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**SSLC ENGLISH**

Intensive Coaching  
Sessions

**Unit – 4**

**Flights of Fancy**

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## Lesson - 12



## The Scholarship Jacket


### About the Author:



***Marta Salinas:*** born in 1949, California Native, Marta Salinas was born in Coalinga, California, She received a degree in creative writing from the University of California at Irvine. “The Scholarship Jacket” is one of several short stories Salinas has published in journals and collections.

### Glossary:

1. **Tradition:** a long-established custom, a convention or ritual.
2. **Carry out:** (phrasal verb) to do something as decided, to put into practice.
3. **Graduate:** (v) to grant or receive an academic degree or diploma, to complete a course of training (in North America a course of studies in High School).
4. **Valedictorian:** a student who has the highest grades in his or her graduating class in high school and who makes a speech at the graduation ceremony.
5. **Look forward:** (phrasal verb) to feel excited about something that is going to happen, hope for something with excitement. (Note: after ‘look forward’, a gerund – the ‘ing form’ - is normally used, not an ‘infinitive form. E.g. *Martha looked forward to **owning** the jacket.* Not...to **own** the jacket).
6. **Raise:** (v) (here) to take care of a person until they are completely grown.
7. **Agile:** (adj) able to move quickly and easily.
8. **Athletic:** (adj) physically strong, fit and active, relating to athletes or athletics.
9. **Spring fever:** (n) a feeling of restlessness and excitement felt at the beginning of spring (a climate change)

10. **With a vengeance:** (idiom) to a greater degree than expected, vigorously.
11. **Pay attention to:** (phrasal verb) to listen to, consider.
12. **Stare:** look
13. **Despair:** to become disappointed, to lose hope.
14. **Curve:** (here) attractive body shape.
15. **Beanpole:** tall, thin person.
16. **String bean:** a type of long, green bean.
17. **Absentmindedly:** (adv) without much care or attention, without presence of mind.
18. **Wander:** walk aimlessly
19. **Sweating:** (here) working hard.
20. **'Coach Thompson was a real bear.'** (an example of 'Metaphor')
21. **Argument:** (here) angry conversation.
22. **Eavesdrop:** to listen secretly to a private conversation.
23. **Hesitate:** pause or stop uncertainly before saying or doing something.
24. **Interrupt:** break the continuity of some action for a short while.
25. **Rooted:** (here) caused to stand immobile through fear or amazement.
26. **Blend in/blend into something:** (phrasal verb) mix into or become part of the surrounding people or things and therefore not to be easily noticeable.
27. **Graffiti:** words or drawings carved or written on walls etc. in public places.
28. **Falsify:** to change a document etc. in order to deceive people.
29. **Tie:** (n) an equal finish.
30. **Pounding:** beating or hitting.
31. **Drown out:** (of a sound) to be loud enough to block the sound of something else. (E.g. *The sound of the vacuum cleaner drowned out the sound of the telephone.*)
32. **Filter through:** pass or move through.
33. **Grab:** take or seize suddenly
34. **Fled:** (pt of flee) ran away to escape.
35. **Make it:** (phrasal verb) to succeed in particular activity, to arrive on time.
36. **Coincidence:** an occasion when two things happen surprisingly together.
37. **Overhear:** hear without the knowledge of the speaker.
38. **Fidget:** make small movements, especially of the hands and feet, through nervousness or impatience.
39. **Dismay:** a feeling of unhappiness and disappointment.
40. **Dignity:** the calm, serious and controlled behavior of a person that makes others respect us.
41. **Muster:** produce or collect or gather.
42. **Puffy:** looking unusually swollen or larger.
43. **Quilt:** a decorative cover for a bed.
44. **Hoe:** a long-handled gardening tool with a thin metal blade. 
45. **Mesquite:** a North American thorny tree.
46. **Clod:** a hard piece of clay.
47. **Clasp:** grasp or hold tightly.
48. **Weed:** a wild plant growing among the cultivated plants.

- 49. **Sprang up:** (here) grew up
- 50. **Delicate:** soft and fragile, tender.
- 51. **Shoots:** young branches springing up from a plant or tree.
- 52. **Withdrawn:** not wanting to communicate with others, introverted.
- 53. **Mutter:** talk in a low, inaudible voice, murmur.
- 54. **Gaunt:** extremely thin and bony.
- 55. **Ranch:** large farm land, grassland for grazing.
- 56. **Forcing my eyes to stay dry:** trying not to cry.
- 57. **Vile:** bad and unpleasant.
- 58. **Adrenalin:** a hormone secreted by the adrenal glands.
- 59. **Yell:** (v) make a loud sharp scream.
- 60. **Wink:** close and open one eye quickly, blink.
- 61. **Hug:** embrace



- 62. **Crouch:** to stoop especially with the knees bent.
- 63. **Pile:** heap
- 64. **Pat:** (n) a gentle touch.
- 65. **Crumbled:** (here) folded unevenly.
- 66. **Grin:** (n) broad smile.

