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SSLC ENGLISH

Intensive Coaching
Sessions

Unit – 3

Lore of Values

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Lesson 9

The Best Investment I Ever Made



About the Author:



Archibald Joseph Cronin (Dr. A J Cronin) was born on 19 July 1896, in Cardross, Argyll, United Kingdom. He was a Scottish novelist and physician. Dr. Cronin was a Medical Inspector for Mines from 1924 to 1926. After his first novel, *Hatter's Castle*, he gave up medicine to concentrate on writing. His best novels such as *The Stars Look Down* and *The Citadel* were greeted with critical and popular acclaim. His most influential novel *The Citadel* was published in 1937 and later it became the inspiration for the National Health Service, introduced in Britain in the years following the Second World War. He won the prestigious *National Book Awards for Fiction* in 1937 for his novel *The Citadel*. A J Cronin passed away on 6 January 1981, in Montreux, Switzerland.

Glossary:

1. **Promenade:** a public place for walking
2. **Deck:** (especially) the upper floor of a ship
3. **Aware:** knowing, having the knowledge of
4. **Gaze:** look steadily and intently, stare
5. **Tedium:** boredom, dullness
6. **Casual:** (here) easy-going, not serious
7. **Importunate:** repeatedly asking for something in an annoying way, persistent
8. **On the contrary:** on the other hand, in contrast, conversely

9. **Diffidence:** shyness, lack of confidence
10. **Recede:** go or move back (antonym: proceed), (here) stop growing hair at the front of the head.
11. **Sober:** (here) plain and not bright in colour; not drunk or affected by alcohol.
12. **Disposition:** a person's qualities of mind and character.



13. **Bugle:** a musical instrument like a trumpet.
14. **Observe:** notice
15. **Voyager:** (here) traveller
16. **Earnestly:** seriously
17. **Obviously:** clearly
18. **Intrigue:** (here) fascinate, arouse the interest or curiosity. Make secret plans to do illicit things.
19. **Steward:** attendant, helper, servant
20. **Suburb:** an area on the edge of a large city.
21. **Carry out:** do something, perform a job
22. **Urge:** persuade, prompt, induce, influence
23. **Awkwardness:** difficulty, nervousness
24. **Spare:** give, provide
25. **Occupy:** use, reside. (here) sit
26. **Haltingly:** hesitatingly
27. **Recreational:** enjoyable or entertaining
28. **Settlement houses:** institutions providing educational, recreational and other social services to the community.
29. **Maladjusted:** mentally and emotionally disturbed and failing to adjust with normal social order.
30. **Delinquent:** showing a criminal tendency
31. **Disarming:** making someone like you, pleasing.
32. **Instinctively:** not by deliberate thought, naturally
33. **Solicitor:** lawyer
34. **Slum:** a very untidy crowded city area dwelled by poor people.
35. **Derelict:** in a bad condition
36. **Adolescent:** a growing young person, teenaged
37. **Juvenile:** related to a young person not yet an adult
38. **Heal:** cure, improve
39. **Handicraft:** an occupation requiring skill with the hands
40. **Redemption:** an action of saving from sin or evil.
41. **Stir:** (pt stirred) move
42. **Tensely:** nervously, anxiously
43. **Veil:** cover
44. **Parted:** (here) removed
45. **Speed:** (pt, pp Sped or speeded) move quickly
46. **Sole:** one and only
47. **Banging:** noise created by hitting something heavily.
48. **Dripping:** very wet
49. **Cape:** a sleeveless coat fastened at the neck

50. **Mistily:** like in mist, unclearly
51. **Outlined:** (here) appeared
52. **Abruptly:** suddenly
53. **Muffle:** make sound quieter and less clear
54. **Creaking:** making creaky sound
55. **Mounted:** climbed
56. **Nostrils:** openings of the nose
57. **Sting:** (pt, pp stung) (here) feel upset
58. **Odour:** smell
59. **Illuminating:** burning
60. **Storey:** floor or level of a building
61. **Agitated:** worried, distressed, nervous
62. **Attic:** a room just below the roof
63. **Apparently:** seemingly, in appearance
64. **Barest chance:** the slightest chance
65. **Resuscitation:** the act of someone bringing back to life or consciousness.
66. **Strenuous:** needing a lot of efforts and energy
67. **Exertion:** effort, struggle, endeavour
68. **Give up:** stop doing something
69. **Exhausted:** (here) tired
70. **Shallow:** taking in little air in breathing, not deep
71. **Convulsive:** uncontrollable, violent
72. **Gasp:** a quick, deep breath
73. **Dazedly:** in a shocked manner
74. **Pledged:** mortgaged
75. **Bookmaker:** a person whose job is to take bets pay out winnings; the manager of a betting firm.
76. **Disastrous:** tragic, (here) very huge and unbearable
77. **Recoup:** regain money lost or spent
78. **Last resort:** a final course of action when everything has failed.
79. **Prosecution:** the legal proceedings
80. **Throb:** vibrate
81. **Confession:** admitting guilt or crime
82. **Gruffly:** roughly
83. **Paltry:** very small or meagre
84. **Resolved:** determined
85. **Tender:** soft
86. **Gesture:** a bodily signal by the movement of a hand or the head.
87. **Reflect:** (here) think seriously
88. **Dividend:** a profit share
89. **Speculation:** investment in stocks, property, etc. in the hope of gain but with the risk of loss.
90. **Material gain:** worldly profit.
91. **Frustration:** the feeling of being annoyed as a result of being unable to achieve something.

