily mix with people. He has *few* friends here.
- (v) Mr. Jaleel is a lover of books. There are *few* books in the library which he has not read.

(vi) Few people live to be a hundred years old.
Few without the article means *not many* or *practically none*.

(vii) He hasn't got many friends. But *the few* that he has are very fond of him.

(viii) Only a few came to the meeting. *The few* that came did not support me.

(ix) There are not many mistakes in your answers.
The few that are there, are quite minor ones.
The few means *a small number, but all that there are or were*.

2. Fill in the blanks with *few*, *a few*, or *the few*.

- (i) Would you please allow me to say———words?
- (ii) There were only a small number of pictures on the wall but ———that were there were good ones.
- (iii) He spoke little, but ———words he said were words of great wisdom.
- (iv) The questions were so difficult that ———candidates were able to answer them satisfactorily.
- (v) I didn't invite many for the ceremony. I invited only ———of my close friends.
- (vi) ———persons have climbed Mount Everest.

II. VOCABULARY

Unit I : From *Have you heard the saying.....*
 To *.....is a flourishing occupation.*

resources (n): a supply or stock of something useful; all that belongs to a man or a country; natural resources.

The poor woman earns money by needle work.

She has no other resources.

Kerala has great natural resources—iron, ilmanite, china clay and many others.

exhaust (v): to use up completely, to finish.

The stock of rice is exhausted. We will have to eat wheat from tomorrow.

explore (v): to search carefully, to find out more about something, or some place.

A Japanese team of experts came to explore the iron ore deposits near Calicut. Man is now trying to explore the moon.

exploration (n):

Scientists are engaged in the exploration of the Indian ocean.

treasures (n): store of precious things, something of very great value.

Some people believe that cobras guard treasures.

The robbers forced their way in to the museum and carried some of its treasures—jewels, carving, ivory, etc.

treasury (n): place where money and valuables are kept.

mineral (n): any substance that is neither a plant nor an animal, usually obtained by mining.

Magnesium is a mineral.

Kerala is rich in mineral (adj) wealth.

abundant (adj): more than enough.

Kerala has abundant rainfall in July and August.

abundance (n):

There is an abundance of prawns off the coast of Kerala.

perfect (v): related to *perfect* (adj), without flaw, excellent.

(v) make perfect, faultless.

extent (n): size, amount; space, length.

We were shocked to hear about the extent of the damage caused by the floods.

He will go to the extent of attempting bribery in order to secure the post.

extend (v):

Our property extends from the road to the river.

His term was extended last year.

extension (n):

They will not give him another extension.

harvest (v): gather in the crops, fruits, corn etc.

The farmers want to harvest the crop next week, but it is still raining heavily.

nutritious (adj): valuable as food; nourishing; giving strength to the body.

Milk is a highly nutritious food.

Tapioca satisfies hunger, but it is not nutritious.

nutrition (n):

make up for: to supply what is lacking, to fill the place of something.

We must work on Saturday to make up for the holiday on Wednesday.

Vegetarians should drink plenty of milk to make up for the protein that is lacking in their food.

deficiency (n): shortage, not having enough; the state of being incomplete.

Many poor children do not get enough nutritious food. This deficiency prevents the growth of their muscles.

We may excuse a deficiency of three marks, but not of seven or eight.

The diet of the poor is sadly deficient in protein.

He makes no progress in school. He is mentally deficient.

deficient (adj):

diet (n): the sort of food one usually eats and drinks.

The diet of the people of Kerala contains too much starch.

variety (n): a collection of different things, state of being different.

Most people like variety in food; they don't like to eat the same things everyday.

That shop keeps a variety of ready-made clothes.

extract (v): to get, to obtain something by pressing.

Groundnut oil is extracted from ground-nuts.

vitamins (n): certain substances found in nutritious food necessary for good health.

The absence of vitamins in our diet is the cause of many illnesses.

flourishing (adj): growing in a healthy way; prospering.

The fishing industry in Kerala is flourishing with Norwegian aid.

occupation (n): employment; a business; trade or profession.

Making artificial pearls is a flourishing occupation in Japan.

He is a rich man, but he has taken up wood carving simply as an occupation.

Unit II : From *Let us look at the other things.....*

To*hunted for food.*

yield (v): produce as a result of work.

Land yields bigger harvests if we use fertilisers.

yield (n):

The yield of coconuts in my garden this year is very poor because of pests.

drug (n): a medicine, or any substance used in making medicine.

Penicillin is a very valuable drug which saved millions of lives during World War II.

menu (n): a list of dishes which will be served at a meal.

The hostel committee has drawn up an elaborate menu for Hostel Day.

include (v): contain as part of a whole.

The menu included both vegetarian and non-vegetarian dishes.

The audience included people of different communities.

fertiliser (n): plant food, manure.

We can increase the yield of our lands several times by using good fertilisers.

consist of: be made up of.

Water consists of two parts hydrogen and one part oxygen.

drift (v): float along slowly in water or air.

The boat was not tied up properly and so it drifted down the river.

quantity (n): amount.

There is only a small quantity of kerosene left in the tin. We should buy some more tomorrow.

The river brings down a large quantity of sand and mud.

protein (n): a kind of body building substance contained in egg, meat, fish, milk etc.

Protein is necessary for building up the muscles of the body.

the rest: the remainder, that which is left.

Each of you can take an orange from this basket and leave the rest for your mother.

fat (n): white or yellow substance which when melted produces oil, obtained from animal or vegetable sources.

People consume more fat in colder countries in order to remain healthy.

carbohydrate (n): a substance contained in starchy food which gives energy to the body.

Rice contains plenty of carbohydrates but very little protein.

balanced (adj): containing the right quantity of substances necessary.
A balanced meal should contain proteins, carbohydrates, vitamins and minerals in the right proportion.

consume (v): eat or drink, use up.

People in India consume more starch than is necessary.
The fire consumed several huts.

tasty (adj): having a pleasant flavour.

French cooks make very tasty dishes with frogs.

similar (adj): alike; almost (but not quite) the same as.

Gold is similar to brass in colour.

Unit III : From *The French have been cultivating.....*

Towill be reduced considerably.

cultivate (v): cause to grow; prepare lands for growing.

Plenty of water is necessary to cultivate rice.

Rubber trees grow wild in Brazil but are cultivated in Kerala.

annually (adv): every year.

The boat races are held annually in Kerala during Onam.

The annual (adj) examinations come in March.

compare (v): to look for or point out a likeness or difference.

"Compare the answers of your arithmetic problems with those given in the text."

"Compare these photographs and choose the best."

require (v): need.

Plants require water, manure and sunshine for healthy growth.

That school has all the requirements (n) of a junior college.

till (v): cultivate; prepare the land for growing.

The soil must be tilled properly before the seeds are sown.

depend on (v): trust to the support of; get help and support from.

In India farmers depend on the monsoon for a good harvest.

You should learn not to depend on others for everything.

insecticide (n): chemical used for killing insects.

create (v): make or lead to.

The boys created a lot of noise while the teacher was away.

attempt (n): effort to do something.

Several attempts were made to climb Mt. Everest before Hillary and Tenzing reached the summit.

convert (v): to turn into something else; to change from one state into another.

Water can be converted into ice by cooling it.

elaborate (adj): worked out with great care or in great detail.

Elaborate plans were made to celebrate the wedding of the king's daughter.

process (n): method, a way of doing something.

He taught me the process of making soap.

main (adj): chief, most important.

The main reason for his failure is lack of effort. There are minor reasons besides.

The main road leading to the railway station is always crowded.

source (n): origin; the beginning (of rivers)

The Himalayas are the source of several important rivers of India. Tomatoes are a valuable source of vitamins.

available (adj): which can be used or obtained.

Mangoes are available all over India in the summer.

Good cloth is not often available in small villages.

reduce (v): cut-down, make smaller in number or size.

I asked the tailor to reduce the length of my trousers. He had made them too long.

She is much reduced after weeks of illness.

considerably (adv): largely; to a great extent.

After Sekhar started taking tuition in Hindi his marks in the subject improved considerably.

plant (n): *here*: a place where something is manufactured.

Unit IV : From *The sea is a chemical mine.....*

To *.....will only have increased.*

mine (n): deep hole from which coal, metals etc. are obtained.

There were many diamond mines at Golconda in the olden days.

unlimited (adj): endless; having no bounds.

Unlimited borrowing got him into serious trouble.

profitable (adj): useful; giving some gain; beneficial.

Poultry keeping is a profitable occupation, if rightly managed.

run short of: not having enough of something.

By seeing three films, Raghu ran short of pocket money for the rest of the month.

decade (n): a period of ten years.

hence (adv): from this time.

phosphate (n): salt of phosphoric acid, found in bones shells, etc.

Phosphates are good as manure. When plants are treated with phosphates, they yield more fruit.

plentiful (adj): of large quantity, abundant, more than enough.

In the tropical regions of the world rainfall is plentiful.

evaporation (n): the process by which a liquid becomes vapour.

Sugar is manufactured from sugar-cane juice by evaporation.

Alcohol evaporates (v) more quickly than water.

diminish (v): become smaller.

Our food supplies have been diminishing while our population has been steadily increasing.

During the dry season the water in the reservoirs diminishes.

increase (v): enlarge, to become more.

Farmers have learnt to increase the yield of their land through the use of fertilisers.

III. READING PASSAGE

THE WEALTH OF THE SEA

Have you heard the saying, "There is more fish in the sea than ever came out of it"? The saying means that the resources of the sea are not easy to exhaust.

What are the resources of the sea? They are not merely the fish that we get from it. Fish is only a small part of the wealth of the sea. Scientists and others who have explored the sea tell us that it is a vast treasure house of numerous food resources, salts, minerals, oil and even gold. Indeed, the treasures of the sea are perhaps more abundant than those on land.

As a result of the exploration of the sea which has taken place in the last fifty years, and of numerous scientific experiments, men have discovered and perfected ways of exploiting the wealth of the sea. A new branch of human knowledge known as oceanography has been developed by the scientists of the world. It has added immensely to our knowledge of the nature and extent of the sea's wealth.

Industrious fishermen all over the world "harvest" the sea and provide cheap food to millions of people. Fish, being a highly nutritious food, makes up the deficiency in the diet of the poorer sections of the population. Some varieties of fish such as the cod and the shark are caught for the oil that can be extracted from them. Cod-liver oil and shark-liver oil are rich in vitamins. In the cold Arctic regions, the hunting of the whale and the walrus for food and fat is a flourishing occupation.

Let us look at the other things that the sea yields. There are nearly three thousand known varieties of sea weeds. Some of them are used in the manufacture of foods, sweets and ice-cream. They are also used to make dyes and drugs and plastic buttons. The daily menu of many people in Japan includes many dishes of sea-weed. The British, the French, and the Scandinavians have long been using sea-weed for fertilisers and for food.

One of the most valuable things in the sea is plankton. Plankton consists of tiny plants and animals that drift in large quantities in the sea. Plankton contains about sixty per cent proteins, and the rest fats, carbohydrates and minerals; and it can provide a very balanced diet. Thailand consumes 5000 tons of plankton a year in the form of tasty pastes, similar to our *chutney*. Plankton is the food of the largest mammal, the blue whale, which grows up to a hundred feet in length and is in turn hunted for food.

The French have been cultivating under-water mussel farms for several hundred years. Mussel is the name given to some varieties of shell-fish. The French obtain 4000 kilograms of tasty meat annually from an acre of mussel farm. Compare this with sheep and cattle farms which yield not more than 100 kilograms of meat an acre. And the mussel farms neither require tilling nor do they need the use of fertilisers. They neither depend on rain for water nor do they require spraying with insecticides. The sea is like a huge farm which creates endlessly. But man is not the farmer. His effort does not go into this creation. He only gathers its products.

Scientists have for years been warning the world that the earth's supply of fresh water is fast running out.

Attempts have, therefore, been made to convert sea water into fresh water. But the separation of the salt in sea water is an elaborate process. The main problem has been how to find the large quantities of energy required to separate the salts from the sea water. Various sources of energy including the heat of the sun have been tried so that the cost of production may be brought down. When cheap atomic energy is made available on a large scale, it will come to be used widely in these plants and the cost of making fresh water will be reduced considerably.

The sea is a chemical mine of unlimited wealth. It contains all the known elements including gold. It is said there is enough gold in the sea to make everyone of us a millionaire. But it has not so far been very profitable to get gold from the sea. Scientists have been warning us that we are using up the mineral wealth of the land far too quickly. A time may come they say, when deposits of metal in the land will have been exhausted. For example, they say, high grade copper deposits will have been practically used up by mankind before 2000 A.D. Where shall we then go for copper which we need for so many purposes? The answer is that by that time men will have started "mining" the sea for copper.

What about the other things we will have run short of a few decades hence? The answer is again the sea. There are few things that we cannot find in the sea. Is it magnesium that we need—the metal we use in manufacturing aeroplanes and bombs and in flash photography and fireworks? A cubic mile of sea water contains nearly 25 million tons of magnesium salts. You can imagine the quantity of magnesium that can be got from the sea. The ocean floor is rich in petroleum and it has now started

yielding this valuable mineral for man's use. Tin or, manganese and phosphates are also found in large quantities in the sea.

Among all the salts in the sea, sodium chloride or common salt is the most plentiful. As you know, this is a salt which is indispensable for man. In countries where there are no salt deposits available on land, common salt has to be obtained by the evaporation of sea water. The Rann of Cutch in our country is a vast area where evaporation takes place naturally because of the hot desert winds from Rajasthan.

It is known that when the seas were first formed, they were not as salty as they are now. This means the quantity of salts in the sea water has gone on increasing. It must get saltier still with the passing of time. This means that while the wealth of the earth will have diminished with the passing of time, that of the sea will only have increased.