## Questions and Answers based on textual passages

**Read the paragraphs 1 and 2 of the story ‘The Scholarship Jacket’ in the textbook and answer the following questions.**

**Q 1-5:**

1. What was the tradition followed in the Texas School?
2. How did the scholarship jacket look like?
3. What do you think the letter ‘S’ on the jacket represents?
4. Why did Martha expect to win the jacket this year?
5. Why was Martha given to her grandparents when she was six?

**Read the paragraphs 3 and 4 of the story ‘The Scholarship Jacket’ in the textbook and answer the following questions.**

**Q 6-10**

6. ‘This one, the scholarship jacket, was our only chance.’ Why does Martha say so?
7. How does Martha describe herself?
8. Why did she have to walk all the way back to her class room instead of going directly to the gym?
9. What kind of a person was the Coach Thompson?
10. “Pencil thin, not a curve anywhere”. This is not a sentence as there is no verb here. Expand these phrases to a simple sentence starting with “Martha” as the subject.

**Read the paragraphs 5 and 6 of the story ‘The Scholarship Jacket’ in the textbook and answer the following questions.**

**Q 11- 15:**

11. Who were the teachers engaged in the argument?
12. What were Martha's teachers arguing about?
13. Why was Mr. Boone arguing in Joann's favour?
14. Why was Martha very sad and why did she cry?
15. "I don't care who her father is and I won't lie or falsify records", said Mr.Schmidt.

Change this sentence into reported speech.

**Read the paragraphs 7 and 8 of the story 'The Scholarship Jacket' in the textbook and answer the following questions.**

**Q 16 – 20:**

16. "It seemed a cruel coincidence..." Why did Martha say so?
17. What did the principal tell Martha regarding the scholarship jacket?
18. Why was the principal uncomfortable and unhappy while talking to Martha?
19. Why was Martha shocked?
20. "If you are unable to pay for the jacket, it will be given to the next one in line".

Change the verb in the if-clause into past tense and rewrite the whole sentence accordingly.

**Read the paragraphs 9 and 10 of the story 'The Scholarship Jacket' in the textbook and answer the following questions.**

**Q 21 – 25:**

21. "I will speak to my grandfather about it and let you know tomorrow", said Martha.  
Change into reported speech.
22. "Where's Grnadpa?" I asked Grandma'. What did Martha ask her grandma?
23. What was the grandmother doing when Martha approached her?
24. What was Martha thinking while walking to her grandfather?
25. Why was winning the scholarship jacket so much important to Matha?

**Read the paragraphs 11 - 13 of the story 'The Scholarship Jacket' in the textbook and answer the following questions.**

**Q 26 – 30:**

26. What did Martha say to grandfather nervously?  
Why did she use the Spanish language?
27. How did the grandpa respond initially and what did he ask her later?
28. Why did Martha's grandfather refuse to pay the money for the jacket?
29. What did the grandfather want Martha to tell the principal?
30. If....., it would not be a scholarship jacket. Complete the if-clause suitably.

**Read the paragraphs 14-17 of the story 'The Scholarship Jacket' in the textbook and answer the following questions.**

**Q 31 – 35:**

31. What were Matha's feelings and what did she do?
32. What kind of a girl was Martha when she came to the principal's office the next day?
33. What did the principal ask Martha and what was her reply?
34. Why does the principal think that Martha's grandfather can pay the money if he wants?
35. Do you think that the grandfather's stand and words have made some changes in the principle's mind?? What it could be? What did he say finally to Martha?

**Read the paragraphs 18 - 20 of the story 'The Scholarship Jacket' in the textbook and answer the following questions.**

### Q 36 – 40:

36. How did Martha wish to express her joy?
37. Who really helped Martha get the scholarship jacket? How?
38. “I cried on the walk home again”. Why did she cry this time? What does the word “again” suggest?
39. “His face looked as happy and innocent as a baby’s”. What is the significance of this expression about Mr.Schmidt?
40. Martha’s grandfather responded very calmly to his granddaughter’s victory and joy. He gave her a smile and a pat on her shoulder. How do you evaluate this grandpa? Prepare a character sketch of him.