Questions and Answers based on the textual passages

Read the paragraphs 1 - 3 in pages 85 and 86 of the textbook and answer the following questions.

Q 1-5

1. What did Dr. AJ Cronin become aware of on the second day of his voyage?
2. Why did Dr. Cronin give no sign of having noticed the man?
3. How did the man watching Dr. Cronin look like?
4. What did Dr. Cronin discover from his steward about the other man?
5. On their final day of journey, how did the wife of the man decide the matter?

Read the paragraphs 4 - 6 in pages 86 and 87 of the textbook and answer the following questions.

Q 6-10

6. How did the man try to introduce himself to Dr. AJ Cronin?
7. What was the purpose of their visit to America?
8. What did Dr. Cronin learn more about them after questioning him further?
9. How did the couple help derelict adolescents to lead normal lives?
10. Find out a word that means 'showing a tendency to commit crimes'.

Read the paragraphs 7-9 in page 87 of the textbook and answer the following questions.

Q 11-15

11. What kind of a work were the two people doing?
12. You still do not remember me,.....? Add a suitable tag question.
13. How did Dr. Cronin recognize the man?
14. What could be the matter that the man spoke in Cronin's ear?
15. "Went on" is a phrasal verb used here in paragraph 9. What is a suitable single verb form that can be used in place of it?

Read the paragraphs 10 - 12 in page 87 and 88 of the textbook and answer the following questions.

Q 16- 21

16. "I was awakened by a loud banging on the door". Who was banging on the door? Why?
17. What smell did Dr. Cronin get when he mounted the staircase?
18. Where did they find the body of a young man?
19. What did the doctor do to save the life of the young man?
20. Find out a word that is synonymous to "smell", from the passage.
21. Finally what improvement did come to the young man's condition?

Read the paragraphs 13 and 14 in page 88 and 89 of the textbook and answer the following questions.

Q 22-25

22. "He told us his story". Tell the story in first person narrative from your perspective.
23. Why did the young man decide to commit suicide?

24. What did the sergeant ask him gruffly after having heard the story?
25. Why did his answer sound pitiful?

Read the paragraphs 15- 17 in page 89 of the textbook and answer the following questions.

Q 26-30

26. Who were the sole witnesses of the tragedy?
27. What did the trio decide to do in the young man's case?
28. How did each of the three people contribute to help the young man?
29. Dr. AJ Cronin says he made the least contribution. Still he thinks it was the best investment he ever made. Why?
30. After reading the story, what is your impression of Mrs. S-?

Answers

1. Dr. AJ Cronin became aware that one of the passengers was watching him closely.
2. He wanted to take rest and he was not interested in making any ship-board contacts.
3. He was in his early forties, short-built with a fair complexion and clear blue eyes. His thin hair had begun to recede from his forehead.
4. Dr AJ Cronin discovered from his steward that the person watching him and his wife were Mr. and Mrs. John S- from a small suburb of London.
5. She urged the man towards Dr. Cronin holding firmly on his hand and whispering something in his ears.
6. The man tried to introduce himself by asking politely and formally for permission and holding out his visiting card to Dr Cronin.
7. The purpose of their visit to Americas was to study the methods employed in dealing with cases of backward, maladjusted and delinquent youth.
8. Dr Cronin learned that Mr. John and his wife had been active for the past 15 years in the field of youth welfare.
9. They took the derelict adolescents from the juvenile courts, placing them in a healthy environment, healed them in mind and body and sent them back into the world. They trained them in a useful handicraft which helped them to be worthy members of the community.
10. 'Delinquent' means 'showing a tendency to commit crimes'.
11. It was a work of redemption.
12. You still do not remember me, do you?
13. The man spoke tensely a few words in the ear of Dr Cronin. Then he recognized the man.
14. It could be about the tragedy that happened 25 years ago to the man and was witnessed by Dr. Cronin.
15. 'Continued' is a single word for 'went on'.
16. A police sergeant was banging on the door. There was a suicide attempt in the lodgings around the corner and the doctor should go and see the victim.
17. He got the sick-sweet odour of illuminating gas.