IV. EXERCISES

I. Answer these questions.

1. What have scientists and explorers discovered about the wealth of the sea?
2. Why is fish an important food for poor people?
3. What are some of the uses which seaweeds are put to?
4. What is plankton? How is it used in certain countries?
5. How has the sea proved to be a richer source of meat in France than sheep and cattle?
6. What is the main problem in turning sea water into drinking water? How is this problem being solved?
7. If the sea contains plenty of gold, why is it not extracted from it so that everyone can get rich?
8. What metals can we obtain from the sea?
9. Do all nations of the world get common salt from the sea?
10. In what way is the wealth of the sea different from the resources of the land?

II. Join a sentence under A with a matching sentence under B, using *neither...nor*, making whatever changes are necessary.

A

- The boy did not return the book to the library.
 Though I invited him, he did not come to the picnic.
 They could not put out the fire.
 I couldn't make coffee myself.
 He is not able to speak.

B

- They could not prevent it from spreading.
 He is not able to recognize anyone.
 He did not pay the fine.
 I couldn't get any one to make it for me.
 He did not write to me.

III.(a) The verbs listed under A form nouns with the help of the suffixes under B. Match the verb and its suffix, and form the nouns making suitable changes in the spelling, if necessary.

A

- depend
 discover
 marry

B

- al
 -true
 -ence

cultivate	-t
appear	-age
arrange	-ure
arrive	-ice
complain	-ance
grow	-tion
mix	-ment
fail	-th
serve	-y

(b) Give the adjective forms:

industry	nutrition
taste	energy
science	distance
value	profit

(c) Give the noun forms:

narrow	deficient
fresh	major
rich	plentiful
necessary	able
free	violent

IV. Fill in the blanks with the words given.

(a)	plentiful	cultivate	main	converted
	till	insecticides	harvest	fertilisers
	available		depend on	increased

Our farmers are gradually learning to ——— their land more and more scientifically. Many ——— the land with the help of tractors. They use ——— which enable them to get an ——— yield from the land. They are also learning to use, where necessary, ——— to save the crops from insects and pests. These fertilisers and insecticides are made ——— to them by the Agricultural Departments in every state. In many places farmers do not ——— the uncertain rains. The water they need comes from the dams built across our rivers. Numerous dams have been built all over the country in recent years. In some states like Rajasthan deserts have been ——— into cultivable land. With the ——— supply of water from these dams it is hoped that in the near future we will be able to grow and ——— every year enough grain to feed the country's population. The food problem which is our country's ——— problem will have been solved.

- | | | | | |
|-----|----------|-----------|--------------|-----------|
| (b) | consumed | process | menu | mine |
| | tasty | elaborate | consisted of | yields |
| | variety | include | annually | extracted |

1. We had an excellent dinner at Mr. Jose's house yesterday. There were so many items on the ———. It ——— rice, several ——— curries, sweets and puddings. This does not ———, of course, a ——— of fruits served after the dinner. Some people ——— so much that I am sure they must be suffering from indigestion.
2. Coconut oil which is ——— from coconuts is used in the manufacture of soaps.
3. The wedding was celebrated on a large scale and ——— arrangements had been made for the reception.
4. The manufacture of sulphuric acid is a long ———.
5. A coconut tree in the coastal areas ———, on an average, 200 coconuts ———.
6. A good encyclopaedia is a ——— of information.

- | | | | | |
|-----|------------|------------|----------|--------------|
| (c) | fats | attempts | diet | make up |
| | balanced | diminishes | proteins | source |
| | nutritious | deficiency | quantity | carbohydrate |

It is said that the average South Indian ——— is not nutritious enough. It is not a ——— diet. A balanced diet is one in which ———, carbohydrates, and ——— are included in the right proportion. It will be good if people consume less rice which is mainly ——— and eat more vegetables and fruit which are a rich ——— of protein. This is particularly necessary because rice, which we are fond of, is neither available plentifully nor is it a very ——— food. If we include fish or milk as a regular item, it will ——— for any ——— that may exist in our diet. It is the quality of the food we eat that is more important than the ———. It is also said that the food value of grains, vegetables etc. ——— if they are overcooked. It is time that we made earnest ——— to change our food habits, though habits are no doubt difficult to change.

- | | | | | |
|-----|--------------|-----------|----------|--------------|
| (d) | occupation | drugs | the rest | resources |
| | required | exploit | drifted | reduced |
| | ran short of | unlimited | explore | considerably |

1. Man can hope to live longer with the effective ——— that medical science has now made available.
2. The U.S.A. and the U.S.S.R. frequently send their scientists to the North Pole to ——— the Arctic regions.
3. Before he started his painting Tyl ——— every one of the courtiers to see him one by one.

4. The boat with the two ship-wrecked sailors ——— on the sea for a fortnight, until it was noticed by a passing ship.
5. We have a good water supply system and we get an ——— supply of water throughout the day.
6. I ate some of the food and gave ——— to a hungry girl who was begging for food.
7. Mr. Ramachandran has retired, but he has been so energetic all his life that he cannot live without an ———.
8. After I gave up eating too much starch and fats, my health has improved ———.
9. After a hundred miles our car ——— petrol. But luckily we were not far from a petrol station.
10. The shop-keeper ——— the prices of all saris which had gone out of fashion.
11. The Five Year Plans help us to ——— the natural ——— of our country and thus improve the living standards of the people.

(e)	exhausted	profitable	flourishing	perfected
	created	treasure	evaporation	extent
	vitamins	similar	compare	abundant
1. Growing cashew and exporting the nuts is a ——— trade in some parts of Kerala.
2. Since the company found the applicant was a very brilliant man, they ——— a suitable job for him and employed him.
3. Kamala bought a sari which was ——— to the one her sister had bought. The only difference was that it was a little broader.
4. Water evaporates under the heat of the sun. The ——— will be quick if the sun is very hot and there is a wind blowing.
5. Milk is a rich food and contains some of the ——— that the body requires.
6. The farmers of my village get an ——— supply of water from the Malampuzha dam.
7. My stock of rice is completely ———. I must go immediately and collect my ration.
8. An old man told his sons that a ——— lay buried in his field. The sons began to dig for it all over the place. They found nothing. But they had tilled the soil so well that it yielded a good crop. That in fact was the real treasure that the old man had in mind.

9. Though both the girls dance well, you cannot —— one with the other. One dances in the Kathakali style and the other in the Bhartanatyam style.
10. Sri Kurup is a great Kathakali dancer. With constant practice he has —— every movement of his hands and eyes.
11. It was very dark and we were unable to see the —— of the damage caused by the storm.
12. He had a big stock of food grains and when there was a famine he sold them at very —— prices.

V. Write a paragraph on each of the following:

1. The sea and the world's food.
 2. The mineral wealth of the sea.
-

LESSON 11

I. PREPARATION AND PRACTICE

A. Reported Speech: Reporting *can*, *may* and *must* after a Past Tense.

- I. (i) Tyle said, "I can paint the picture in a month." What did Tyle say?

Tyle said that he *could* paint the picture in a month.

- (ii) Tyle said, "You can pay me now or later, just as you please."

Tyl said that he *could* pay him then or later, just as he pleased.

- (iii) Tom said, "It may be all over very soon."

Tom said that it *might* be all over very soon.

- (iv) The Archduke said to Tyl, "You may employ three assistants to help you."

What did the Archduke tell Tyl?

The Archduke told Tyl that he *might* employ three assistants to help him.

- (v) Sid said, "I must call my Auntie."

Sid said that he *had to* call his Auntie.

- (vi) The Archduke said to Tyl, "You may take another fortnight. I cannot give you any more time. You must complete the picture in a fortnight."

The Archduke told Tyl that he *might* take another fortnight. He *could* not give him any more time. Tyl *had to* complete the picture in a fortnight.

In reported speech *can* becomes *could*, *may* becomes *might*, *must* becomes *had to*.

2. Complete the following sentences putting the sentences given in brackets in reported speech.

- (i) The carpenter said that.....

("I can make the table in a week.")

- (ii) Murali told Kamala that.....

("You can keep the dictionary for a month.")

- (iii) My father said that.....

("I may stay in Madras for five days.")

- (iv) My brother told me that.....

("I may not be able to write to you for a fortnight.")

- (v) The teacher said that.....

("I must finish the lesson this week.")

- (vi) My neighbour told me that.....

("You must cut off those branches of your tree which hang over my house.")

B. Reported Speech: Questions.

1. (i) The tourist asked the policeman. "Where is the post-office?"
What did the tourist asked the policeman?
The tourist asked the policeman where the post-office was.
 - (ii) The teacher said to me, "Why are you late?"
The teacher asked me Why I was late.
 - (iii) Sid said to Tom, "Is your pain severe?"
Sid asked Tom, if his pain was severe.
 - (iv) Murali said to his friend, "How long have you been waiting here?"
Murali asked his friend how long he had been waiting there.
Note that in the questions in direct speech there is inversion between the subject and the verb/the auxiliary.
is the post-office
are you
is your pain
have you been waiting
- In reported speech there is no inversion.
the post-office was
I was
his pain was
he had been waiting
2. Complete the following sentences putting the question given in brackets in reported speech.
 - (i) When Krishnan came home, he asked his mother;.....
("Why isn't lunch ready?")
 - (ii) Run along to the shop and ask Mr. Simpson whether.....
("Can you deliver the tables on Monday?")
 - (iii) The platform was empty. So Mr. Shankar asked the porter whether.....
("Has the train for Trivandrum left?")
 - (iv) Murali did not know what to say when he was asked to explain.....
("What have you done with the money?")
 - (v) Krishnan asked Jacob whether.....
("May I borrow your dictionary for a few days?")
 - (vi) The king asked the fisherman.....
("Why are you so much concerned about your king?")

C. Reported Speech: Questions with do/does/did

1. (i) Kamala liked Meena's sari so much that she asked, "Where did you buy it?"
Kamala liked Meena's sari so much that she asked her where she had bought it.

- (ii) Murali asked Ashokan, "Did Bhaskaran reply to your letter?"
Murali asked Ashokan whether Bhaskaran had replied to his letter.
- (iii) I asked Jacob, "Why did you not call the doctor immediately?"
I asked Jacob why he had not called the doctor immediately.
- (iv) I asked Raju, "Where do you go in the evenings?"
I asked Raju where he went in the evenings.
- (v) "What does your father say about our plan?" I asked Rahim.
I asked Rahim what his father said about our plans.
- (vi) She asked me, "Why did you not phone me?"
She asked me why I had not phoned her.

Note: that *did + verb* in direct speech is put generally in the Past Perfect Tense (*had + past participle*) in reported speech if the reporting verb (*ask etc.*) is in the Past Tense. *Does do + verb* in direct speech is put into the past tense in reported speech.

2. Complete the following sentences putting the question given in brackets in reported speech.

- (i) I rang up the station and asked.....
("What time does the train leave?")
- (ii) Even if you asked him.....
.....he would not tell you.
("Where did you buy your pen?")
- (iii) The policeman asked us.....
("Did anyone of you see the accident?")
- (iv) I did not want to ask him.....
("Why did you not attend the class on Monday?")
- (v) The librarian asked Prabhakar.....
("Why did you not return the book on the date it was due?")
- (vi) I asked the woman whether.....
("Do all your children go to the same school?")

D. Adverb clause of Reason with *now that*

- 1. (i) You have worked very hard and completed the work quickly.
Now that you have completed the work, you can have a day's rest.
- (ii) Mohan failed in Hindi in the half-yearly examination. His father has engaged a tutor to give him special coaching at home.
Now that Mohan has a tutor to give him special coaching, he hopes to pass in Hindi easily.

- (iii) Mr. Kumaran lives in a small house. He has been promoted. *Now that he will get a higher salary, he wants to move to a bigger house.*

The clauses in italics are adverb clauses of reason introduced by *now that*.

2. Combine each of the following pairs of sentences into one sentence turning one of them into a clause with *now that*.
- (i) The rain has stopped. We can continue the match.
 - (ii) There is a school in every little village. Children don't have to walk a long distance to go to school.
 - (iii) The book is available in all the shops. Everyone of you should buy a copy of the text book.
 - (iv) All the teachers have been appointed. We can finish all the lessons by the end of January.
 - (v) You are perfectly well again now. You should work harder.

E. a little, little, the little

1. (i) I am very busy the whole day. However, I can give *a little* time to you in the evening. It will not be more than half an hour.
- (ii) There is not much milk in the kitchen. There is *a little*, just enough to make one or two cups of tea.
- (iii) After Dr. Thomas began to treat my brother, he showed *a little* improvement.

In these examples *a little* means *some but not much or a small amount of*.

- (iv) Raman is a lazy boy. He shows *little* interest in his studies. He may fail this year.

- (v) Mr. John's condition is rapidly getting worse and worse. There is *little* hope of his recovery.

- (vi) Though he has been warned several times, he gives *little* attention to his work.

In these examples *little*, without any article before it, means *hardly any, or practically nothing or none*.

- (vii) There was very little milk in the bottle. The little milk there was in it has gone bad.

- (viii) At first his father showed a little improvement in his condition. But *the little* improvement he had shown has not been kept up.

- (ix) I have not seen much of his acting. *The little* that I have seen has not impressed me.

In these examples *the little* means *not much, but all that there is or was*.

2. Fill in the blanks with *little*, *a little* or *the little*.

- (i) I take ——— sugar in my coffee, but not much.
- (ii) He does not care for her children. He has ——— love for them.
- (iii) Now that Antony is not playing, ——— hope that we had of winning the match is gone.
- (iv) Now that Mr. Raghavan is assisting me, I will have ——— rest.
- (v) The visiting team is very strong. There is ——— chance of the home team winning.
- (vi) I did have a little money with me. But even ——— that I had has now been spent.

F. Get + object + infinitive

- (i) Mr. Gopalan urgently needs some money. I am unable to help him. But I can easily *get someone to lend* him what he wants.
- (ii) Mr. Balan is the only member who is not supporting us. Somehow we must *get him to vote* for us.
- (iii) Mr. Gopala Menon is a very good speaker. We must *get him to visit* the school and address the students.
Get in these sentences means *persuade*.