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## Answers

1. The tradition was that every year during the eighth grade graduation a beautiful gold and green jacket would be awarded to the class valedictorian, the student who had maintained the highest grades for eight years.
2. The scholarship jacket is a gold and green one. It has a big gold ‘S’ on the left front side and the name of the winner is written in gold letters on the pocket.
3. The letter ‘S’ stands for Scholar.
4. Martha had been a straight ‘A’ student since the first grade and she was in her last year in the eighth grade.
5. Martha’s father was a poor farm labourer. He could not earn enough money to feed eight children. So she was given to her grandparents to raise, when she was six.
6. Martha was the member of a poor family. They could not afford to pay the registration fees, the uniform costs and buy a sports jacket. Winning the scholarship jacket was only her chance.
7. She was pencil thin and had no curve anywhere. Her friends called her ‘beanpole’ and ‘string bean’ and she knew that was what she looked like.
8. She had forgotten to take her PE shorts before going to the gym. So she had to walk all the way back to her classroom to take them.
9. Coach Thompson was strict and would become a real bear if someone wasn’t dressed for PE.
10. Martha was pencil thin without any curve anywhere.
11. Mr. Schmidt, Martha’s history teacher and Mr.Boone, her Math teacher engaged in the argument.
12. They were arguing about falsifying the scholarship record. Mr. Schmidt stood for justice and argued for Martha saying angrily that he wouldn’t falsify the grade records. Mr. Boone wanted to falsify the records and support Joann to get her the award.
13. Joann’s father was on the School Board and he owned the only store in town. Moreover, Joann was an American girl and Martha a Mexican.
14. The argument between her two teachers pained her more than the thought she might lose the jacket. She might have felt it as heart-breaking discrimination.
15. Mr. Schmidt said firmly that he didn’t care who her father was and he wouldn’t lie or falsify records.
16. Martha was in a thrilling expectation of receiving the scholarship jacket when she happened to hear the argument between her two teachers. It seemed a cruel coincidence.
17. The principal told Martha that there was a change in the scholarship policy. It has been free so far and now the school board has decided to charge 15 dollars for the jacket.
18. The principal was unhappy and uncomfortable because he knew he was going to talk about something unfair.
19. Martha was certain to receive the award as she deserved it by merit. But when the principal told her that she had to pay 15 dollars for it, she got an unexpected shock.
20. If you were unable to pay for the jacket, it would be given to the next one in line.
21. Martha said that she would speak to her grandfather about it and would let him know the next day.

22. Martha asked her grandma where Grandpa was.
23. She was sewing on a quilt when Martha approached her.
24. She was thinking how she could best ask him for money.
25. Winning the scholarship jacket was not just a matter of being a valedictorian and delivering a thank you speech. It was so important a matter as the jacket represented eight years of hard work and expectation.
26. Martha said to her grandfather that she had a big favour to ask him. She said it in Spanish because it was the only language he knew.
27. He didn't say anything and waited silently. Later he asked her what a scholarship jacket meant.
28. The grandpa believed that if she paid for it, it wouldn't be a scholarship jacket. So he refused to pay.
29. The grandfather wanted Martha to tell the principal that he was not ready to pay fifteen dollars.
30. If you paid for it, it would not be a scholarship jacket.
31. She was in an angry and rebellious mood. Thinking why the board changed the policy when her turn came, she locked herself in the bathroom for a long time.
32. Martha was very sad and in a withdrawn mood when she came into the principal's office the next day.
33. The principal asked Martha what her grandfather had said. She replied that he would not pay the fifteen dollars.
34. The principal thinks so because the grandfather is fairly rich and has the money. He owns a two-hundred acre ranch.
35. Yes, the words of Martha's grandfather that 'if she paid for it, it wouldn't be a scholarship jacket' made him think that he was doing something unfair. So he changed his mind and told Martha that she would get the scholarship jacket.
36. She wished to yell, jump, run the mile and do something.
37. Her grandfather's strong determination helped Martha finally get the scholarship jacket. The grandfather's words that 'if paid, it wouldn't be a scholarship jacket' made the principal think fairly and act justly.
38. This time it was a cry of joy. The word 'again' has a significance because she had walked the same path once crying in distress and disappointment regarding this same award.
39. Mr. Schmidt is a man of honesty and innocence. Naturally he is happy when he sees the justice succeeds and Martha wins the jacket.

#### **40. Character Sketch of Martha's Grandfather**

Martha's grandfather is probably the most important character in the story. In our mind he will be the winner once we finish reading the full story. His words "if you pay for it, it won't be a scholarship jacket" could make even the principal change his decision. He is somewhat a rich farmer owning a two-hundred acre ranch. He is seen in the story working always in his farm field. He is a sort of reserved type but a man of strong determination. Though he is uneducated, he believes that it is injustice to pay for a deserving award. So he strongly stands with his belief even when his granddaughter cried. Finally, his words win and Martha gets the award. When he hears both the sad and happy news of Martha, his reaction does not change. When she tells him about her winning the jacket, he still doesn't express his rejoice through words. He just gives her a smile and a pat on her shoulder. As the proverb says, 'still waters run deep', some people will not show overtly their deep love and affection. Martha's grandfather is a man of this sort.

## Textual Activities

Let's Revisit

### Activity 1, textbook page 121 (What did the teacher mean by the statement 'Martha is a Mexican')

**'Martha is Mexican'**. This statement points towards the harsh reality that in American society there still exists the racial or regional discrimination. It is there even in educational institutions and among educated people. The main character in the story "The Scholarship Jacket" is Martha, a Mexican-American girl, who lives in Texas. The history of Texas-Mexicans, dates back more than 200 years. As early as 1731, they established a ranch community in what was then northeastern Mexico. About 100 years later, Mexico invited immigrants from the United States to settle in the region. The Texas-Mexicans and the immigrants eventually joined forces to fight for their independence from Mexico, and in 1845, Texas became part of the United States. Mexicans continued migrating to Texas, but they often faced discrimination. Today, over seven million residents of Texas are Mexican Americans.