18. In the bare little attic of the lodge the body lay on a narrow bed.
19. Dr. Cronin did the work of resuscitation with the help of the sergeant.
20. 'Odour' is a synonym of 'smell'.
21. After the redoubled efforts, Dr AJ Cronin and the sergeant succeeded in having the man sitting up. Slowly he came to realize the horror of his situation.
22. I am an orphan. My uncle found a job for me. It's been only six months since I'm here. I made a bad companion and ran after pleasures of life like a fool. I gambled for making more money. I pledged all my belongings and I lost everything. As a final attempt I took some money from the office safe and gambled. I lost it too. Being disappointed and afraid of the prosecution I decided to end my life.
23. He had taken some money from his office safe. But he lost it too in his final attempt of gambling. He became terrified of the prosecution and decided to end his life in utter despair.
24. The sergeant asked him gruffly how much money he had stolen from the office.
25. He took from the office safe a meager amount of seven pounds and ten shilling. For this paltry amount he almost threw away his life. This sounded pitiful.
26. The landlady of the lodge where the young man stayed, a police sergeant and Dr. AJ Cronin were only the witnesses.
27. They decided to give the young man a fresh start of life.
28. The landlady offered one month's free board, the sergeant was ready to take risk of his job by not reporting the crime case, and Dr Cronin gave him the exact amount to put back in his office safe.
29. The monetary value of the amount he gave to the young man was very small comparatively. But later it proved to be the best investment he had ever made in his life. His investment saved a man and that man became the savior of the poor youths and a champion of the charity work.
30. Mrs. S- is a bold and benevolent better-half of Mr. John. She has always been an encouragement and a helping hand to Mr. John. She exemplifies the saying that 'behind every successful man, there is a woman'.

Textual Activities and Solutions

➤ Textbook Page 89

<i>Persons who helped Mr. John</i>	<i>How they helped</i>	<i>The risks involved</i>
Sergeant	Resolved to make no report upon the case of the suicide attempt and stealing money from the office safe.	Not to report such cases is also a criminal offence and it is risky to his job.
Landlady	Offered a month's free board.	She would not get payment.
The Narrator	Gave seven pounds and ten shillings.	Loss of seven pounds and ten shillings

Let's revisit

➤ Activity 1, Textbook page 90

How does the writer contrast the past and the present lives of Mr. John?

Pick out appropriate sentences/expressions from the story and complete the following table.

Past	Present
The young man had fallen victim to the loose society of the streets.	Interested to study the methods employed in dealing with cases of backward, maladjusted and delinquent youth.
Eager to taste pleasure far beyond his means, he made bad companion like a young fool.	He and his wife have been active for the past 15 years in the field of youth welfare.
To get money for his pleasures, he began to bet on horses and pledged all his belongings. He even stole some money from his office safe.	After his practice at the courts as a solicitor, he finds time to act as director of a charitable organization taking care of boys and girls from city slums.
Lost everything, he became sick at heart and sunk in despair, made a suicide attempt.	He takes derelict adolescents from juvenile courts, heals them in mind and body, trains them in a useful handicraft and makes them as worthy members of the community.
But the three kind-hearted people-the sergeant, the landlady and the narrator-saved his life.	It is a work of redemption that he has been doing for the society.

➤ **Activity 2, Textbook page 90**

Do you think the title ‘The Best Investment I Ever Made’ is appropriate to the story? Why?

Consider the following questions.

- What does the word ‘investment’ mean with special reference to the story?
- What are the other meanings of the word ‘investment’?
- Why does the narrator describe his investment ‘the best’?

[The word ‘investment’ literally means the act of putting money, time, efforts etc. into something to make a profit or an advantage. But Dr A J Cronin used the word in connection with his story in a different sense. He invested his money, time and efforts not for any worldly gain. He intended only to help a poor young man. His timely help changed the young man’s life and he became later a great social worker. Thus his investment turned out to be the best ever investment he made in his life by bringing good results both to the young man and the society. So we can say for certain that the title ‘The Best Investment I Ever Made’ is very apt and appropriate to the theme of the story.]