G. *Should* to express duty

- 1. (i) You *should* respect your parents and teachers. That is your duty.
- (ii) You *should* stand up when the teacher enters the class.
- (iii) You *Should* go to school regularly and learn your lessons well.
- (iv) You *Should* love your country and your fellow countrymen.
Should in all these sentences expresses *duty*.

II. Set phrases in which the article is dropped

- (i) All his sons go to *school*. (to study)
The postman goes to *the school* at ten o'clock everyday (not to study but to deliver letters).
- (ii) John goes to church every Sunday. (to worship)
Kumar went to the church to listen to the music. (not to worship).
- (iii) He went to bed at ten o'clock. (to sleep)
- (iv) The doctor went to the bed to examine the patient. (not to sleep)
- (v) My mother went into hospital last month. (for treatment).
We went to the hospital every day to see her. (not for treatment).
- (vi) If you don't return the money you owe me within a month, I will have to go to court. (to file a case)
I went to the court to see a friend of mine (not to file a case).

II. VOCABULARY

Unit I : From *It was Monday morning.....*

Toinvestigate further.

miserable (adj): vvery unhappy.

Leela was miserable when she knew that she had failed in her examination.

so (adv): in this, that or such manner

"The teacher said he would be on leave for a month."

"No, he did not say so. He said he would be on leave only for a week.

generally (adv): usually

My mother generally gets up at five in the morning and has her bath before she starts her day.

presently (adv): soon, after a little while

Raghu has asked you to wait for him here. He said he would come here presently.

mentally (adv): in one's mind

Raman can work out even difficult arithmetic problems mentally. He writes nothing down.

ailment (n): illness

A cough is a tiresome ailment, but it does not stop one from working. T.B. is a serious ailment.

investigate (v): to go into and examine thoroughly, in order to get at the facts.

The police investigated the complaint and found that it was false. The investigation (n) took three days.

detect (v): find out or discover the presence of something or somebody.

The Auditor examined the accounts and detected a few serious mistakes in them.

slight (adj): very little

Though Rema slipped and fell down the steps she suffered only slight injuries.

stomach (n): abdomen

When food is swallowed, it goes down into the stomach first. Over-eating is not good for the stomach.

feeble (adj): weak

When the prisoner went on hunger strike for two weeks he became so feeble that he had to be sent to hospital.

wholly (adv): completely

We were wholly wrong when we suspected our cook of having stolen the gold ring, for it was found under our pillow the next day. He is wholly occupied in getting his house built.

loose (adj): not tight

It is easy to pull out a loose tooth.

If you let the dog loose, it will bite everyone who comes in.

groan (v): give out a low cry of pain

Thankam had such a terrible stomach ache that she kept on groaning for hours.

occur (v): pass through the mind; take place, happen

It suddenly occurred to him that he had left his wrist watch in the bathroom.

The blooming of the Kurinji flowers occurs only once in twelve years.

in reserve (n): for future use

My father always kept a little money in reserve for an emergency. He is old and tired. He has no reserve of energy.

Unit II : From *Nothing seemed to come.....*

Totell them so, Sid....."

sore (adj): painful

I have a sore throat. I can't eat ice-creams

inspection (n): examining carefully or closely

The Collector goes round to all the taluk offices every year on a tour of inspection.

promising (adj): bright; appearing likely to succeed.

Ranjan is a promising pupil; he is sure to come first in class.

symptom (n): sign

Yellow eyes and skin are the symptoms of jaundice.

worthwhile: profitable

It is worthwhile going to the market, though it is at the other end of the town. You get better things at a cheaper rate.

spirit (n): *here* strength.

In the second half of the match our boys played with great spirit and scored the winning goal.

soundly (adv): in good condition

There were cracks on the wall. It was not soundly built.

imagine (v): to think, to dream

Can you imagine life now without electricity and other modern conveniences?

Jaleel had a lively imagination (n) and invented stories to amuse his friends.

response (n): a speech or action in reply

There was no response from my friend even though I wrote to her twice.

We shouted and listened, but there was no response. No one responded to our cry for help.

rest (n): freedom from movement or activity

Rest becomes necessary after hard work.

snore (v): to make a noise through the nose while sleeping.

Last night my brother snored so loudly that I could not sleep at all.

shake (v): to move something or someone

Shake the bottle well before you take the medicine.

Please do not shake the desk while I am writing.

yawn (v): open the mouth wide as one does when feeling sleepy or tired.

As soon as Rani started reading a book she began to yawn.

stretch (v): make larger or longer by pulling

Stretch your arms forward while doing the bending exercise.

elbow (n): the joint where the arm bends

While eating do not keep your elbows on the table.

stare (v): look with concentration.

"What is life if full of care. We have no time to stand and stare!"

The villager coming to the city for the first time stared at the shops with his mouth wide open.

anxiously (adv): with concern, worriedly

The teacher looked at me anxiously when she saw how ill I looked.

moan: give a low cry of pain.

The dog began to moan at night because of the extreme cold.

forgive (v): pardon

"Please forgive me for hurting you, I did not mean it."

Unit III : From *But Sid had got out of bed*

To*frightened me like this.*

in reality (n): really

genuine (adj): real, true

This is not a genuine diamond; it is only an imitation.

flee (v): run away quickly

The crowd began to flee in all directions when the police arrived on the scene.

(past tense and past participle-*fled*)

upstairs (n): on an upper storey of a building, at the end of a flight of stairs.

The landlord lives upstairs and we live on the ground floor.

nevertheless (conj): although it is true, yet

He quarrelled with me yesterday. Nevertheless I will continue to be his friend.

heel (n): the back part of the foot

Women's shoes often have high heels.

mortify (v): *here* to die and decay (said of the flesh round a wound).

restore (v): cause to become strong again; to feel relieved.

fright (n): state of being greatly afraid.

He gave me a terrible fright last night when he came into my room dressed in a white cloak.

frighten (v)

disappear (v): to go out of sight; to be seen no more.

My watch disappeared from my room last night. I think someone has stolen it.

The moon disappeared behind the clouds. Its disappearance (n) left the road in darkness.

ache (v): be in continuous pain

My stomach ached the whole night and I had no sleep at all.

row (n): loud noise; disturbance

The quarrel between the children led to a row between their mothers.

dental (adj): having to do with the teeth.

My brother is a dental surgeon.

Instruments (n): tools, things with which something is done.

You need some instruments to repair the watch. You can't do it with your bare hands.

loop: a folding or doubling in a piece of string for fastening something.

III. READING PASSAGE

MONDAY MORNING

It was Monday morning. Tom Sawyer was feeling miserable. Monday morning always found him so, because it started another week's slow "suffering" in school. He generally began that day with wishing he had had no holiday on Sunday. It made the going to school again so much more painful.

Tom lay thinking. Presently he found himself wishing that he was sick; then he could stay home from school. There was just a chance that something was wrong with him. He mentally examined every part of his body. He found no ailment. He investigated again. Just then he thought he could detect some slight pain in the stomach.

Tom began to encourage it with considerable hope. But he had little success. The pain soon grew feeble, and presently died wholly away. He investigated further. Suddenly he discovered something. One of his upper front teeth was loose. This was lucky; he was about to begin to groan, as a "starter", as he called it. But almost all at once it occurred to him that if he told his aunt about it, she would pull it out, and that would hurt. So he thought he would hold the tooth in reserve for the present, and investigate further.

Nothing seemed to come to his help for some time. Then Tom remembered the doctor telling about a certain thing that laid up a patient for two or three weeks and threatened to make him lose a finger. So the boy eagerly drew his sore toe from under the sheet and held it up for inspection. Now that he had found a promising ailment, he had only

to produce the symptoms. But he did not know what these were. However, it seemed worthwhile taking a chance. So he fell to groaning with considerable spirit. He should first of all get Sid, his younger half brother, to tell his aunt about his ailment. But Sid slept on very soundly.

Tom groaned louder and imagined that he began to feel pain in the toe. But there was little response from Sid. Tom was gasping by this time. He took a rest and then began to groan even louder. But Sid snored on. Tom was furious. He called out, "Sid! Sid!" and shook him. This plan worked well, and Tom began to groan again. Sid yawned, stretched, then brought himself up on his elbow and began to stare at Tom. Tom kept on Johny.

"Tom! Say, Tom;" Said sid. There was no response from Tom.

"Here, Tom! Tom! What's the matter, Tom?" Sid asked and he shook him and looked in his face anxiously. Tom moaned out, "Oh, don't, Sid. Don't shake me like that."

"Why, what's the matter, Tom? I must call Auntie."

"No—never mind. It may be all over by and by. Don't call anybody."

"But I must! Don't groan so, Tom. It's awful. How long have you been like this?"

"Hours! Ouch! Oh, don't stir so, Sid. You'll kill me".

"Tom, why didn't you wake me sooner? Oh, Tom, don't! I am scared Tom, what is the matter?"

"I forgive you everything, Sid. [*Groan*] Everything you've done to me. When I a'm gone....."

"Oh, Tom, you aren't dying, are you? Don't Tom—oh, don't. May be....."

"I forgive everybody. Sid, [*Groan*] Tell them so, Sid.

But Sid had got out of bed, snatched his clothes and was gone. Tom was suffering in reality now, so handsomely was his imagination working, and his groans had become quite genuine.

Sid flew downstairs and said, "Oh, Aunt Polly, come! Tom's dying!"

"Dying!"

"Yes. Don't wait. Come quick!"

"Rubbish! I don't believe it!"

But she fled upstairs, nevertheless, with Sid and Mary at her heels. And her face grew white, too, and her lips trembled. When she reached the bedside, she gasped out, "You, Tom! Tom, what's the matter with you?"

"Oh, auntie, I'm....."

"What's the matter with you? What's the matter with you, child?"

"Oh, Auntie, my sore toe is mortified!"

The old lady sank down into a chair and laughed a little, then cried a little, then did both together. This restored her and she said:

"Tom, what a fright you gave me! Now I must get you to stop this nonsense!"

The groans stopped and the pain disappeared from the toe. The boy felt a little foolish, and he said: "Aunt Polly, it seemed mortified, and it hurt so much, I don't mind my tooth aching at all."

"Your tooth, indeed! What's the matter with your tooth?"

"One of them is loose, and it aches terribly."

"There, there, now. Don't begin that groaning again. Open your mouth. Well, your tooth is loose, but you're not going to die of that. I must now get Mary to bring me a few things.

"Mary, run along quickly and bring me a silk thread and some burning coals from the kitchen."

Tom said:

"Oh, please Auntie, don't pull it out. It doesn't hurt any more. Please don't Auntie. I don't want to stay home from school."

"Oh, you don't, don't you? So all this row was because you thought you'd stay home from school and go fishing. Tom, Tom, I love you so, and you seem to try every way you can to break my old heart."

By this time the dental instruments were ready. The old lady made one end of the silk thread fast to Tom's tooth with a loop and tied the other to the bedpost. Then she seized the pan of burning coals and suddenly thrust it almost into the boy's face. The tooth hung dangling by the bedpost now.

"Now that your tooth is out, Tom, you should go to school. You should not have frightened me like this."

[Adapted from *The Adventures of Tom Sawyer*
by Mark Twain]

IV. EXERCISES

I. Answer these questions.

1. Why did Tom Sawyer feel miserable on Monday morning?
2. What was the first thought that came to Tom on Monday morning?
3. What did Tom begin to investigate? Why?
4. How did the pain in his stomach die away soon?
5. Why did Tom decide not to complain about his loose tooth?
6. What made Tom think of his toe?
7. Why did he keep on groaning?
8. What did he want Sid to do?
9. "It may be all over by and by." What did Tom mean by this?
10. Did Aunt Polly believe that Tom was really dying?
11. Why did Aunt Polly laugh when Tom said his toe was mortified?
12. When did Tom's groans stop? What did he complain of next?
13. How did Aunt Polly get Tom's tooth out?
14. Did Tom's tricks finally succeed?

II. Complete the following sentences putting the questions given in brackets in reported speech.

1. Sid asked Tom.....
("What's the matter with you?")
2. Sid said that.....
("I must call Aunt Polly.")
3. Tom asked Sid.....
("How long have you been like this?")
4. Sid asked Tom.....
("Why didn't you wake me sooner?")
5. Aunt Polly said.....
("I must get you to stop this nonsense.")

III. (a) Read meaningful sentences from the following table.

Sid Aunt Polly	wanted to know	why Tom kept on groaning. what the matter was with Tom. when the aching started. whether the aching was unbearable whether he should call Aunt Polly.
The teacher		why Ravi was absent. whether all the boys were present. when Ravi could attend class. why Ravi had not applied for leave
Shanta Mohan		whether Mohan could lend her his dictionary. when she could return the book. whether she might keep it for a week.

(b) One meaningful sentence in III (a) is:

Sid wanted to know why Tom kept on groaning.

We can rewrite this, using direct speech in this way.

Sid asked, "Why do you keep on groaning?"

Rewrite the other meaningful sentences, in direct speech as shown above, using *asked* in place of *wanted to know*.

IV. Match the words given below with their meanings.

- | | | |
|-------|---|--|
| heel | : | a dish used for cooking |
| toe | : | a loud noise or quarrel |
| loop | : | make a deep sound expressing pain |
| pan | : | the joint between the upper arm and the forearm |
| row | : | the back part of the human foot |
| sore | : | hang or swing loosely |
| stare | : | a folded-over, or doubled-over part of a piece of string |

groan	:	one of the parts of the foot
elbow	:	painful and hurting when touched
moan	:	look steadily with eyes open
dangle	:	make a low sound expressing suffering

V. Fill in the blanks with the words given.

(a) yawned	nevertheless	gather
stretched	soundly	shake
snored	imagined	anxiously

Once there was a foolish and hot-tempered king. His cheeks were red and his eyes were clear. He slept very _____ at night and _____ while he slept: _____ he _____ that he was very ill.