### Activity 2, textbook page 121 (Narrate the events that led to Martha's winning the Jacket)

Mr. Schmidt and Mr. Boone are Martha's history and Math teachers respectively. Mr. Boone has a prejudice against Martha. He wants that Martha, who is a Mexican-American girl, should not get the scholarship jacket, though she deserves it by merit. He favours another girl Joan who is an American as well as the daughter of a school board member. But Mr. Schmidt firmly stands with truth and justice. He very angrily argues with Mr. Boone and declares that he will not take part in falsifying Martha's merit record. Martha happens to overhear this heated argument between her teachers and becomes very disappointed. The next day the Principal informs her that this year the scholarship is not free and she has to pay 15 dollars to get it. She informs her grandfather about this. Though he is an illiterate farmer, he takes firm decision not to pay and buy the scholarship. He asks Martha to tell the principal that 'if paid, it would not be a scholarship jacket'. His stand and statement were strong enough to make the principal and the school board change their wrong policy. Thus, finally Martha wins the award, her life's dream and the fruit of eight years' hard work.

### Activity 3, textbook page 121 (The roles played by the other characters in the story)

The grandfather	The Principal	Mr. Boone	Mr. Schmidt
<p>He takes the firm stand that he will not pay 15 dollars for the jacket and says that if she pays, it won't be a scholarship.</p> <p>This words and deeds of the grandpa became a turning point in Martha's life.</p> <p>Though he is an illiterate farmer, he has an uncompromising vision of justice. He is not ready to buy the award for his granddaughter. He is of the opinion that awards should come to the deserving hands. He made all other people open their eyes to justice by his determination.</p>	<p>He asks Martha to pay 15 dollars. He actually wants to play a trick not to give the jacket to her. He thinks that she can't afford to pay as she is the daughter of a poor Mexican farmer.</p> <p>We can suspect a plot from his different stands.</p> <p>First he says that from this year onward, the school has changed its policy, and the scholarship jacket won't be free any more.</p> <p>But he has to yield in front of Martha's grandpa's determination, and has to say that he is going to give an exception in her case.</p>	<p>From his activities we can't but think that he is a racist and shows a discrimination against the Mexican-Americans.</p> <p>He does not want Martha to win the Jacket. He wants to falsify her merit records to favour Joana, another American girl and the daughter of the school board member. He engages in heated arguments with Mr. Schmidt to favour Joann and to discard Matha, the deserving candidate.</p>	<p>He is a kind-hearted person and shows the noble qualities of a real teacher. A teacher should always stand with truth and justice, especially in matters connected with their students' merits and success. He is not ready to compromise with any malpractices even when his colleague and the principal join hands in falsifying the merit records of students. He becomes very happy to hear that Martha is going to get the scholarship jacket finally.</p>



**Activity 4, textbook page 122 (Martha delivers a speech after receiving the Scholarship Jacket)**

Honourable principal, respected teachers and my dear friends, first of all, I would like to wish a very good morning to all of you.

“Where there is a will, there is a way”! As the proverb says, today it has happened to me and that’s why I am standing in front of you now. It has been my dream to win the scholarship jacket ever since my sister won it, and that dream has now come true to me. My sister Rosie really inspired me from the beginning and I should thank her first.

I am a member of a poor Mexican farmer’s family having great difficulties to bear the expenses of my studies. When I was told to pay 15 dollars for the scholarship jacket which I deserve to win by my merit, I was really shocked and became disappointed. My grandfather, with whom I am staying, was not ready to pay for the jacket. He told and taught me that honours are not to be bought by money. It should come our way by our efforts and merit. Yes, finally it has come in my way as he said. Also, many of our teachers have supported me greatly, especially our history teacher Mr.Schmidt. I should thankfully remember them all on this occasion.

I believe that honours like this scholarship jacket are to inspire students in their studies. Merits should only be the consideration while bestowing such honours, and beyond any sort of discriminations or considerations the deserving candidates should get them. Let me conclude my words expressing my sincere gratitude to all you for supporting me to win this prestigious award. Thank you very much and I wish a good day to all of you!

**Activity 5, textbook page 122, (The principal’s letter to the management).**

**The Principal,  
Texas School Texas, USA.  
10 March 2018**

**The Manager,  
Texas School Texas, USA.**

**Subject: Change of policy regarding the Scholarship Jacket.**

**Dear Sir,**

I would like to bring to your attention that the new decision taken by the management regarding the Scholarship Jacket is unfavorable. This decision puts me in a dilemma. The scholarship has so far been a prestigious award presented every year to the valedictorian student of our school free of cost. Now, to pay 15 dollars for it is unjustifiable.

I believe that honours should be bestowed to students based on their merit. I hereby express my strong disagreement on the management’s new decision – money for award.