➤ **Activity 4, Textbook page 92**

Change the perspective of the narrative to the third person point of view using the pronouns ‘he’ and narrate the events in the story.

The Best of All Investments

It was the second day of Dr. AJ Cronin’s voyage. Suddenly he became aware that one of the passengers was watching him closely. As he was not interested to make an importunate ship-board contact, he gave no sign of having noticed the man. The man was in his early 40s, rather short in build, with a fair complexion. He appeared to be affected by a troubled and touching diffidence to approach Dr. Cronin.

On the following afternoon, he again observed that the man earnestly watching him. This time his wife was also there with him. From the steward Dr. Cronin realized that they were Mr. and Mrs. John S_ from a small suburb of London.

On the final day of their voyage, urged by his wife, Mr. John approached Dr. Cronin with utmost

timidity. He introduced himself by offering his visiting card. He said that he and his wife had been active in the field of youth welfare for the past 15 years. They took derelict adolescents from the juvenile courts, healed them in mind and body, trained them in a handicraft and made them worthy members of the community.

Still, Dr. Cronin could not recognize Mr. John. Then, bending near, he spoke tensely a few words in Dr. Cronin's ear. That parted the veils. Cronin's thoughts sped back a quarter of a century. When Cronin was practicing in a working-class district of London, one night a sergeant took him to attend a suicide case in the lodgings nearby. In the attic of the building, they found a young man lying apparently lifeless. After long hours of strenuous efforts, the trio -Dr. Cronin, the sergeant and the landlady of the lodgings – managed to bring him back to life.

As he regained his strength, he told his story. He was an orphan and his uncle had found him a job in the town. Soon he had fallen victim to bad companions and started running after pleasures beyond his means. To get more money he started gambling and even stole some amount from his office safe. Having lost everything, sick at heart and sunk in despair he tried to commit suicide. Hearing his pathetic story, the tree people decided to help him. The sergeant risking his job, resolved not to report upon the case, the landlady offered a month's free boarding and Dr. Cronin gave him 7 pounds and 10 shillings to put back in the office safe.

Thus a timely deed of goodness changed the young man's life and he became a great social worker. Dr. AJ Cronin firmly believed that his investment of a meagre amount finally turned out to be the best of all his investments, though it did not bring any worldly gain personally to him.

➤ **Activity 5, textbook page 92**

Mr. John meets Dr. AJ Cronin for the second time quite unexpectedly. He writes a diary about this meeting sharing his feelings of excitements, embarrassments etc. Prepare a likely diary entry.

Saturday, 10 March 2018

11:00pm.

How can I ever forget this day! Today I met the man who gave me this life 25 years back. God brought us together on the same ship. At the very first glance I recognized him. But my excitement or embarrassment, I don't know exactly what, prevented me from approaching him. My wife encouraged me to meet and talk to him. When I told Dr. AJ Cronin about my charity work, he showed interest to talk; but he couldn't still recognize me. Then I whispered in his ears about the foolish attempt of suicide that I committed 25 years ago, he could distinguish me. What a play of fate! For 7 pounds 10 shillings I tried to take my life; like an angel this man came, saved me and gave me that paltry sum which made me a new man. Now putting an end to my 25 years' search, God brought him in front of me again. Oh God, You're Great! This is the happiest day in my life!

➤ Activity 6, textbook page 93

A programme is to be held in the school campus to make the public aware of the dangers of the drug addiction and alcoholism.

{A poster to make awareness against the social threats of ‘Drug Addiction & Alcoholism’}



➤ Activity 1, textbook page 93

Accountant	A person who works with money and accounts.
Astronomer	A person who studies stars and the universe.
Botanist	A person who studies plants.
Carpenter	A person who makes things from wood.
Dentist	A person who can fix problems with your teeth.
Electrician	A person who works with electric circuits.
Firefighter	A person who puts out fire.
Hairdresser	A person who cuts your hair or gives it a new style.

➤ Activity 2, textbook page 94

Open and Closed word classes

In English grammar, the parts of speech or word classes are further classified as *Open Word Classes* and *Closed Word Classes*. Open word classes include *Nouns, Verbs, Adjectives* and *Adverbs*.

Closed word classes are Determiners, Pronouns, Prepositions and Conjunctions. *The determiners broadly include the articles (the, a/an), the demonstratives (this, that, these, those etc.), the possessives (my, your, their, etc.) and the quantifiers such as many, all, two, few/a few, little/a little, some, a lot of etc.*

The closed category is so called because it does not easily accept or add new words to this class. Whereas, the open category is always open to accept and add new words.