One morning he woke up, _____ and _____ his limbs to _____ off sleepiness. Calling his attendants who were _____ waiting on him, he said "_____ the ablest doctors in the country and bring them to me."

(b) symptoms	frightened	ailment	feeble
ache	investigate	stomach	seized

The doctors came. Each one tried to _____ the cause of the king's _____.

"May it please your Majesty to tell me some of the _____?" asked one of the doctors.

"Tell you the symptoms? What are you here for then? Find them yourself," the king said in great anger.

"Is anything wrong with Your Majesty's _____? Does it _____ at any time?" he asked in a low _____ voice.

"You should know, you egghead," said the king. Turning to his attendants, he ordered, "Cut off this man's head."

The attendants _____ the _____ doctor and led him away.

(c) snatched	promise	instruments	fled
detect	reality	dental	fright
genuinely	miserable		

A second doctor took out some _____ and began his investigation.

"May I see Your Majesty's teeth? For I believe all ailments are caused by _____ decay. The king showed his teeth, but the doctor was unable to _____ anything wrong with them. The king _____ the doctor's instruments and threw them out of the window.

"Cut off his head," he roared.

Several more doctors were brought in. But none of them were able to cure the king and the king had their heads cut off. Some doctors ——— the country out of ———.

At last one doctor was brought in, who was very clever in handling his patients. He had heard of the fate that had befallen his friends. He looked at the king and said, "The king must sleep for a night in the shirt of a man who is really happy."

The king's men were soon out in search of a happy man with a shirt. But they were unable to find anyone who was ———happy. People were either ——— or only pretended to be happy when in ——— they were suffering.

At last the courtiers saw a beggar without a trace of care on his face. The man was laughing and singing. He seemed to ——— an end to their search.

"Take a thousand rupees and lend us your shirt for a night," the courtiers said.

The man laughed aloud and said, "For much less I would gladly give you all the shirts I have, but I haven't a single shirt to my back."

(d) restored	slight	so	loose
forgive	presently	upstairs	occurred
generally	worthwhile	response	in reserve

1. Jacob : Good morning, Mr. Antony. How is your brother?

Antony : There's a ——— improvement since yesterday, but not much.

Jacob : What do you think of Dr. James. Is he good?

Antony : I think ———. We have found him quite good. We have sent for him. He will be coming ———.

Jacob : May I see your brother?

Antony : Yes, indeed. Let's go up. We moved him ——— yesterday. The children make a lot of noise downstairs.

Jacob : Did you have to give him oxygen? I see the cylinder there.

Antony : Yes, he appeared to be sinking and we gave him oxygen. We are keeping this cylinder ——— should the need for it arise again.

Jacob : How did he respond to oxygen?

Antony : Very well indeed. The doctor was quite satisfied with his ———. Indeed he is now hopeful my brother will be ——— to fairly good health in a week.

2. Dr. Fleming thought that the culture had been spoilt. But it —— to him that he might examine it under the microscope.
 3. This shirt is too —— for this boy. I will make one which will fit him.
 4. The results of the S.S.L.C. examination are ——bad every year though some schools secure a high percentage of passes.
 5. He is very firm and does not want to reconsider his decision. It is not —— talking to him again.
 6. This is the third time you are misbehaving. I won't —— you this time.
- VI. Imagine that one of Tom's friends meets him at school and asks him, "Hey, Tom, what happened to your front tooth?" Tom tells him how the tooth was pulled out by his aunt. Say in a paragraph what Tom tells his friend.
-

I. PREPARATION AND PRACTICE

The Perfect Participle—Active

- (i) The teacher completed the first two lessons in the Reader. Then he gave the pupils a test.

Having completed the first two lessons in the Reader, the teacher gave the pupils a test.

- (ii) *Having waited patiently for two months,* the Archduke was eager to see the picture.

- (iii) *Having prepared for the examination thoroughly* Meena answered all the papers with confidence.

- (iv) *Having passed the S.S.L.C. examination with high marks,* Murali is seeking admission to a college.

In the groups of words in italics in each sentence you have a Perfect Participle in the Active Voice.

The form is:

having + past participle

Note that the implied subject of *having + past participle* and the subject of the main verb in the sentence should be the same.

The teacher completed the first two lessons.

He gave the pupils a test.

Having completed the first two lessons the teacher gave the pupils a test.

II. VOCABULARY

Unit I : From *The day was 17th December 1903.....*
 To *.....were left to be conquered.*

situated (adj): placed

The Taj Mahal is situated on the bank of the Jamuna river.

intend: have in mind as a purpose, to plan

Our class teacher intended to take us on a picnic last Sunday, but because of the heavy rains the picnic had to be cancelled.

stunned (adj): shocked and confused in mind

When Sita heard that her hard-working brother had failed in the final examination, she was stunned.

miracle (n): a wonderful and most unexpected happening

When Christian Barnard performed a heart transplant and the patient lived for nineteen months, everyone said it was indeed a miracle.

garrison (v): to station a military force (a garrison *n*) in a town or fort.

defeat (n): being overcome in battle or a contest, failure.

In the Test match at Delhi the Australian cricket team suffered a defeat.

suspect (v): think (of something) as possible or likely. When George had a high temperature for a few days, the doctor suspected that he had typhoid; but luckily the temperature soon came down.

sanity (n): soundness of mind

insanity lack of sanity, madness

campaign (n): a number of military moves and battles against a particular enemy.

Welleseley carried on a long campaign against Tippu and finally defeated him at Srirangapatnam.

treacherously (adv): in an underhand way; deceitfully

The Chinese pretended to be our friends for a long time, but they treacherously invaded India in 1962.

execute (v): cut off the head, put to death

King Charles I of England was executed by Oliver Cromwell.

terror (n): great fear

Leela had a terror of deep water, and would never go near a well or a tank.

tempt (v): persuade, or try to persuade someone to do something wrong.

The serpent flattered Eve and tempted her to eat the apple.

betray (v): be false or unfaithful to; give away or sell to the enemy (information, secret, plans etc.)

Judas betrayed Jesus for thirty pieces of silver.

reveal (v): to show, make known

The discoveries made at Mohenjodaro reveal a highly developed civilization that existed 5000 years ago.

by fair means and foul, lawfully and unlawfully; by honest straight-forward ways and by dishonest and crooked ways.

Mr. Bharat was determined to win the election by fair means or foul.

annex (v): take possession of (kingdom etc.)

Alexander defeated Porus but did not annex his kingdom.

Unit II : From *The British had at first entered*.....

Toin the Malayalam language.

treaty (n): an agreement between nations

overlordship (n): superiority; higher authority

contempt (n): complete lack of respect

Ravana went to *Ashokavana* to talk to Sita. But she treated him with contempt and would not even look at him.

surrender (v): to give up

surrender to: cease to resist

Shivaji refused to surrender to Emperor Aurangzeb and continued to defy him till the end.

submit (v): to give in; surrender

The prisoner refused to submit to the ill-treatment by the jail superintendent and went on a hunger strike.

discomfort (n): inconvenience, hardship

endear (v): make dear, cause to be loved

What endears Rita to her friends is her great sincerity.

chieftain (n): leader of a tribe or a local chief.

tribal (adj): belonging to or of a tribe

tribe: a community usually untouched by modern civilization

The tribal people living in hills and valleys are now called *Girijans*.

ally (n): a friend, a person or country who gives help and support as a result of an understanding. Japan was the ally of Germany in World War II.

retreat (v): go back

Napoleon captured Moscow, but the severe winter forced him to retreat and he suffered terrible losses.

brutally (adv): cruelly

During the war the Nazis treated their prisoners brutally. They starved, beat and tortured them.

outward (adj): external, outer

inward—inner, internal

In outward appearance Mr. Simon is rough. But he is in fact a good and lovable man.

calmness (n): quietness, peacefulness

Sometimes there is a period of calmness before a storm.

confer (v): hold a conference: meet together for some discussion.

The Ministers of the Southern States confer from time to time and discuss common matters.

compose (v): make up, write (something)

Our teacher composed a song of welcome for School Day.

melodious (adj): musical, pleasant sounding

Lalitha has a melodious voice. We love to hear her sing.

resound (v): echo and re-echo (with sound)

On Onam day the homes in Kerala resound with laughter and merry making.

III. READING PASSAGE

PAZHASSI RAJA, THE LION OF KERALA—I

The day was 17th December 1803; the place, Purali hills situated about thirty miles away from Kottayam, in Cannanore district in north Kerala, Kerala Varma Pazhassi Raja was talking to his ministers when suddenly he became serious and said, "I intend to hold my court at Kottayam during the annual festival at Sri Porkali Temple. See that the usual invitations to the festival are sent out." The ministers were stunned. Could the king be in his senses? Could their beloved king work a miracle? Kottayam was completely garrisoned by the British. To all appearances the king was in hiding. To go to Kottayam then meant certain defeat and death for Pazhassi Raja. What did he mean? And there was only a fortnight left for the festival.

It was no wonder that the ministers suspected their king's sanity. For no less a soldier than Colonel Arthur Wellesley, who later defeated Napoleon and became the Duke of Wellington, was carrying on the campaign against Pazhassi Raja. He had recently struck some heavy blows at the Raja. He had built a number of forts in Wynaad and along the coast of Malabar, thus cutting off the supply lines through which food and weapons could reach the Raja's hands. He had declared Pazhassi Raja the enemy of the British and threatened to put to death anyone found loyal to him. Pazhassi Raja's highly respected Chief Minister, Sankaran Nambiar, was cruelly and treacherously executed. Wellesley thus struck terror into the hearts of the people. Through bribes and flattery the king's courtiers and followers were being tempted to betray him.

The British had actually succeeded in winning over to their side Chandu Nair who had been the Raja's trusted friend and he had revealed all the Raja's secrets to them.

The British, who had originally come to India to trade, in their greed for power, had by then built up an empire. By fair means and foul they were able to annex kingdom after kingdom. In spite of the courage and patriotism of many of the rulers, the British steadily won. Only Pazhassi Raja in the South and the Marattas in the North were left to be conquered.

The British had at first entered into a treaty with Pazhassi Raja in order to seek his support in their fight against Tippu, the ruler of Mysore. They agreed to treat him as an independent king and as their equal. This suited Pazhassi Raja as Tippu was giving him trouble too. But having defeated and killed Tippu at Srirangapatnam, the British turned against Pazhassi Raja and claimed overlordship over him. The Raja treated their claim with contempt and declared that he would never surrender to them. By submitting to them, he knew he would be betraying the trust his subjects had placed in him.

Pazhassi Raja was the beloved leader of his soliders. He lived like one of them, ate the same food that they ate, shared all their discomforts and led them into battle himself. No wonder he had endeared himself to his soldiers as he had to his subjects. His courage and determination won him many loyal friends. Moosa Marickar, the great merchant prince, and Unni Moopan, the powerful chieftain, and the Kurichiars, the tribal people of Wynaad, were his loyal allies, ready to stand by him to the last.

Pazhassi Raja had retreated to the Purali hills, his mountain fort, after the British had seized Kottayam, his capital. He was still supreme in the jungles of Wynaad where no British soldier dared to face him. For nearly a month since his Chief Minister had been brutally hanged no one knew what Pazhassi Raja intended to do. He carried out his kingly duties and maintained a perfect outward calmness. Every morning he would see his subjects and listen to their petitions and reports. He would then confer secretly with his commander-in-chief, Kungan Nair, and later play chess with his ministers. In the afternoon he would compose Kathakali verses which his wife would recite to him afterwards in her melodious voice. Every night the hills would resound with the music of Kathakali drums. Some of the leading players were the commanders of his army and the Raja himself was an excellent actor. The Kathakali plays of Kerala Varma Pazhassi Raja, known as the Kottayam plays, are still among the best in the Malayalam language.

IV. EXERCISES

I. Answer these questions.

1. When did Pazhassi Raja announce his intention to hold his court at Kottayam?
2. Why were the ministers stunned to hear the announcement?
3. By what acts had Wellesley struck terror into the hearts of the people?
4. Who was Chandu Nair? How was he won over by the British?
5. What had the British agreed to in their treaty with Pazhassi Raja?
6. Why did the Raja enter into a treaty with the British?
7. When did the British turn against the Raja?
8. How did the Raja treat the British claim?
9. How did the Raja endear himself to his soldiers and his subjects?
10. How did he spend his days after he had retreated to the Purali hills?

II. Combine each of the following pairs of sentences into one sentence, using *having + the past participle* of the verb given in italics.

1. Abou Hassan *spent* all his money. He decided to see the Caliph again.
2. Abou Hassan *covered* his wife with a brocade. Then he opened the door.
3. Mr. Simon *has qualified* to be a doctor. He wants to set up practice in a village.
4. I can recommend Mr. Sekharan for the post. I *have known* him for several years.
5. He *packed* all his boxes. He sent for a taxi.
6. She *has hurt* her fingers. She is unable to hold a pen.

III. In the following sentences, fill in the blanks with the words given.

in on off up out down

1. We must put ——— the meeting until next week.
2. The army succeeded in putting ——— the rebellion.
3. She put ——— a beautiful blue sari for the dinner.
4. You have to put ——— a lot of work on this picture before I can accept it.
5. I forgot to put ——— the light before I fell asleep.
6. The shop-keepers have put ——— the price of sugar from Rs. 1.50 to Rs. 2.00 per kilo.

IV. Fill in the blanks with the words given.

- (a) endeared situated ally
brutally miracles composed

1. Many people spend the summer in Ooty. It is ——— a hundred miles from Coimbatore.
2. Many accounts are given of the ——— worked by Jesus Christ. Once he touched the eyes of a blind beggar and the beggar regained his sight.
3. Swati Tirunal was a great musician. He ——— songs in several languages.
4. Raghavan had ——— himself to the students so much that he was unanimously elected the school leader.
5. Italy was the closest ——— of Germany in World War II.
6. Thousands of Jews were ——— put to death on the orders of Hitler during World War II.