I would like to request you to rethink about the new decision and consider poor and deserving students like Martha. Thank you.

Yours faithfully,

**Sd/**

**Principal**

### Activity 6, textbook page 122 (Martha's story from the third person perspective)

#### **Award is for merit not for money**

Martha was 14 years old when she was an eighth grade student at Texas school. The school had a tradition of awarding a beautiful gold and green jacket to the class valedictorian every year during the eighth grade graduation. That year Martha was expected to win the jacket as she had been a straight 'A' student since the first grade. Her sister Rosie had also won the jacket a few years back.

One day at school, she happened to hear a heated conversation between her history teacher, Mr. Schmidt and Mathematics teacher, Mr. Boone. From their talk she understood that there was a conspiracy taking place against her regarding the award. Mr. Boone was of the opinion that they should falsify the record in favour of Joann, another student and daughter of the school Board member. But Mr. Schmidt was against it. Then the school management changed the policy and decided to charge 15 dollars for the scholarship jacket. They thought Martha could not afford to pay the sum as she was the daughter of a poor Mexican farmer. When the principal told her about this decision, she became very much shocked and disappointed.

In great despair and disappointment she went home and asked her grandfather to pay for the award. Though he was an illiterate old farmer, he was determined not to pay and buy the award. He said that if she paid for it, it wouldn't be a scholarship.

The next day desperate Martha met the principal and informed him that her grandfather was not going to pay. She was about to leave the principal's office totally depressed, when the principal asked her to wait. He said that they had decided to make an exception in Martha's case and award her the jacket free of cost.

Upon hearing that, she couldn't control herself. She wanted to yell, jump, run the mile and do something. Mr. Schmidt was also very much happy. She ran back home crying - but this time, it was a cry of joy. She explained everything to her grandfather; but he was apparently motionless. Perhaps he was also having a cry of joy in his mind.

### Activity 7, textbook page 122 (News report about Martha's winning the Scholarship Jacket)

#### **Martha wins Scholarship Jacket**

**10 March 2018**, Staff reporter

**TEXAS:** Martha, a 14 year old Mexican girl and eighth grade student of Texas school has won the scholarship jacket of the school this year.

The scholarship jacket is a prestigious award the school awards to the winner as a tradition every year, during the eighth grade graduation. It is a very beautiful green and gold jacket awarded to the class valedictorian, the student who has maintained the highest grades for eight years.

Vice Chancellor of the Texas University distributed the award to Martha in the presence of the school principal, teachers and students. "I was very much disappointed and was afraid of losing it, when I heard that I had to pay for it. But, thank God, I have won it, and it's like my dream has come true", jubilant Martha said.

**Let's learn more about words**

**Activity 1, textbook page 123 (Match the words of column A with their meanings given in B)**

Column A	Column B
Valedictorian	A student with the highest academic rank in a class
Agile	Able to move quickly and easily
Despair	Lose hope
Falsify	To make false by adding or changing
Resign	To give up
Coincidence	An accidental sequence of events
Fidget	To behave nervously or restlessly
Dismay	Lose of courage in the face of trouble
Muster	To gather, to summon up
Vile	Disgusting, unpleasant
Eavesdrop	To listen secretly to a private conversation
Beanpole	Slang for a tall, thin person

**Activity 2, textbook page 123 (complete the sentences using words from column A)**

- .....people are usually good athletes. (agile)
- Martha tried not to.....over the bad news. (fidget)
- 'What a .....! I wasn't expecting to see you here'. The principal said to Martha. (coincidence)
- She could not help but..... (eavesdrop)
- Mr. Schmidt was not ready to.....the records to hide the truth. (falsify)
- The thought that she may lose the jacket was the reason for her..... (despair)
- The .....comment of Mr.Boone made her upset. (vile)
- She couldn't .....enough courage to ask her grandfather for the money.

**Activity 3, textbook page 124 (Find out the meaning of the words from the contextual clues)**

1. Polyglot	A person who knows many languages
2. Amorphous (adj)	Having no fixed form or shape
3. Disparaged	Downgraded, degraded
4. Euphoric	Extremely excited or happy
5. Somnambulists	People who walk around in their sleep.

**Activity 4, textbook page 125 (Idioms and their meaning)**

(i) under the breath	Speaking very softly or in a low voice
(ii) know better	To be wise enough to recognize something as wrong or not possible
1. Cut a sorry figure	To make a poor impression
2. Greek and Latin	New, strange
3. At my wit's end	puzzled
4. Rise to the occasion	Perform one's role well
5. By leaps and bounds	Rapidly
6. At the eleventh hour	At the last moment
7. Fits and start	Unsteadily
8. Thick and thin	During good and bad times

1. We can argue on the issue <i>till the cows come home</i>	For a long time
2. Oh! It is <i>raining cats and dogs</i>	Raining very heavily
3. Radhika was <i>tickled pink</i> by the good news	Very pleased, extremely happy
4. This dress costs <i>an arm and a leg</i>	A lot of money
5. We all are <i>in the same boat</i>	In the same difficult situation as someone else
6. I'll clean the toilet <i>when pigs fly</i>	Something that will never happen, never at all.