- Fill in the following tables with examples of closed and open class words from paragraph 14 of the story.

<i>Closed word classes</i>			
<i>Determiners (Articles/demonstratives/possessives/quantifiers)</i>	<i>Pronouns</i>	<i>Prepositions</i>	<i>conjunctions</i>
<i>A, the, this, seven, ten</i>	<i>He, his</i>	<i>Of, in, for</i>	<i>when</i>

<i>Open word classes</i>			
<i>Nouns</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Adverbs</i>
<i>Bar, silence, attic, confession, sergeant, pounds, shillings, answer, sum, life.</i>	<i>Throbbled, concluded asked, had stolen, sounded, had thrown.</i>	<i>Long, little, halting, pitiful, paltry.</i>	<i>Then, Gruffly, almost, away.</i>

(Activity 3, textbook page 95)

- **Creating noun forms by adding suffixes.**

Diffident (adjective)	Suffix – ce	Diffidence (noun)
Awkward (adjective)	Suffix – ness	Awkwardness (noun)
Organise (verb)	Suffix - tion	Organisation (noun)
Invest (verb)	Suffix – ment	Investment (noun)

Suffixes

A suffix is a letter or group of letters added at the end of a word to make a new word. Such a new word is most often a different class of word derived from the original word. In the table below the suffix *-ful* transforms a verb to an adjective and the suffix *-ment* changes a verb into a noun.

Base Word (verb)	Suffix	New word (noun)
Forget	ful	Forgetful
Punish	ment	Punishment

- **Spelling changes:**

When some suffixes are added, the spelling of the base word can be changed as:

<i>Base words</i>	<i>Suffixes</i>	<i>New words with spelling changes</i>
Complicate, create	-tion	Complication, creation (final 'e' is omitted)
Beauty, duty	-ful	Beautiful, dutiful ('y' changed to 'i')

Heavy, ready	-ness	Heaviness, readiness ('y' changed to 'i')
Able, possible	-ity	Ability, possibility ('le' changed to 'il')
Permit, omit	-ion	Permission, omission ('t' changed to 'ss')

- In addition to the suffixes given in the textbook page 95-96, here are a few more common suffixed examples.

Noun Suffixes		
Base word	Suffix	Nouns
Post, carry	-age	Postage, carriage
Arrive, bury	-al	Arrival, burial
Rely, insist, diffident	-ance, -ence, -ce	Reliance, insistence, diffidence
Free, king	-dom	Freedom, kingdom
Employ, pay	-ee	Employee, payee
wander, voyage, direct	-er, -or, -r	wanderer, voyager, director
Brother, neighbour	-hood	Brotherhood, neighbourhood
Capital, social	-ism	Capitalism, socialism
Capital, social	-ist	Capitalist, socialist
Cruel, equal	-ity, ty	Cruelty, equality
invest, disappoint, settle	-ment	investment, disappointment, settlement
Happy, dark, awkward	-ness	Happiness, darkness, awkwardness
Enter, minister	-ry	Entry, ministry
Friend, scholar	-ship	Friendship, scholarship
confess, resuscitate, situate, contribute, frustrate, prosecute, complex	-ion, -tion, -ion, -xion	Confession, resuscitation, situation, contribution, frustration, prosecution, complexion

Adjective Suffixes		
Base words	Suffixes	Adjectives
charity, profit, consider, flex	-able, ible	Charitable, profitable, considerable, flexible
Person, post	-al	personal, postal
Gold	-en	Golden
China	-ese	Chinese
Use, pity	-ful	Useful, pitiful
Yemen, Pakistan	-i	Yemeni, Pakistani
Islam, poet	-ic	Islamic, poetic
Child, fool	-ish	Childish, foolish
Act, convulsion	-ive	Active, convulsive
Canada	-ian	Canadian
life, friend, rim, use	-less	lifeless, friendless, rimless, useless
Month, year, world	-ly	Monthly, yearly, worldly
Fame, disaster	-ous	Famous, disastrous
worth, healthy, fog	-y	Worthy, healthy, foggy

Verb Suffixes		
Base word	Suffix	Verbs
Complication	-ate	Complicate
Short, awake	-en	Shorten, awaken
Beauty, clear, terror	-ify	Beautify, clarify, terrify
Summary	-ize, -ise	Summarize

➤ **Activity 4, textbook page 96**

Fill in the following passage using appropriate words from the box below.