- (b) melodious maintained retreat suspect
originally flattery resound

1. "You have a ——— voice. Won't you sing a song?" said the fox to the crow. The poor crow did not ——— anything. The fox's words of ——— went to his head and he opened his mouth and sang.
2. The General ordered his men to ———. The enemy attacked in very great strength.
3. During the annual temple festivals in Kerala the villages will ——— with the beating of drums and the blowing of conches.
4. Very good discipline has been ——— in the Town High School all these years.
5. The City College was ——— the palace of a Maharajah.

- (c) tribal submitted treaty defeat
annexed sanity stunned

1. During the time of Dalhousie, when an Indian ruler died without an heir, the British ——— his kingdom. This was one of the ways by which the British built up their empire in India. The rulers were helpless and ——— to this policy.
2. During agitations rioters destroy public property. This is not an act of ———.
3. After the ——— of Germany in World War I the Allies signed a ——— with her at Versailles in 1919.
4. The government spends a large sum of money for ——— welfare every year.

5. The people of India were ——— when they heard of the sudden death of Lal Bahadur Shastri at Tashkent.

(d) outward intended terror contempt
treacherously surrendered executed

1. There was a bloody revolution in France in 1789. This was a period of _____ for the king and the nobles. Several of them, including the king and his family, were _____ by the revolutionaries. The king's soldiers at last _____ and a republic was set up.

2. There was a rich but cruel bishop called Hatto in Germany. During a famine the poor people begged him to give them some corn. He heard their petitions with an — appearance of kindness, but he had only — for them. He asked them to gather in his farm outside the city. When they were all assembled there he — set fire to the farm killing them all. He had never — to give them any corn.

(e) discomfort campaign revealing calmness
betrays supreme conferred

1. The Officer was dismissed from his post for ——— certain important military secrets to the enemy.
2. A man who ——— his country deserves no less a punishment than death.
3. We have to endure a lot of ——— if we travel without a reservation.
4. The authority of an army commander is ——— and his orders are always to be obeyed.
5. Yesterday there was a great deal of disturbance in the city. Today everything is calm owing to the measures taken by the Collector. He ——— with the police officers and gave them strict instructions to maintain peace.
6. The police carried on a long ——— to capture the dacoits and at last succeeded in capturing them.
7. The speaker answered all the questions that were put to him with perfect ———.

IV Answer each of the following questions in a short paragraph.

1. How did Wellesley strike terror into the hearts of the people of Kottayam?
2. How did Pazhassi Raja endear himself to the soldiers, the chieftains and his other subjects?
3. How did the Raja spend his days in the Purali hills?

LESSON 13

I. PREPARATION AND PRACTICE

A. *However* used in a concessive sense

1. (i) "Chandran, try to lift this table. Try. Try again." Chandran tried to lift the table. He tried hard. But he could not lift it.

However hard Chandran tried, he could not lift the table.

- (ii) My grandfather is totally deaf. We speak to him very loudly. Sometimes we shout.

However loudly we speak, he cannot hear us. He is totally deaf.

- (iii) An old man called his quarrelling sons and asked them each to break a bundle of sticks.

However hard each one of them tried, they could not break the bundle.

- (iv) Sukumaran is very good at mathematics. He solves difficult problems very quickly.

However difficult the problem may be, Sukumaran can solve it in a few minutes.

Note that in these sentences *however* is followed immediately by an adverb or an adjective:

however hard

however loudly

however difficult

2. Make a clause from table A with *however* to match a clause from B to make a meaningful sentence.

A

However	fast	the film is,
	hard	the lawyer argued the case,
	loudly	he works,
	cleverly	you may run,
	good	he spoke,

B

he cannot hope to pass.
 I am not interested in seeing it.
 the judge was not convinced.
 he could not be heard by the people at the far back.
 you cannot catch that bus.

B. The Verbal Noun - Passive

1. (i) "Madhavan, why were you absent yesterday?"
 "I was not well, sir."
On being asked why he was absent the day before, Madhavan said he had not been well.
- (ii) "Why were you late this morning Antony?"
 "I missed my bus, sir."
On being asked why he was late, Antony said that he missed the bus.
- (iii) Mr. David was elected Secretary of the Union. He thanked the members for their confidence in him.
On being elected Secretary of the Union, Mr. David thanked the members for their confidence in him.
- (iv) The shop-keeper asked us to go to his shop once again to get our rations. We were angry at that.
 We were angry *at being asked* to go to him a number of times.

2. Read these sentences:

Mr. Mukundan *was not elected* as the Chairman of the Municipality.

He was very disappointed.

We can combine these two sentences:

Mr. Mukundan was disappointed at *not being elected* as the Chairman of the Municipality.

Combine each of the following pairs of sentences changing the verb in italics as shown above. Use the preposition given in brackets.

- (i) The boy *was beaten* in the presence of his friends.
 He felt ashamed. (at)
- (ii) The doctor *was asked* where he wanted to be posted.
 He said he wanted to be posted in a village. (on)
- (iii) The thief *was questioned* where he kept the stolen things.
 He said he had thrown them into a well. (on)
- (iv) Ashok was punished.
 He *was made* to run round the playground three times. (by)

C. Conditions expressed with *should*

- (i) Men often treat animals with cruelty. But the poor creatures cannot speak.

Should animals have the power of speech, they would have many bad things to say about men.

- (ii) Highly destructive weapons have now been invented by the big powers.

Should a third World War break out, it might mean the end of the world.

- (iii) The hydrogen bomb is a highly destructive weapon.

Should one bomb be dropped over a big city, it would destroy nearly half of it.

2. Make a clause from table A to match a clause from B so as to make a meaningful sentence.

A

Should	the Chinese	cease to exist,
	the U. N. O.	get a 1st class in the public examination,
	the rains	attack us again,
	Mohan	continue,
	the workers' strike	be delayed any longer,

B

there will be great scarcity of water.

his father might send him abroad.

the mills will have to be closed.

there would be great danger to world peace.

they will find our *jawans* ready to meet them.

II. VOCABULARY

Unit I: From *Having driven Pazhassi Raja*.....

To *arrive in his absence.*

establish (v): set up. create and put on a firm foundation.

The States in India have been established more or less on the basis of language.

claim (n): right to demand.

This house belongs to me, and my brother has no claim to it.

appreciation (n): having a just opinion of a thing and knowing its real worth; recognition.

departure (n): leaving, going away

The departure of the train was delayed by half an hour because of engine trouble.

fitting (adj): suitable, proper

When the great leader came to our town, the citizens gave him a fitting welcome.

farewell (n): wishing good bye

When I left Kerala for Hyderabad, my friends came to see me and bid me farewell

summon (v): call, send for

On the date fixed for the trial, the accused was summoned to appear before the court.

instructions (n): giving orders or directions; directions, orders.

The patient strictly followed the doctor's instruction and soon got well.

instruct (v): teach, give knowledge to, give orders or direction.

The teacher instructed Radha to complete the exercise and show it to him the next day.

activity (n): being busy doing things; what one does.

There is unusual activity in my neighbour's house today because there is a wedding tomorrow.

Extra-curricular activities in schools are as important as curricular activities.

on the point of: about to do something.

When I was on the point of crossing the road a cyclist dashed past me and I nearly fell down.

spy (n) : a person who keeps secret watch on the movements of others, especially an enemy.

There are reports that spies are very active in Kashmir.

Unit II: From *Within a few hours of Captain Smith's departure.....*
 Toand marched to Kottayam.

confusion (n): disorder

There was confusion in the theatre when the lights failed and people started shouting.

overpower (v): defeat by greater strength or numbers

The dacoits overpowered the guards, entered the bank and ran away with a large sum of money

victorious (adj): having won a battle, or a big competition

The Indian hockey team was victorious in the Olympics several times.

rejoicing (n): merry-making

Christmas is a period of rejoicing in all Christian homes.

traitor (n): one who is disloyal to his country, king, master etc. and helps the enemy

Spying for an enemy country is the act of a traitor.

desperate (adj): paying no attention to danger, reckless, violent

pomp (n): splendid display

Every year Dussera is celebrated in Mysore with great pomp.

achieve (v): do successfully, get or reach by effort.

Hardworking people are always able to achieve something worthwhile in life.

Unit III: From *Later in the evening.....*

Toin the hearts of his people.

ambassador (n): an officer of the highest rank among those sent to other countries to represent their country's government.

Vijayalakshmi Pandit was India's ambassador in the United States for a number of years.

release (v): set free, send out

The prisoner was released as soon as his term was over.

determined (adj): firm, decided

Robert Bruce was determined to get back his kingdom from his enemies. He fought again and again and succeeded at last.

message (n): a piece of news, information etc. or a request sent from one person or place to another

In the morning a message was received from the Chief Guest that he was ill and would not be able to come.

magnanimously (adv): generously; in a noble way

Alexander admired Porus's spirit of independence and magnanimously gave him back his kingdom.

come to pass: take place, happen

What the astrologer had predicted about the election did not come to pass.

odds (n): the chances (in favour of or against something)

The odds were against him: The chances of his success were very little.

Gandhiji fought for the rights of Indians in South Africa. He fought against great odds and suffered much in the struggle.

raze (v): make level with the ground, destroy utterly

The building was very old and unsafe to live in. So it was razed to the ground.

highway (n): an important road

There is a highway from the City of Madras to Kanyakumari. It is called the Southern Trunk Road.

matchless (adj): beyond comparison

Abhimanyu, Arjuna's son, showed matchless courage in fighting the enemies who surrounded him.

foundations (n): the basis or starting point, the underlying principle.

The first few years of a child's education are very important as it is in this period that the foundations of his future are laid.

unconquerable (adj): which cannot be conquered.

III. READING PASSAGE

PAZHASSI RAJA, THE LION OF KERALA-II

Having driven Pazhassi Raja into hiding in the mountains, Colonel Wellesley believed he had established peace in Malabar. He made this claim in his letters to his brother, Marquis Wellesley, the Governor-General of India. The Colonel had already covered himself with glory by conquering Tippu, and now he had established British power in Malabar. In appreciation of these services, he was made Commander-in-chief of all the British forces in India.

The date for the Colonel's departure from Tellicherry to take up his new post was drawing near. Busy preparations were going on to give him a fitting farewell on the first of January, 1804. All the British officers in Malabar were summoned to Tellicherry to receive final instructions. This would also give them the opportunity to take part in the farewell function.

The officer commanding the British garrison in Kottayam was a Captain Smith. About this time he noticed a lot of unusual activity in the town. The houses were being cleaned and decorated and there was a lot of excitement everywhere. On being questioned the people said they were getting ready for the annual festival at the Porkali Temple and so he did not give any further thought to it. On the thirtieth of December Captain Smith was on the point of leaving for Tellicherry. Just then a British spy arrived with the news that a company of sepoys had been seen marching towards Kottayam. Their movements

were being kept secret. Captain Smith concluded that probably this company of sepoys was sent from Tellicherry against the Raja. Therefore he left, instructing his men to look after the sepoys, should they arrive in his absence.

Within a few hours of Captain Smith's departure, a company of soldiers in the uniform of the Carnatic troops of the East India Company marched up to the fort in splendid style. As soon as they came near the fort they opened fire. For, as you may have guessed, they were not British sepoys but the Raja's men in the Company's uniform. You can imagine the confusion that was now created within the fort. The defenders inside put up a fight. But however hard they fought, they had no chance against the attacking troops, who soon overpowered them. The victorious soldiers rode out to meet the people, taking off their caps. The people then saw it was Pazhassi Raja himself who had led his men into Kottayam. He was followed by Kungan Nair and his other officers. There was great rejoicing all over Kottayam. People turned out in their thousands to greet their beloved king.

Chandu Nair, the Raja's friend turned traitor, happened to be in the fort at the time. He saw the dramatic developments and lost no time in trying to escape. He knew fully well what his fate would be, should his presence in the fort be discovered. While the Raja and his men were celebrating their victory he cautiously walked alongside the high wall of the fort looking for a suitable place to jump out. When he finally did leap high over the wall it was only to land right in front of Ambu Nair, one of the commanders of the Raja's army. Then followed a desperate struggle, neither of them giving up, until at last the traitor's head rolled in the dust.

The festival at the Porkali Temple that night was celebrated with unusual pomp and splendour. The chiefs from all over Malabar, who had been invited by the Raja, had arrived hoping against hope that they would see the Raja again in his capital. Great was their joy at this dramatic meeting with their victorious king.

One being asked how Pazhassi Raja and the soldiers happened to wear the uniform of the Carnatic troops and to march in the style of British soldiers, this was what Kungan Nair had to say.

“Now that we have achieved our purpose”, he said, “I can reveal the secret. You remember last year we captured the fort at Manatana. We killed a large number of British soldiers and took some as prisoners. We carefully collected their uniforms as well as their arms and supplies. We got some of the sepoys to train us and our troops. When we were ready we wore their uniforms and marched to Kottayam.

Later in the evening Pazhassi Raja sent for his ministers and advisers. He called Chandroth Nambiar, the ablest among them, and said, “You should go to Tellicherry as our ambassador to wish Colonel Wellesley a happy journey. Take with you Major Holme and Captain Stewart, our prisoners, who I understand are his friends. Tell the Colonel that we are releasing them as a mark of our goodwill. We beg no favours from him; but let him know that as long as Kerala Varma Pazhassi Raja is alive he will fight for his country’s freedom and honour and will bow his head to no one.”

“You know, my friends,” he continued, “that the British will come back in greater strength. We are only

just learning to use guns and to practise new ways of fighting, while the Europeans have been using fire-arms for nearly three centuries. We have to depend for our guns and bullets on the French. However determined we are in our struggle, the British will conquer this noble country of ours in the end. At this hour of our glory we are aware of the shadows of the coming tragedy. But we will not surrender or lose hope."