**(Activity 1, textbook page 126)**

## Enough

The word 'enough' can act as an adverb, determiner or pronoun in a sentence. As an adverb, it should come after a verb, adjective or adverb.

<i>As an adverb: Verb/Adjective/Adverb + enough</i>	
1. He didn't jump <i>high enough</i> to win the prize.	(Adverb + enough)
2. She is <i>old enough</i> to travel by herself.	(Adjective + enough)
3. The ice was <i>thick enough</i> to walk on.	(Adjective + enough)
4. She spoke <i>loud enough</i> to be heard.	(Adverb + enough)
5. She didn't run <i>fast enough</i> to win the race.	(Adverb + enough)
6. He hadn't <i>thought enough</i> about the possible consequences.	(Verb + enough)
<i>As a determiner: enough + noun</i>	
1. He had <i>enough courage</i> to admit his mistakes.	(Enough + noun)
2. There isn't <i>enough sugar</i> at home to make a cake.	(Enough + noun)
3. There is <i>enough food</i> for everyone.	(Enough + noun)

- When enough stands on its own, it functions as an indefinite pronoun. It means enough things or enough people.
1. They haven't **enough** to eat. (Pronoun)
  2. Not **enough** is known about the incident.(Pronoun)
  3. **Enough** is **enough**. (Pronoun)
  4. **Enough** were against the project for it to be rejected. (Pronoun)

## **(Activity 2, textbook page 126) (Relative clauses: defining and non-defining)**

### ➤ **Defining relative clauses**

We use defining relative clauses to give essential information about someone or something – information without which the meaning of the sentence is not clear or complete. A defining relative clause usually comes immediately after the noun it describes and written without any separation by a comma.

We usually use a **relative pronoun** (e.g. **who, that, which, whose and whom**) to introduce a relative clause.

<b><i>Relative pronoun</i></b>	<b><i>Referring to</i></b>	<b><i>Type of relative clause</i></b>
Who (subject)*	People and sometimes pet animals	Defining and non-defining
Which (subject)	Animals and things	Defining and non-defining; clause referring to a whole sentence
That (subject/object)	People, animal and things (Informal usage)	Defining only
Whose (possessive)	People and animals; sometimes for things in formal usage.	Defining and non-defining.
Whom (object)	People in formal and written English; often with a preposition; rarely in conversation; in informal style 'who' is used instead of 'whom' even in object position.	Defining and non-defining
No Relative pronoun (Omitted)	When the relative pronoun defines the object of the clause	Defining only
Where	Place	
When	Time	
Why	Reason	

\* **"Who"** can act as the subject or object of the relative clause in informal style. We can use 'who' as the complement of a preposition.

E.g. The man **who** I saw told me to come back today. (Informal style) ('Who' refers to the man and is the object of 'saw' in the relative clause) (In Formal style 'Whom' is used in place of 'Who')

The friend who I was talking to gave me this idea. ('Who' refers to the friend and is the complement of preposition 'to') (In Formal English 'Whom' is used in place of 'Who')

<i>Whole sentence</i>	<i>Relative Pronoun</i>	<i>Defining relative clause</i>
The man who told me this refused to give me his name.	Who	Who told me this
Do you know the man who climbed the mountain yesterday?	Who	Who climbed the mountain yesterday.
Can I have the pencil which I gave you today morning?	which	Which I gave you today morning.
A notebook is a computer that can be carried around.	That	That can be carried around.
I won't eat in a restaurant which is not clean.	Which	Which is not clean.
I want to live in a place where there are lots of shops.	Where	Where there are lots of shops.
Yesterday was a day when everything went wrong.	When	When everything went wrong.
He is a teacher who we all respect.	Who	Who we all respect.
He is a teacher whom we all respect.	Whom (formal )	Whom we all respect.
He who never climbs never falls	Who	Who never climbs.

### Non-defining relative clauses

We use non-defining relative clauses to give extra information about the person or thing. It is not the essential information to keep the sentence meaningful. We don't need it to understand who or what is being referred to.

We always use a relative pronoun (who, which, whose or whom) to introduce a non-defining relative clause. We don't use '**that**' to introduce a non-defining relative clause. In writing, we use commas to separate the non-defining clause from the rest of the sentence.

*Note: The information in a defining relative clause is essential, so we can't leave out the relative clause. The information in a non-defining relative clause is extra information which isn't essential, so we can leave out the non-defining relative clause.*

E.g. Allen, **who scored three goals in the first game**, was the only player to perform well.

Her car, **which was very old**, broke down after just five miles.

The clauses in the bold letters and separated by commas are non-defining clauses which give extra information about the subjects. Even without this information, the person or thing referred to is understood and clear. So, the non-defining clause is not an essential part of a sentence and can be omitted.