[Answers: a) tedium b) awkwardness c) importunate d) maladjusted e) apparently f) genuine g) given up h) go on i) paltry j) disarming]

➤ **Activity 1, textbook page 97**

Introduce yourself in English

Language Function	Formal	Informal	Neutral
Introducing Oneself	I wonder if I introduce myself.	I'm John.	Let me introduce myself
Greeting a person	Dow do you do?	What's up?	How are you?/Nice to meet you.

You have to interact with others in two kinds of situations – formal and informal. Formal interactions need a certain way of expressing politeness, manners and customs.

Formal situations of interactions can be:

1. Meeting with a government official.
2. Talking to your boss at work.
3. Talking to someone older than you.
4. Meeting someone very famous or that you admire.

➤ The commonest ways of introducing yourself in a formal situation are

- ***My name is (name).***
- ***Hello. I am (name).***
- ***Hello. My name is (name)***
- ***Good morning/afternoon/evening, my name is (name)***

➤ Normally, when we introduce ourselves, the other persons will respond with their name. If they don't give their name, we have to ask them. Here are some ways of asking others for their names in a formal situation.

- ***May I have you name, please?***
- ***What is your name?***
- ***You are...?***
- ***I did not catch your name.***

➤ In informal interactions, you can introduce yourself in many ways and ask others for their names as follows:

- ***Hi, my name is ...(name). What's yours?***
- ***Hey, I'm...(name). Yours?***
- ***What's up. My name is ...(name). And you?***

➤ Now, complete the following table with formal and informal expressions wherever necessary.

Language function	Formal	Informal
Making a request	I would like to have a word with you.	Can I have a word with you? I want to talk to you.
Offering help	Would you like me to do it for you? Shall I do it for you?	Can I do it for you? I'll do it for you. I'll help you.
Giving advice	You had better consult a doctor.	You can consult a doctor.
Asking for permission	May I have your pen, please? Would you mind if I borrowed your pen, please?	Can I have your pen?
Asking for direction	Would you tell me where the railway station is?	How can I reach the railway station?
Giving options	What would you prefer, tea or juice?	What do you want, tea or juice?
Agreeing	I would like to agree with you.	I agree with you.
Disagreeing	I am afraid, I disagree. I beg to differ.	I can't agree with you.

- **Note:** More formal but complicated ways of requests can be expressed as: **I wonder if you could tell me/explain/provide information on ...**
- **I wonder if you could help me ...**
- **I wonder if I might introduce myself... etc.**
- **Would you mind+ verb+ing** is a little confusing type of polite request. There will be a tendency of giving a positive answer to this sort of requests. If a positive answer is given, it will be a refusal of the request.
Would you mind helping me? –Never. I can help you.
Would you mind dropping me at home? – Yes. (It means dropping is a trouble and can't). We can refuse politely by saying: Sorry, I am afraid I can't. I am a little busy.

➤ (Activity 2, textbook page 98)

Conditional Sentences

Discussion: Conditionals or Conditional sentences have two parts: **Conditional clause/ –if clause** and **main clause/result clause**.

If clause or Conditional clause	Main clause or Result clause
If we follow the inscription,	we will find happiness.
If you took the bear cubs,	the she-bear would attack you.
If you had come with me,	you would have gained much experience.

A conditional sentence often refers to a condition – something which must happen first, so that something else will happen. The commonest conditional sentence patterns are termed as *the First conditionals*, *the Second conditionals* and *the Third conditionals*.

- The **First Conditional sentences** are used to talk about possible situations if the conditions are fulfilled –i.e. If one thing happens, the other thing will possibly happen. A **simple present tense verb** is used **in the –if clause** and a simple future (**will + base verb**) is used **in the main clause**.

<i>If clause or Conditional clause (simple present verb)</i>	<i>Main clause or result clause (will + base form verb)</i>
If you <i>invite</i> me,	I <i>will come</i> .
If she <i>comes</i> ,	we <i>will accept</i> her.

- The **Second Conditional sentences** are used to talk about unreal, imaginary or improbable situations. A **simple past tense** verb (even though the meaning is present or future) **in the if-clause** and **would + base verb in the main clause** are used.

<i>If clause or Conditional clause (simple past verb)</i>	<i>Main clause or result clause (would + base form verb)</i>
If you <i>had</i> enough money,	you <i>wouldn't be</i> in trouble.
If they <i>tried</i> ,	they <i>would succeed</i> .
If I <i>knew</i> your number	I <i>would call</i> you.

Note: The subjunctive use of **were** in place of **was** is common in this kind of construction, irrespective of the subject's number - singular or plural.

If I were rich, I would spend all my time travelling.