Chandroth Nambiar met Colonel Wellesley at Tellicherry and delivered the royal message. The Colonel was furious that his enemy had disproved his claim of having brought Malabar under British rule. He replied, "Tell your Raja that he has not defeated me by what he did at Manatana and again at Kottayam. But by magnanimously releasing these prisoners and sending them to me he has won a moral victory over me. I would have been very proud to have him as a friend.

What Pazhassi Raja expected did come to pass. He fought bravely till the very end. But the odds against him were too great. At the moment of defeat, he took his own life in order to die a free man rather than fall into the hands of the enemy. The British razed the Pazhassi Palace to the ground and built the highway from Tellicherry to Virajpet over its foundation. They destroyed everything that would help to keep alive the memory of the matchless courage and unconquerable spirit of the Lion of Kerala. But little did they realize that Pazhassi Raja had truly and firmly laid the foundations of free India in the hearts of his people.

IV. EXERCISES

I. Answer these questions.

1. What claim did Wellesley make in his letters about Malabar?
2. What were Wellesley's achievements which led to his appointment as Commander-in-Chief of the British forces in India?
3. What Unusual activity did Captain Smith notice in Kottayam when he was about to leave for Tellicherry?
4. What reply did he get when he asked them about it?
5. Was Captain Smith upset or disturbed to hear the news brought by the British spy? Why?
6. Why was there great confusion when the company of soldiers opened fire on arrival at the fort?
7. Who was leading the company of soldiers?
8. Who was Chandu Nair? How did he meet with his death?
9. Why was the meeting of the chiefs and their king a dramatic one?
10. How did Pazhassi Raja's men come to wear the uniform of the Carnatic troops?
11. What message did Pazhassi Raja send to Colonel Wellesley through Chandroth Nambiar?
12. Why did Pazhassi Raja think that the British would finally win?
13. "The Raja has won a moral victory." said Wellesley. What was the victory?
14. What did the British do to the Pazhassi Palace? Why did they do it?

II. Replace the words in *italics* with a suitable expression with *go*.

1. The soldiers *departed* without paying the bill.
2. Please *read* this and see if there are any mistakes.
3. How quickly the days *pass*!
4. Prices of all articles have *risen* in the last ten years.
5. His health has *become worse* recently.
6. I cannot afford to *buy* such a big house.
7. I had to *give up* my usual cup of milk at night.
8. Please *continue*, but finish your speech in another three minutes.

III. Fill in the blanks with the words given.

- | | | | |
|-----|----------|-----------|-------------|
| (a) | activity | departure | established |
| | claim | confusion | rejoicing |

1. Sri Sankara, who was born in Kaladi near Alwaye, travelled all over India and ——— several *matts*.

2. Each of the sons and daughters has a ——— on the family property.
3. Onam is a period of great ——— in Kerala. An interesting ——— for girls every morning is to gather flowers and decorate the courtyard.
4. A lion jumped out of its cage when the circus show was going on. The spectators were thrown into great fear and ——— but the lion was quickly driven back into the cage.
5. How noisy a railway station is when the train arrives! And how quiet it is after its ———.

- | | | |
|--------------|--------------|------------|
| (b) achieved | appreciation | determined |
| odds | fitting | farewell |

Mr. George was retiring after serving his school for twenty-five years as its headmaster. The teachers and the public arranged a ——— function to bid him ———. Several people spoke expressing their ——— of his efforts in building up the school. The ——— against him were great and many. The school had had neither a suitable building nor a playground; but Mr. George was ——— to obtain these for the school and he did achieve his purpose. Mr. George said in reply that if he had ——— anything, it was because the people helped him generously.

- | | | | |
|--------------|------------|-----------|-------------|
| (c) released | victorious | razed | pomp |
| overpowered | highways | matchless | ambassadors |

1. The earthquake was so severe that it ——— hundreds of houses in the city to the ground.
2. There are now ——— connecting the chief cities of India and buses compete with trains in transporting people.
3. With his ——— skill in archery William Tell shot at the apple on his son's head and split it into two.
4. The man tried to escape with the stolen articles, but the villagers gave chase and ——— him. He was tried by a magistrate and sent to jail. He was ——— last week after six months in jail.
5. The Raja celebrated the marriage of his daughter with great ———, spending a lakh of rupees on it.
6. India has her ——— in all the big countries of the world such as U. S. A., U. K. and U. S. S. R.
7. In both the World Wars, the Germans were defeated and Great Britain and her allies came out ———.

- | | | | |
|--------------|--------------|-----------|------------|
| (d) traitors | message | summoned | instructed |
| spy | instructions | desperate | |

1. I am not going to my office tomorrow. I have been—to appear as a witness in a case in the District Court.
2. Dr. John was going away for a week; but before he left he gave detailed—to his assistant for the care of his patients.
3. The work of a ——— is extremely dangerous, since he has to live in an enemy country and secretly pass on valuable information to his own.
4. ———are often punished with death for their disloyalty to their country.
5. Having failed to escape twice, the prisoner decided to make a last ——— effort even if he should die in the attempt.
6. There was a sign at the entrance to the bridge which——lorry drivers to drive slowly as the bridge was very weak.
7. The Chief Minister has flown to Delhi. He received an urgent ——— from the Prime Minister.

IV. Describe how Pazhassi Raja captured the fort at Kottayam.

V. The following are some of the qualities that Pazhassi Raja had. Which quality do you admire most in him? Write a few sentences in support of your answer.

- (a) Great skill and daring in war.
 - (b) Courage and determination.
 - (c) Love of art.
 - (d) Magnanimity.
-

I. PREPARATION AND PRACTICE

Reported speech: Commands and Requests

- 1 (i) "Pratap, shut the door."
What did I ask Pratap to do?
I asked Pratap to shut the door.
 - (ii) "Kamala, bring your notebook."
What did I ask Kamala to do?
I asked Kamala to bring her notebook.
 - (iii) I said to the headmaster, "Please come to our class."
I requested the headmaster to come to our class.
 - (iv) The Archduke said to Tyl, "Complete your picture in another week."
The Archduke ordered Tyl to complete his picture in a week.
 - (v) The doctor said to Mr. Shankaran, "Give up smoking completely."
The doctor advised Mr. Shankaran to give up smoking completely.
 - (vi) The Captain said to the soldiers, "Stop firing."
The Captain commanded the soldiers to stop firing.
 - (vii) Smt. Sarala said to her son, "Don't come home late." Smt. Sarala told her son not to come home late.
Notice the various kinds of verbs used in reporting commands and requests: asked, requested, ordered, advised, commanded, etc.
2. (a) Complete the following sentences putting the words in brackets into reported speech.
 - (i) The Commander-in-Chief asked Tyl.....
("Remember you are to make me look handsome.")
 - (ii) Tom asked Sid.....
("Don't shake me like that.")
 - (iii) The Archduke forced his way into the room and commanded Tyl.....
("Draw those curtains.")

- (iv) Tom begged Aunt Polly.....
("Please don't pull out my tooth.")
 - (v) She looked ill; so I advised her.....
("See a doctor at once.")
 - (vi) Mr. Thomas warned his sons.....
("Don't play cricket on the road.")
 - (vii) Mrs. Jacob begged her husband.....
("Don't lose your temper.")
- (b) Rewrite the following using one of the following reporting verbs.
asked, ordered, advised, requested, begged.
- (i) Ravi to his brother: "Go and wash your face."
 - (ii) Mr. Balan to Mr. Krishnan: "Please lend me a hundred rupees."
 - (iii) Teacher to John: "Do not smoke."
 - (iv) Blind man to housewife: "Please give me something to eat."
 - (v) Sergeant to the soldier: "Go and get your shoes polished."

II. VOCABULARY

Unit I : From *Gandhiji's one hundredth birth anniversary.....*

To *The boy was completely satisfied.*

anniversary (n): the yearly return of the day on which something happened

My father bought a beautiful sari for my mother on their twenty-fifth wedding anniversary.

tribute (n): anything said, done or given as a mark of respect or admiration

Glowing tributes were paid to our headmaster on the day he retired from service.

barrier (n): obstacle, anything that stands in the way.

The barriers of caste are gradually disappearing.

creed (n): a system of beliefs

Men and women of the world may belong to different races and creeds, but they have the same joys, hopes and fears.

intensely (adv): greatly, strongly

Like Christ, Gandhiji loved all mankind intensely.

throughout: all through, in every part of

Throughout his life Gandhiji stuck to his principles of truth and non-violence.

unveil (v): to remove the veil that covers a portrait or statue of a man in order to honour him.

The Prime Minister unveiled the portraits of Gandhiji and Nehru at Parliament House last year.

recall (v): bring to mind, remember

I can still recall the joy I felt when my little brother was born.

discipline (n): training of the mind and character

The discipline enforced in the N.C.C. makes our girls and boys better citizens of India.

Unit II : From *Gandhiji firmly believed.....*

To *laughed heartily at this.*

missionary (n): a person who tries to spread knowledge of his religion.

bore (v): make tired by talking too much or by being dull and uninteresting.

Raju boasts so much about his father's wealth that he bores all his friends.

bound to: sure to

If you learn your daily lessons well, you are bound to do well in your final examination.

beaming (adj): bright and cheerful

With a beaming smile on his face, the child rushed into the arms of his mother.

amuse (v): make cheerful and happy

At the circus the clowns amuse everyone with their practical jokes.

ignoramus (n): a fool, a person who knows nothing that is worth knowing.

heartily (adv): with all one's heart

Mr. Kaimal heartily congratulated his son on being placed first in the M. A. examination.

Unit III : From *Kaka Kalekar recalled*.....
To yours, Bapu.

afford (v): have enough money or time for, be able to pay for; able to do or manage.

Not many families in India can afford motor cars.

Balan has been absent for a long time. He cannot afford to miss any class in future.

appeal (v): make an earnest call for help

The Mathrubhumi has appealed to all its readers to contribute generously to the flood relief fund.

uplift (n): raising up; improving the conditions of

Gandhiji started a movement for the uplift of Harijans.

insist on (v): urge with emphasis

The headmaster insisted on all pupils being present at school on Republic Day.

jewellery (n): ornaments

From time immemorial women have been fascinated by jewellery.

inspire (v): influence with good thoughts and feelings.

The lives of great men and women inspire us with noble ideals.

mission (n): a person's life-work, that work in life which a person feels called upon to do.

Vivekananda's mission in life was to spread the teachings of Sri Ramakrishna.

autograph (n): a person's name written by himself

Raman was very fond of collecting autographs of well-known sportsmen.

spiritual (adj): connected with the spirit or the soul or God, as opposed to material things.

Gandhiji's great strength was not physical but spiritual.

moral (adj): having to do with right and wrong actions.

Gandhiji stressed the importance of moral values in our lives.

instinctively (adv): naturally without being taught.

Animals are instinctively afraid of fire even though they may not know that fire burns.

invalid (n): one who is weak or disabled as the result of illness or injury.

Invalids should have a diet that can be easily digested.

relationship (n): the state of being related or connected

The relationship between the management and the workers of a factory should always be cordial.

addition (n): something added; add (v)

puny (adj): small and weak, undersized

The baby was born in eighth month and was puny and weighed only five pounds.

mortal (n): subject to death

All men are mortal. No one can live for ever.

cope with (v): deal successfully with

entrust (v): give into the care of another

The old man entrusted his family to the care of his brother and went on a pilgrimage to Rameswaram.

on the contrary: (a phrase used to deny emphatically)

I bought lottery tickets for five rupees and told my father about it. I thought he would approve of it. On the contrary he said I had just wasted my money.

fast (v): not to eat anything

My mother fasts every Monday.

sustain (v): hold up, support

here used figuratively

III. READING PASSAGE

GANDHIJI AND CHILDREN

Gandhiji's one hundredth birth anniversary has just been celebrated. People all over the world have paid rich tributes to this great man. Men like Mahatma Gandhi are born scarcely once in a thousand years. We in India honour him as the Father of the Nation.

A great deal has been said about how Gandhiji gained Independence for India, how he gave the whole world the message of non-violence and how he proved that the power of the human soul was far greater than the might of the greatest empire in the world. He also made us believe in love which knows no barriers of caste, creed or colour.

We are so used to thinking of Gandhiji as a Mahatma that not all of us realize how intensely human he was. He endeared himself to everyone he met; but most of all to little children. "Children are my life," he once said. Throughout his life he had the innocence and freedom from hatred that all children possess, but which most of them tend to lose when they grow up.

Gandhiji's fellow worker Mrs. Polak, said about him, "I often see in imagination Mahatmaji as I frequently saw him in South Africa walking up and down in a room with a young child in his arms, soothing it in the almost unconscious way a woman does, and at the same time, discussing with the utmost clearness, pressing political questions." Mr. Polak, when he unveiled a portrait of Gandhiji in Madras in 1924, recalled how he looked after a friend's baby all night even though he badly needed rest himself.

Gandhiji took a very keen interest in the education of children. He himself played the role of the teacher.

He believed in strict discipline and absolute truthfulness. At the same time he gave the children freedom to express themselves and patiently answered their questions. Once when Gandhiji was in Yervada jail, a young boy complained that Gandhiji wrote very short replies while he himself had sent Gandhiji such long letters. The boy argued that Krishna gave Arjuna very long answers when Arjuna asked him short questions. Gandhiji replied, "Well, Krishna had only one Arjuna to answer, while I have many. And if I begin writing long letters to everybody, I shall have no time left to do any other work." The boy was completely satisfied.