**(Activity 3, textbook page 128)**

## **Tag Questions**

A tag or tail question, as the name shows, is a tag or tail attached to a sentence. A positive sentence will take a negative tag question and a negative sentence will take a positive tag question.

**Rules:**

A tag question contains an **auxiliary verb**, the contracted form **n't**, if it is a negative tag and a **subject pronoun** followed by **the question mark** (*Aux(n't) + Subject Pronoun +?*). If there is no auxiliary verb in the sentence, appropriate form of 'do' (*do, does, did*) is used in the tag question.

- **"aren't"** is used in tag question to mean **"am not"**. So, **"I am on time, aren't I?"** is the correct usage.
- Statements containing words like **rarely, seldom, barely, hardly, never, scarcely** are considered as negative and take a positive tag question.  
*You scarcely ever came late, did you?*
- If the subject of the statement is **anyone, anybody, no one, nobody, none, neither, everyone, somebody, someone, everybody** etc., **they** is used as the subject of the tag question.  
*Somebody helped you, didn't they?*
- **Will you?** or **won't you?** can be used as the tag question of command sentences. **Will you** is used for negative commands.  
*Close the door, won't you?*  
*Don't open the door, will you?*
- **Shall we?** is the tag question for sentences beginning with **Let's**.  
*Let's go for a walk now, shall we?*

**Examples from textbook, page 128**

1. He sometimes reads the newspaper, doesn't he?
2. I think he is from Maldives, isn't he?\*
3. Don't talk while I am teaching, will you?
4. Let's go swimming, shall we?
5. Pass me the salt, won't you?
6. He could have bought a new car, couldn't he?
7. The girl won't sing in the party, will she?
8. He went for a tour, didn't he?

**(Find the answer to the questions given below and fill in the blanks)**

1. You are an Indian, aren't you?
2. I'm late, aren't I? (I am not late, am I?)
3. The boy is from Kottayam, isn't he?
4. He'll never know, will he?
5. Ann has cleaned the plate, hasn't she?
6. Anu and Manu will arrive tomorrow, won't they?
7. Vivek played football yesterday, didn't he?
8. Dogs like meat, don't they?

➤ **Read the dialogue between two friends and fill in the blanks appropriately.**

**Rajeev:** Good morning Madhav, I'm not too early, **am I?**

**Madhav:** No, not at all. You have brought all the documents, **haven't you?**

**Rajeev:** I'll get ready soon. You wouldn't mind waiting for five minutes, **would you?**

**Madhav:** Ok. No problem. At what time shall we leave?

**Rajeev:** By 9 o'clock. I think we will reach the bank in time, **won't we?\***

**Madhav:** Ok then. Please get ready. I'll have a talk with your father.

**Rajeev:** Yes, please do.

**(\*\*Important:** If the sentence has one main clause and one or more subordinate clauses – complex sentence – normally the tag question is created in accordance with the main clause. But, if the subject of the main clause is 'I', the tag question is made in accordance with the subordinate clause. In the sentence, "I think he is from Maldives", the main clause is "I think". But it begins with the subject "I". So, the tag question (isn't he?) is made for the subordinate clause "he is from Maldives". In the same way, in the sentence, "I think we will reach the bank in time", the main clause is "I think" and the subordinate clause is "we will reach the bank in time". But the subject of the main clause is "I", so that the tag question "wont we?" is used in accordance with the subordinate clause.)

1. *He **seldom** comes here, does he?* (Words like 'seldom' make the sentence negative, so that a positive tag is required)
2. *I'm a student, aren't I?* (Positive sentences beginning with 'I am' take 'aren't I?' as the question tag.)
3. *Let's go home, shall we?* ('shall we?' is a fixed tag for sentences beginning with 'Let's')
4. *Someone helped her, didn't they?* (Indefinite pronouns like 'someone' need 'they' as the subject of the question tag.)
5. ***Don't talk** while I am teaching, will you?* (Imperative sentences will take 'will you?' or 'won't you?' as question tag)

### **Activity 3, textbook page 128 (Reported Speech)**

There are two main ways of quoting people's speeches – direct speech and indirect speech. Indirect speech is also called Reported Speech. If a person's speech is quoted in the exact words as spoken, it is called direct speech. Whereas, if a person's thoughts instead of words are quoted in our own sentences using link words (e.g that), changing pronouns, tenses and other words wherever necessary, it is called indirect or reported speech. Changes in pronouns, tenses and words of time and place may happen when a speech is reported. If the reporting verb is not in the past tense, tenses of verbs in the reported close will remain the same as they were spoken. But after past reporting verbs, tenses of verbs in the original speech will be back-shifted – from present simple to past simple, from past simple to past perfect etc.



- No back-shifting of verbs of the original speech is required if the reporting verbs are in present, future or present perfect tense:

Reporting verb	Direct speech	Reported speech
He <b>says</b> ,	"I <b>like</b> poems."	He <i>says</i> that he <b>likes</b> poems.
I <b>will tell</b> her,	"your idea is great"	I will tell her that your idea <b>is</b> great.
The government <b>has announced</b> ,	"the taxes will be increased".	The government has announced that the taxes <b>will be</b> increased.