- The **Third conditionals sentences** are used to talk about past situations that did not happen, the time is over and they are impossible to happen now. A **past perfect tense** verb **in the -if clause** and **would + have + past participle verb form in the main clause** are used.

<i>If clause or Conditional clause (past perfect tense verb)</i>	<i>Main clause or result clause (would + have + pp)</i>
If you <i>had informed</i> me,	I <i>would have brought</i> it for you.
If he <i>had known</i> about it,	he <i>would have gone</i> there.
If you <i>had studied</i> well,	you <i>would have passed</i> .

- (Activity 3, textbook page 98)

No sooner...than Hardly...when/before Scarcely...when/before

Discussion: These expressions are used to say that one thing happened immediately after another one. The first event is expressed using '**no sooner/hardly/scarcely**' and the second event follows the connectors '**than/when or before**'. The past perfect or simple past tense can be used along with these expressions.

- **Note:** *If any of these expressions are used to start a sentence, the inverted word-order (auxiliary + subject + verb) should be used in the first part.*

- No sooner **had I reached** the station **than** the train left.
No sooner **did I reach** the station **than** the train left.
- No sooner **had we heard** the sound **than** we rushed to the spot.
No sooner **did we hear** the sound **than** we rushed to the spot.
- No sooner **had she finished** the project **than** she started a new one.

- No sooner **did she finish** the project **than** she started a new one.
4. No sooner **had I received** her call **than** I left the house.
No sooner **did I receive** her call **than** I left the house.

➤ **It is possible to express the same idea using ‘hardly/scarcely...when/before’.**
Let’s consider the above sentences.

1. **Hardly had I reached** the station **when** the train left.
Scarcely **had I reached** the station **when** the train left.
2. **Hardly had we heard** the sound **when** we rushed to the spot.
Scarcely **did we hear** the sound **when** we rushed to the spot.
3. **Hardly had she finished** the project **when** she started a new one.
Scarcely **had she finished** the project **when** she started a new one.
4. **Hardly had I received** her call **when** I left the house.
Scarcely **did I receive** her call **when** I left the house.

➤ **As soon as** is used in a similar meaning and situation but with a different structure.

1. **As soon as I reached** the station, **the train left.**
2. **As soon as she finished** the project, **she started a new one.**
3. **As soon as we heard** the sound, **we rushed to the spot.**
4. **As soon as I received** her call, **I left the house.**

➤ **As soon as** is a time conjunction and just like any other time conjunctions, a simple present verb after it can be possible with a future meaning.
I will call you as soon as I reach there. – Correct.
(I will call you as soon as I will reach there.- Incorrect.)

[If ‘as soon as, No sooner...than’ etc. are used to combine two sentences, words or expressions having similar meaning to them should be omitted.]

Exercises: Combine the following sentences using ‘as soon as’ and then rewrite them with ‘no sooner...than’ or ‘hardly/scarcely...when’.

1. Mr. Thorat opened the cage. The tiger dashed out at once.
2. The tiger became calm soon. Without any delay they started the shooting.
3. Dr. A J Cronin heard someone knocking at the door. Immediately he opened the door.
4. Dr. Cronin boarded the ship. Soon he realized that someone was watching him closely.

Answers:

1. As soon as Mr.Thorat opened the cage, the tiger dashed out.
No sooner did Mr.Thorat open the cage than the tiger dashed out.
2. As soon as the tiger became calm, they started the shooting.
Hardly did the tiger become calm when they started the shooting.
3. As soon as Dr. AJ Cronin heard someone knocking at the door, he opened the door.
No sooner did Dr. AJ Cronin hear someone knocking at the door than he opened the door.
4. As soon as Dr. Cronin boarded the ship, he realized that someone was watching him closely.
Scarcely did Dr. Cronin board the ship when he realized that someone was watching him closely.

- (Activity 4 , textbook page 99)

Prepositional Phrases

The commonest prepositions used in day-to-day English are *about, after, at, before, behind, by, during, for, from, in, of, over, past, to, under, up,* and *with*.

A **prepositional phrase** includes a preposition, its object, and any modifiers of the object. The preposition's object is the noun or pronoun that follows the preposition.

Prepositional Phrases	
<i>Preposition</i>	<i>Object of preposition(Noun or pronoun with or without adjectives)</i>
On	a journey .
On	the stone .
Into	the thick dark forest . (with adjectives)
With	an adventurous spirit . (with adjective)
Up	the hill .

Prepositional phrases can function as either adjective phrases or adverb phrases to modify other words in a sentence.

- Identify the prepositional phrases and their functions in the following sentences.