Gandhiji firmly believed that children's hearts were free of hatred and evil thoughts. Once a lady who was a Christian missionary went to see him with her five-year old daughter. The lady had a long conversation with him about Christianity. The little girl got so thoroughly bored that she went out and started playing in the garden. Suddenly the mother noticed that the child was playing with a poisonous snake and she was greatly alarmed. Gandhiji saw what was happening. The child kept on picking up the snake and throwing it away and the snake came back to the child each time. Once or twice the child fell down when she threw away the snake, but she was all the time laughing and enjoying herself greatly. The mother became wild with fear; but Gandhiji soothed her gently saying, "Why are you afraid? The child does not fear and has no hatred. The snake too seems to be appreciating her innocence. Both are playing like friends. When they get tired, they are bound to leave each other by themselves." This was exactly what happened!

When in the company of children, Gandhiji could be as playful as anyone of them. Once Gandhiji was out on a morning walk at Sevagram. His companion was a mother of two children. She carried the younger one in her arms and the other, a boy, was following her. The baby suddenly started crying and she tried to comfort it, but failed. Gandhiji noticed this and quickly took the baby in his arms and looked at it with his beaming, toothless smile. At once the baby started smiling too. After a short while the boy ran up to Gandhiji, got hold of his right hand and pointing to a flower, said "Bapu, what a beautiful flower this is!" "Very beautiful indeed," agreed Gandhiji. Soon a dog passed by. The boy, pointing to its tail, said. "Bapu, Bapu, the dog has a tail." "Is that so?" asked Gandhiji innocently and added, "But have you a tail too?" The boy was greatly amused and said, "you are so old and big. And yet you do not know that man has no tail. You are indeed an ignoramus." Gandhiji and the mother laughed heartily at this.

Kaka Kalelkar once recalled an incident which took place at the time of the Congress Session in Bombay in 1915. One day he saw Gandhiji anxiously searching for something in his room. Kaka Saheb asked him what he was looking for. "A small pencil," replied Gandhiji. At once he gave Gandhiji a pencil that he had with him. "No, no, I want the small pencil that I'm searching for. You do not understand, Kaka, I should not lose that pencil. It was given to me by the young son of a good friend. And with what affection he ran and gave it to me! How can I afford to lose it?" Then they both searched for the pencil until they found it. The pencil was hardly an inch long!

During one of his visits to South India, Gandhiji passed through Badagara. He appealed at a public meeting for funds for the uplift of Harijans. At the end of the meeting, a girl named Kaumudi ran up to him and gave him her gold bangles. Gandhiji was very pleased with her gift. She then insisted on also giving him her gold chain and her lovely earrings. Gandhiji asked her whether she had her parents' permission to give away all her jewellery. The girl's father, who was standing by, replied that he was proud of what his daughter was doing. Gandhiji was so moved by this incident that he later said that it inspired him with greater confidence in his mission. The girl wanted only an autograph in return. Gandhiji wrote on a piece of paper that her willingness to make this sacrifice was far more beautiful than the jewels that she had given him.

Gandhiji drew great spiritual and moral strength from the love and affection that children had for him. And they, too, instinctively felt drawn to him as to a father. The following letter that he wrote to an invalid child in England brings out the nature of the relationship between Gandhiji and children.

Yervada Central Jail
5th January, 1933.

My dear daughter,

I was very pleased to get your letter. You are quite right in addressing me as you have done. I enjoy the happiness of having thousands of daughters. You are a welcome addition to the ever-growing family; and since I, a puny mortal, cannot cope with such a large family, I entrust you all to the safe-keeping of the All Powerful and Eternal Father, and so I never feel the burden of having

the large family; on the contrary, only the joy of possessing the trust remains.

I see that though you are an invalid, you have strong faith and a great heart. May your faith increase with the progress of years and may you ever find peace in the midst of pain and sorrow.

Yes, I knew when I was fasting I had the prayers of many pure souls like yourself, and that knowledge sustained me greatly.

With love,

Yours,
Bapu

IV. EXERCISES

I. Answer these questions.

1. When was Gandhiji's one hundredth birth anniversary celebrated?
2. Why do people all over the world pay rich tributes to Gandhiji?
3. In what respect was Gandhiji like children?
4. What special ability did Mrs. Polak note in Gandhiji?
5. What explanation did Gandhiji give the young boy for his short replies to the boy's long letters?
6. Why was Gandhiji not alarmed at seeing the child with a snake?
7. Why was Gandhiji eager to find the small pencil he was looking for?
8. What did the love and affection of children mean for Gandhiji?

II. Replace the words in *italics* in the following sentences with the groups of words given.

made straight for
made off with
make out

make up for
made it up
made out

1. The thief *carried away* all my clothes.
2. I cannot *understand* what this telegram means.
3. As soon as he arrived he *went straight to* the hospital.
4. The doctor examined me and *wrote out* the prescription.
5. I don't believe his story; I think he has *invented* it.
6. The teacher took some special classes to *compensate for* the classes we had lost.

III. Make meaningful sentences from this table.

The South west monsoon	sets in	a tenth of my salary for paying my debts.
My parents	set off	a statue of Gandhiji in their town.
The thieves	set upon	his arguments very clearly.
Every month I	set apart	in detail his instructions to the nurse.
The lawyer	set forth	on a tour of pilgrimage yesterday.
The citizens desired to	set up	Suddenly with thunder and lightning.
The doctor	set down	the traveller and robbed him.

IV. Fill in the blanks with the words given.

- (a) intensely bored insisted on cope with
 appealed entrusted anniversary instinctively

1. The speech was so dull that the listeners felt ——— and they began to leave.
2. The work is so heavy that he cannot ——— it single-handed. Someone must assist him.
3. My brother and his wife have gone on a pilgrimage to Benares. They have ——— their children to my care.
4. On October 2nd every year we celebrate the ——— of Mahatma Gandhiji's birth.
5. It is ——— hot in Delhi in June and July.
6. When Aunt Polly lifted the plate of burning coals to Tom's face, he ——— threw back his head and his tooth came out.
7. The Chairman ——— to the members of the Council to listen patiently to what the speaker had to say.
8. When two months had passed, the Archduke ——— seeing the picture.

- (b) amusing unveiled afford uplift
 recalled absolute heartily tributes

1. Yesterday the D.E.O. ——— a portrait of our headmaster in the school hall. He paid rich ——— to the headmaster's services to the school. He ——— the efforts he had made to build an open air theatre in the school. The headmaster in his reply thanked the D.E.O. ——— for his kind words of appreciation.
2. While I was a boy my mother used to tell us ——— stories about Viruthan Sanku.
3. Pazhassi Raja had ——— confidence in the loyalty of Chandroth Nambiar.
4. Every year the Government spends large sums of money for the ——— of Harijans.
5. Very few people in our country are rich enough to ——— motor cars.

- (c) throughout moral missionaries beaming
 spiritual bound to inspired discipline

1. Hundreds of schools and hospitals in India are maintained by Christian ———.
2. Many westerners think they can get guidance in ——— matters in this country.

3. The headmaster, staff and the pupils should co-operate with one another in maintaining _____ in the school.
4. It started raining yesterday evening and it rained _____ the night.
5. Joan of Arc's courage and patriotism _____ the French soldiers to fight and beat back the enemy.
6. Mr. Jacob is now being treated by a specialist. He is _____ show improvement in a few days.
7. The mother gave a balloon to the crying baby. At once there was a _____ smile on the baby's face.
8. The Panchatantra stories have valuable _____ lessons for us.

(d) message relationship invalid fast
 autographs mortal on the contrary addition

1. Having been badly hurt in a train accident, Mr. Unni had to spend about six months at home as an _____.
2. At the end of the test match, a number of boys surrounded the two captains to get their _____.
3. The _____ between the headmaster and the teachers of our school has always been cordial.
4. With the _____ of the two teachers who joined today the strength of the staff is now forty.
5. It is only through Gandhiji's _____ of non-violence that permanent peace can be established in the world.
6. Man is _____ and death lays his icy hands on all.
7. Many think that Mr. Bhaskaran is an ill-tempered man. _____ he is gentle and sweet.
8. Whenever I have a temperature my mother advises me to _____ for the day.

V. Describe in a short paragraph (a) an incident to show that Gandhiji could be as playful as children. (b) an incident to show how Gandhiji cared for even little things given to him with affection.

POEMS

I. FROM A RAILWAY CARRIAGE

FASTER than fairies, faster than witches,
Bridges and houses, hedges and ditches,
And charging along like troops in a battle
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.)
Here is a child who clambers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is a green for stringing the daisies!
Here is a cart run away in the road;
Lumping along with man and load;
And here is a mill, and there is a river;
Each a glimpse and gone for ever!

—Robert Louis Stevenson
(1850-1894)

- 1.1. *Fairies* (n): small imaginary beings with wings mentioned in children's stories. They are beautiful and are usually said to help people.
- witches* (n): ugly old women supposed to have magic powers which they use for evil purposes. They were believed to fly through the air on broomsticks.
- 1.3. *charging* (v) rushing forward
- 1.4. *meadows* (n): grassland
- 1.5. *plain* (n): a stretch of level, not hilly, country
- 1.6. *driving rain*: heavy rain which is being violently blown by the wind
- 1.7. *everagain*: again and again, frequently
- 1.9. *clambers and scrambles*: climbs with difficulty
- 1.10. *brambles* (n) thorny bushes

- l.11 *tramp* (n): an idle wanderer, a loafer, a man who wanders from place to place. He has no regular work and no regular time.
- l.12 *the green.....daisies*: a meadow where there are plenty of daisies which can be collected to make garlands.
- l.13 *cart run away in the road*: The horse drawing the cart is frightened by the train and runs away.
- l.14 *lumping* (v): bumping along, going slowly and heavily
- l.16 *each a glimpse and gone for ever*: Each scene appears in a flash and then is gone for ever.

Comprehension questions

1. How does the train travel?
2. The poet says, "The painted stations whistle by." What does the poet mean by this sentence?
3. How do the scenes appear from the speeding train?
4. What are the following doing?
(a) the child (b) the tramp (c) the cart
5. Which words and phrases in the poem suggest the speed of the train?

Note: This poem describes the experience of a child looking out through the window of a speeding train. Some sounds such as *witches*, *bridges*, *hedges*, and *ditches*, which are repeated in the poem suggest the noise and movement of the train. They make you feel and speed and excitement of a train journey. From a railway carriage things outside seem to be rushing past you, while the carriage itself seem to stand still.

Read the poem aloud and enjoy the rhythm.

- Exercises* 1. Describe in five or six sentences some of the things you can see from a train that passes through the countryside.
-

II. THE FLY

How large unto the tiny fly
 Must little things appear!
 A rosebud like a feather bed,
 Its prickle like a spear;
 A dewdrop like a looking-glass,
 A hair like golden wire;
 The smallest grain of mustard-seed
 As fierce as coals of fire;
 A loaf of bread, a lofty hill;
 A wasp, a cruel leopard;
 And specks of salt as bright to see
 As lambkins to a shepherd.

—Walter de la Mare
 (1873-1956)

- 1.1 *unto* (prep): to
 tiny (adj): very little
 1.2 *appear* (v): seem, look like
 1.3 *feather bed*: a bed filled with feathers instead of cotton
 1.4 *prickle* (n): thorn
 1.6 *hair like golden wire*: Europeans do not usually have black hair.
 Their hair may be different shades of brown, yellow or red. *here* hair of golden yellow.
 1.7 *mustard seed* (n): the mustard seed has patches of brown and red.
 Here it appears bright red to the fly.
 1.8 *fierce* (adj): *here* red-hot
 coals of fire: burning pieces of coal
 1.9 *lofty* (adj): very high
 1.10 *was* (n): a black and yellow coloured insect that stings
 leopard (n): an animal like the tiger with black spots on yellow skin
 1.11 *specks of salt*: tiny bits of salt
 1.12 *lambkins* (n): little lambs, the young ones of sheep which are pure white in colour

Comprehension questions

1. How do the following things appear to the fly?

- (a) a rosebud
- (b) a thorn
- (c) a drop of dew
- (d) a grain of mustard-seed
- (e) a loaf of bread
- (f) a wasp
- (g) specks of salt

Note: This poem tells us what some of the familiar things in the world look like to a tiny creature such as the fly. It shows us how interesting it will be for us human beings to look at the world through the eyes of birds and animals and insects.

Exercises

1. Describe some of the common things around you as you would see them if you were (1) an ant (2) a duck (3) an elephant.
 2. The following words in the poem rhyme: *fire, wire*. Pick out four other words that rhyme.
-

III. RAIN IN SUMMER

How beautiful is the rain!
 After the dust and heat;
 In the broad and fiery street,
 In the narrow lane,
 How beautiful is the rain! 5
 How it clatters along the roofs,
 Like the tramp of hoofs!
 How it gushes and struggles out
 From the throat of the overflowing spout!
 Across the window pane 10
 It pours and pours;
 And swift and wide.
 With a muddy tide,
 Like a river down the gutter roars
 The rain, the welcome rain! 15

—H. W. Longfellow

fiery (adj): hot like fire; very hot*clatter* (v): fall loudly and noisily, like the sound of horses' hooves on the road*tramp* (n): sound of heavy footsteps*struggles* : makes its way with difficulty*spout* (n): a pipe which carries rain water from the roof to the ground*tied* (n): flow of water*gutter* (n) a channel for rain water along the side of the road*Comprehension questions*

1. Why is the rain welcome?
2. Where does the rain fall?
3. How does it fall?
4. What happens to the rain water?
5. Which word and expressions in the poem suggest the sound of falling rain?

Note: The poem describes the summer rain which brings relief from the heat and dust.

Exercises

1. Pick out the rhyming words in the poem.
2. Describe in your own words the first heavy rain in the month of June.

IV. THE ANT AND THE CRICKET

A silly young cricket, accustomed to sing
 Through the warm, sunny months of gay summer and
 spring,
 Began to complain, when he found that at home
 His cupboard was empty and winter was come.

Not a crumb to be found 5
 On the snow-covered ground;
 Not a flower could he see,
 Not a leaf on a tree.