- If the reporting verb is in the past tense, a back-shifting of verbs of the original speech takes place:

Direct Speech	Reported Speech
<b>Simple Present</b> He said, "I <b>write</b> poems"	<b>Simple Past</b> He said that he <b>wrote</b> poems.
<b>Present Progressive</b> He said, "I'm <b>writing</b> poems"	<b>Past Progressive</b> He said that he <b>was writing</b> poems.

<b>Simple Past</b> He said, "I <b>wrote</b> poems"	<b>Past Perfect</b> He said that he <b>had written</b> poems.
<b>Present Perfect</b> He said, "I <b>have written</b> poems".	<b>Past Perfect</b> He said that he <b>had written</b> poems.
<b>Past Perfect</b> He said, "I <b>had written</b> poems."	<b>Past Perfect</b> He said that he <b>had written</b> poems.
<b>Past Progressive</b> He said, "I <b>was writing</b> poems".	<b>Past Perfect Progressive</b> He said that he <b>had been writing</b> poems.
<b>Present Perfect Progressive</b> He said, "I <b>have been writing</b> poems".	<b>Past Perfect Progressive</b> He said that he <b>had been writing</b> poems.
<b>Past Perfect Progressive</b> He said, "I <b>had been writing</b> poems."	<b>Past Perfect Progressive</b> He said that he <b>had been writing</b> poems.
<b>Future Simple (will+verb)</b> He said, "I <b>will write</b> poems"	<b>Conditional (would+verb)</b> He said that he <b>would write</b> poems.
<b>Modals Can/May/Will/Should/Must</b>	<b>Could/Might/Would/Should/Must or Had to</b>

➤ Demonstratives, Place and Time expressions will change as:

Direct Speech	Reported Speech
<b>Time Expressions</b>	
today	that day
now	then
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day

Here	There
This	That
These	Those
Ago	Before
Hence	Thence

Normally the word **'that'** is used to connect the clauses together if the reported sentence is a statement. If the reported sentence is a question-word question (wh-question), the same question-word is used as the connecting word. If it is a 'yes/no' answer question, "if" or "whether" is used as the connecting word.

Question Word questions (Wh-questions)	Direct speech	Reported speech
<b>Why (question word as linker in reported speech)</b>	"Why did you come late?", the teacher asked her.	The teacher asked her why she had come late.
<b>What</b>	"What are you doing in America?", he asked the man.	He asked the man what he was doing in America.
<b>Where</b>	"Where is Grandpa?", I asked Grandma.	I asked Grandma where Grandpa was.
<b><u>Yes/No answer questions</u> If or Whether as linker In reported speech</b>	"Have you met your friends?", he asked her.	He asked her whether she had met her friends.
	"Can you help me?", she asked the boy.	She asked the boy if he could help her.

- Commands and requests are reported without a connecting word. The reporting verbs are changed appropriately and the verb of the reported clause is changed into a “to infinitive” form.

Direct speech	Reported speech
“Students, speak always English”, said the principal	The principal ordered the students to speak always English.
He said to her, “please don’t touch it.	He requested her not to touch it.
“Watch him carefully”, she said to her mother.	She told her mother to watch him carefully.

**Let’s edit** (Textbook page 130)

Answers:

- a) was b) Martha’s c) who d) smart enough e) given f) couldn’t g) the h) why i) that j) hadn’t

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**Describe the Character of ‘Martha’ in the story ‘The Scholarship Jacket’.**

'Martha', the central character in the story 'The Scholarship Jacket' is a character of mixed feelings. She is sensitive, bold and brilliant. She is 14 years old and an eighth grade student maintaining a consistent 'A' level since her first grade. She is in every sense qualified enough to win the prestigious scholarship jacket, an award to the class valedictorian of her school.

Martha is the daughter of a poor Mexican farm labourer. Owing to the poverty at her own family, she has been given to her grandparents to raise. In appearance she is very lean and her friends call her 'beanpole' and 'string bean'. Once she happens to overhear a heated argument between her two teachers. She understands that a conspiracy is going on to undermine her chance of winning the jacket. Eventually the principal asks her to pay 15 dollars for the award. Although bold and brilliant, this incident makes her cry in despair.

But when Martha's granddad tells her that a paid award is not an award at all, she accepts his words. She strongly believes that she deserves the award by merit and it will come her way. She determines to tell the principal looking straight into his eyes that she is not ready to pay. Here, we see a bold Martha. However, later when Martha hears from the principal that she is going to get the jacket, she cannot control her happiness. She wants to express her extreme joy by whatever means – she wants to yell, jump or run the mile. While rushing back home to impart her happy news to her grandpa and grandma, she can't help crying – but this time a cry of ecstasy. Martha's words and deeds show that she is quite bold and sensible but at the same time sensitive and childlike.