<i>Example Sentences</i>	<i>preposition</i>	<i>Prepositional phrase</i>	<i>function</i>
I am going into the forest.	Into	Into the forest	Adverbial of place
How will we swim across the river?	Across	Across the river	Adverbial of direction
Who says you can go around the world in eighty days?	Around, in	Around the world, in eighty days	Adverbial of direction, duration
Come into the garden with me.	Into, with	Into the garden, with me	Adverbial of place, manner
She wanted to go to the movies.	To	To the movies.	Adverbial of place.
The girl from the nearby city left the purse in the lab.	From, in	From the nearby city, in the lab	(from the nearby city) Adjectival, modifying the girl, (in the lab) adverbial of place.
The stories in the book were translated by my friend.	In, by	In the book, by my friend	(in the book) adjectival, modifying the stories. (by my friend) adverbial
She was looking for a man with money.	with	with money	Adjectival, modifying man.

Additional Activities

Prepare a Review of the Story ‘The Best Investment I Ever Made’.

‘The Best Investment I Ever Made’ – a review

The Scottish writer Dr. A J Cronin’s story ‘The Best Investment I Ever Made’ is a typical short story with all its ingredients. It has suspense in the beginning, a fantastic flash-back to develop the plot and a moral lesson which is exemplary.

Dr Cronin was on a voyage back from New York. On the second day, he noticed that one of the fellow passengers was closely watching him. He evaded his attention as he was not interested to make an annoying ship-board contact. On the following afternoon, the man with his wife was seen again earnestly watching him. This time Dr. Cronin also had some interest to know about the person and his intention. Here the story creates suspense and arouses eagerness also in the minds of readers to know about the person. Induced by his wife, finally the man approached Dr. Cronin and introduced himself very timidly.

In the beginning Dr. Cronin could not recognize him. When he said something in his ears, he got a clear picture of this man and his mind went back to an incident happened 25 years ago. Here starts the flash back of the plot in the story. Dr. Cronin started his practice in a working-class district of London. One night, around at one o’clock he was awakened by a police sergeant. In a nearby lodge there happened a suicide attempt. In the attic of the lodge, on a narrow bed lay an apparently lifeless body of a young man. After more than an hour’s hard work Dr. Cronin could bring him back to life. The young man told them his pathetic story. His name was John and was an orphan. His uncle found him a job in the town. Soon he began to lead a loose life, spent lavishly for pleasure beyond his means and gambled to find more money. He lost everything and stole some money from his office. Being afraid of prosecution, in great despair and anguish, he resolved to end his life. Having heard John’s story, the trio- Dr. Cronin, the sergeant and the landlady decided to help him. Dr. Cronin gave him seven pounds and ten shilling to put back in the office safe.

Mr. John determined to make a fresh start of life fully dedicated himself for rehabilitating the derelict and delinquent youth. He and his wife had been for the last 15 years in charity work and thus he paid off his debt to the society. For Dr. Cronin, though his investment did not bring any worldly gain to him, it turned out to be immensely profitable. Through this story, Dr. Cronin teaches the world that a tiny but timely help sometimes will bring unpredictable goodness to the whole society.

The Youth Welfare Organization has decided to honour Mr John for his valuable contributions in the field of social work. You are delivering a felicitation speech attending the function. Prepare the likely speech.

Honourable dignitaries on and off the dais, our esteemed chief guest Mr. John and dear friends:

I am very much delighted in having got an opportunity to share a few words with you on this occasion. We have assembled here to witness a noble function of honoring Mr. John for his unique services he has been rendering in the field of rehabilitating the needy youths of our society.

“Man proposes, but God disposes!” As the maxim says, we cannot rewrite our destiny. Mr. John’s life substantiates that great truth. Once he transgressed and led a loose life in his youthful days. He gambled to find money for his pleasures. He lost everything and he even stole some amount from his work-place. Finally having lost everything, he resolved to end his own life. Luck alone saved him. Kind-hearted persons like Dr A J Conin helped and brought him back to a normal life.

I’m very proud and happy to tell you that Mr. John has already paid all the debt he owed to the society. He and his wife have been travelling to different parts of the world to experience and execute the charity work among the maladjusted and delinquent youths. We have a lot to learn from the life-story of Mr. John. A timely intervention of three good people saved a young man and the young man in return keeps on serving our society!

A tiny deed of goodness can sometimes change the life of a man and a society. That’s what has happened in the case of Mr. John. Let me congratulate Mr. John on behalf of our Youth Welfare Organization on his achievements and let me conclude my speech with much pleasure. Thank you all, thanks a lot!