'Oh, what will become,' says the cricket, 'of me?'
 At last by starvation and famine made bold, 10
 All dripping with wet and all trembling with cold,
 Away he set off to a miserly ant,
 To see if, to keep him alive, he would grant

Him shelter from rain
 A mouthful of grain 15
 He wished only to borrow,
 He'd repay it tomorrow:

If not, he must die of starvation and sorrow.
 Says the ant to the cricket. 'I'm your servant and
 friend,
 But we ants never borrow, we ants never lend; 20
 But tell me, dear sir, did you lay nothing by
 'When the weather was warm?' Said the cricket, 'Not I.'

'My heart was so light
 That I sang day and night,
 For all nature looked gay'. 25
 You sang, sir, you say?

'Go then, said the ant, 'and dance winter away.'

Thus ending, he hastily lifted the wicket

And out of the door turned the poor little cricket.

Though this is a fable, the moral is good:

30

If you live without work, you must live without food.

—Anonymous

<i>cricket</i> :	a small brown insect like the grass-hopper, which makes a shrill noise
<i>accustomed to</i> :	used to, in the habit of (doing something)
<i>cupboard</i> :	an almirah; <i>here</i> means the place where food is stored
<i>crumb</i> (n) :	a very small piece of broken bread, cake, etc.
<i>starvation</i> :	suffering caused by lack of food
<i>famine</i> (n) :	continued and widespread hunger
<i>made bold</i> :	without any sense of shame; made desperate
<i>dripping with wet</i> :	very wet
<i>miserly</i> (adj) :	not generous; mean; fond of saving
<i>lay by</i> :	to put aside for future use; to store
<i>wicket</i> :	a small gate
<i>fable</i> :	a story with a moral, especially about animals

Comprehension Questions

1. What does the cricket usually do?
2. Why is he silly?
3. What does he complain about?
4. Why does he go to the ant?
5. What does the cricket ask the ant?
6. What is the ant's reply?
7. How does the cricket defend himself?
8. What does the ant do to the cricket?
9. What is the moral of the poem?

Notes : The habits of the carefree cricket and the miserly ant are compared in the poem. The moral is that one should plan for the future and work hard and save for the difficult days ahead.

Exercises

1. Do you wish to be like the ant or the cricket? Give your reasons.
2. Compare the habits of the butterfly and the bee.

V. THE NAUGHTY BOY

THERE was a naughty boy,
 And a naughty boy, was he,
 He ran away to Scotland,

The people there to see—

Then he found

That the ground

Was as hard

That a yard

Was as long,

That a song

10

Was as merry.

That a cherry

Was as red,

That lead

Was as weighty,

That fourscore

Was as eighty.

That a door

Was as wooden

As in England—

20

So he stood in his shoes

And he wondered,

He wondered,

He stood in his shoes

And he wondered.

—John Keats
 (1795-1821)

- l.1 *naughty* (adj): badly behaved, mischievous
 l.4 *the people there to see*: to see the people there (Scotland)
 l.8 *yard* (n): a length of 3 feet
 l.11 *merry* (adj): pleasant
 l.12 *cherry* (n): a fruit
 l.15 *weighty* (adj): heavy
 l.16 *score* (n): twenty
 fourscore: four times twenty

Comprehension questions

1. What did the naughty boy do?
2. Why did he go to Scotland?
3. What did he learn in Scotland?
4. What did he expect to find in Scotland?

Note: This poem tells us how a foolish boy ran away from home, hoping to find other places better and more attractive. He went to Scotland and was disappointed to find that there was nothing new there.

Exercise

1. Pick out the words in the poem that rhyme.
2. Complete the following sentences as shown in the example.

Example

The boy found the ground as hard in Scotland as in England.

- (a) The boy found a yard.....
 - (b) The boy found a song.....
 - (c) The boy found
 - (d) The boy found
-

VI. TAILOR

I saw a little Tailor sitting stitch, stitch, stitching
 Cross-legged on the floor of his kitch, kitch, kitchen
 His thumbs and his fingers were so nim, nim, nimble
 With his wax and his scissors and his thim, thim, thimble.
 His silk and his cotton he was thread, thread, threading 5
 For a gown and a coat for a wed, wed, wedding,
 His needle flew as swift as a swal, swal, swallow,
 And his spools and his reels had to fol, fol, follow.
 He hummed as he worked a merry dit, dit, ditty:
 'The Bride is as plumb as she's pret, pret, pretty, 10
 I wouldn't have her taller or short, short, shorter,
 She can laugh like the falling of wat, wat, water,
 'She can put a cherry-pie, togeth, geth, gether',
 She can dance as light as a feath, feath, feather,
 She can sing as sweet as a fid, fid, fiddle, 15
 And she's only twenty inches round the mid, mid, middle.'
 The happy little Tailor went on stitch, stitch, stitching
 The black and the white in his kitch, kitch, kitchen.
 He will wear the black one, she will wear the white one,
 And the knot the Parson ties will be a tight, tight, tight
 one 20

—Eleanor Farjeon
 (1881-)

1.2 *cross-legged* (adj) : with one leg over the other

1.3 *nimble* (adj) : light and quick

1.4 *wax* (n) : bluish-grey substance made with wax, used by tailors
for marking cloth before cutting.

thimble (n): a small metal cap worn on the finger while sewing.

- 1.6 *gown* (n): woman's dress
 1.7 *swallow* (n) a small swift-flying bird
 1.8 *spools and reels* : piece of metal or wood, for winding thread on
 1.9 *hum* (v) : to sing with the lips closed, so making the kind of sound a bee makes
 ditty (n) : a short simple song
 1.10 *plump* (adj): fat and rounded
 1.13 *cherry-pie* (n): a sweet dish made with cherries
 1.15 *fiddle* (n) Violin
 1.16 *middle* (n) waist
 1.20 *knot* (n) wedding knot, something that joins
 parson (n) priest
 tight (adj) : fastened firmly, that is marriage vows are sacred

Comprehension questions

1. Who do you think stammers: the poet, the tailor or one who reads the poem?
2. Where was the tailor sitting?
3. Was he a clever tailor?
4. Was he happy?
5. What was he singing ?
6. What was he stitching?
7. What does the tailor say about his bride's
(a) appearance (b) abilities?
8. Where was he to be married?

Note: The poem is about a tailor who is very much in love with the girl he is going to marry soon. He is making their wedding clothes. The sounds that are repeated suggest that the tailor stammers a little. They may also be meant to suggest the quick movements of the tailor's fingers.

Exercise

Tell the story of the happy tailor and his pretty bride in your own words.

VII. IN LONDON TOWN

It was a bird of Paradise,
 Over the roofs he flew.
 All the children in a trice,
 Clapped their hands and cried, "How nice!"
 "Look—his wings are blue!" 5
 His body was of ruby red.
 His eyes of burning gold.
 All the grown-up people said,
 "What a pity the creature is not dead,
 For then it could be sold!" 10
 One was braver than the rest.
 He took a loaded gun;
 Aiming at the emerald crest,
 He shot the creature through the breast.
 Down it fell in the sun. 15
 It was not heavy, it was not fat,
 And folk began to stare.
 "We cannot eat it, that is flat!
 And such outlandish feathers as that,
 Why, who could ever wear?" 20
 They flung it into the river brown.
 "A pity the creature died!"
 With a smile and with a frown,
 Thus they did in London town;
 But all the children cried. 25

—Mary E. Coleridge
 (1861-1907)

- l.1 *a bird of Paradise*: a tropical bird with beautiful, brightly coloured feathers; rarely found in England.
- l.6 *ruby red*: red as a ruby; ruby is a precious stone.
- l.7 *burning gold*: bright golden colour.
- l.13 *emerald crest*: a tuft or comb of green feathers on the head; emerald is a green precious stone.
- l.17 *folk* (n): people.
- l.18 *that is flat*: that is certain.
- l.19 *outlandish* (adj): strange, foreign.
- l.20 *wear* (v): feathers are worn for ornaments on caps.
- l.21 *flung* (v): threw with force.
- river brown*: river Thames which is often muddy.
- l.24 *thus they did*: that is how they behaved.

Comprehension questions

1. What was the bird of Paradise like?
2. Why were the children happy?
3. What did the grown up people say?
4. What did one of the men do?
5. Why did they find the bird useless after it was dead?
6. What did they do with the dead bird?
7. How were the men different from the children?

Note :

The poem shows how foolish and heartless grown up people can be sometimes. When the strange beautiful bird was alive, they thought it would be useful when dead. After it was killed they found no use for it and threw it away. They only succeeded in destroying it. And they just didn't care a bit for what they have done.

The children, on the other hand, loved the bird for its own sake and were very very sad when it was dead.

Exercise

Make a list of the words that rhyme in the poem.

VIII. THERE WAS A LADY IN THE WEST

There was a lady in the west,
 She had three daughters of the best.
 There came a stranger to the gate
 And he three days and nights did wait.
 The eldest daughter did ope the door, 5
 The second set him on the floor.
 The third daughter she brought a chair
 And placed it that he might sit there.
 'Now answer me these questions three,
 Or you shall surely go with me. 10
 'Now answer me these questions six,
 Or you shall surely be Old Nicks.
 'Now answer me these questions nine,
 Or you shall surely be all mine.
 'What is greener than the grass? 15
 What is smoother than crystal glass?
 'What is louder than a horn?
 What is sharper than a thorn?
 'What is brighter than the light?
 What is darker than the night? 20
 'What is keener than an axe?
 What is softer than melting wax?
 'What is rounder than a ring?
 'To you we thus our answers bring.
 'Envy is greener than the grass, 25
 Flattery is smoother than crystal glass.
 'Rumour is louder than a horn,
 Hunger is sharper than a thorn.
 'Truth is brighter than the light,
 Falsehood is darker than the night. 30

'Revenge is keener than an axe,
 Love is softer than melting wax.
 'The world is rounder than a ring.
 To you we thus our answers bring.
 'Thus you have our answers nine,
 And we never shall be thine'.

35

-- Anonymous

- 1.2 *daughters of the best*: the most beautiful and talented daughters.
 1.4 *did wait*: waited.
 1.5 *did ope the door*: opened the door.
 1.6 *set him on the floor*: made him sit on the floor.
 1.9 This line begins the stranger's speech.
 1.12 *old Nick*: the Devil.
 1.16 *crystal glass* (n): clear, transparent glass.
 1.17 *horn* (n): a wind instrument like a trumpet.
 1.21 *keener* (adj): sharper.
 1.24 *we*: the three daughters of the Lady in the West.
 1.27 *rumour*: a story that people talk about as if it were true, though it may not be true.

1.35 *thus*: in this way.1.36 *thine*: yours.*Comprehension questions*

1. What did the three daughters do when the stranger came to the gate?
2. How many questions did the stranger ask?
3. What did he want the young ladies to do?
4. How many questions did they answer?
5. How does the story end?

Note:

This poem written by an unknown poet, is about a mysterious stranger and three clever and beautiful sisters. It is interesting to note that the number *three* and its multiples six and nine frequently occur in the poem. The stranger is defeated by the three sisters in the battle of wits. The mysterious stranger is Old Nick-i.e. the Devil himself.

Exercise

1. Learn the questions and answers by heart.
2. Write five questions and answers-using expressions such as *brighter than*, *darker than*.

IX. FATHER WILLIAM

'You are old, Father William' the young man said,
 'And your hair has become very white;

And yet you incessantly stand on your head—
 Do you think, at your age, it is right?"

'In my youth,' Father William replied to his son,
 'I feared it might injure the brain;

But now that I'm perfectly sure I have none,
 Why, I do it again and again.'

'You are old,' said the youth, 'as I mentioned before,
 And have grown most uncommonly fat; 10

Yet you turned a back-somersault in at the door—
 Pray, what is the reason of that?"

'In my youth,' said the sage, as he shook his grey locks,
 'I kept all my limbs very supple

By the use of this ointment—one shilling the box— 15
 Allow me to sell you a couple!"

'You are old,' said the youth, 'and your jaws are too weak
 For anything tougher than suet;

Yet you finished the goose, with the bones and the beak—
 Pray, how did you manage to do it?" 20

'In my youth,' said his father, 'I took to the law,
 And argued each case with my wife;

And the muscular strength which it gave to my jaw,
 Has lasted the rest of my life.'

'You are old,' said the youth, 'one would hardly suppose 25

That your eye was as steady as ever;

Yet you balanced an eel on the end of your nose—
 What made you so awfully clever?"

'I have answered three questions, and that is enough,'
 Said his father; 'don't give yourself airs! 30
 Do you think I can listen all day to such stuff?
 Be off, or I'll kick you downstairs!'

—Lewis Carroll

<i>incessantly:</i>	repeatedly, again and again.
<i>mention (v):</i>	say.
<i>back-somersault:</i>	a backward jump, head over heels.
<i>sage (n):</i>	a wise man.
<i>grey locks:</i>	grey hair.
<i>supple:</i>	not stiff, easily bent.
<i>tough (adj):</i>	hard.
<i>suet (n):</i>	hard fat of meat.
<i>goose (n):</i>	a water-bird larger than a duck.
<i>took to the law:</i>	had a liking for the lawyer's job.
<i>give yourself airs:</i>	to be proud.
<i>stuff (n):</i>	nonsense.

Comprehension Questions

1. Why does the young man think it is not right for Father William to stand on his head?
2. What is Father William's answer?
3. What was Father William able to do, even though he was very fat?
4. Why is he able to do this?
5. What did he want to sell to the young man?
6. Why is Father William able to eat a whole goose?
7. What else did Father William do that surprised the young man?
8. What are the three questions that Father William answered?
9. Why was he angry with the young man?
10. Which of Father William's answers do you find most amusing?

Notes

Father William is a humorous poem about the remarkable strength and cleverness of an old man. The young man in the poem appears to be no match for him either in intelligence or physical strength.

Exercises

1. Write a paragraph about the great strength of Father William. What are the ways in which he shows his strength?
2. What kind of young man do we have in the poem?
3. Do you think all old people are weak in mind and body? Give your reasons.

