

SSLC English Examination March 2020
A Comprehensive Guide

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Lesson 1: Adventures in a Banyan Tree

1. Questions and Answers based on textual passages:

1. "...house and ground were of Grandfather's domain. But the magnificent old banyan tree was mine". Why did the boy say so?
Ans: The grandfather, at the age of sixty-five, could no longer climb the banyan tree. But the boy had made a small platform halfway up the tree and would often spend his time on it reading books and enjoying different sights. The tree gave him endless pleasure.
2. How did the squirrel become a friend of the boy?
Ans: In the beginning the squirrel was resentful. But when it found that the boy did not carry a catapult or air-gun, it realized that the boy was not harmful and became friendly.
3. What did the friends of the squirrel think about his friendship with a human? What might have made them think so?
Ans: The friends of the squirrel probably thought that he might be headstrong and foolish to make friendship with a human. The reason why they thought so might be that humans would not be trustworthy and the friendship with them could be dangerous.
4. How was the banyan tree the noisiest place in the fig season?
Ans: During the fig season, birds of all kinds would flock into the tree and squabble with each other all the time making it the noisiest place.
5. How did the boy make the spring season funny?
Ans: Halfway up the tree, the boy had built a platform. Sitting there in the afternoon he would read his favourites books, and when he did not feel like reading, he would enjoy looking through the banyan leaves at the world below. Thus he made the spring season funny.
6. What was the incident that triggered a long lasting excitement for the boy in summer?
Ans: Once while he was sitting on the banyan tree, he could see a cobra and a mongoose fight to death in the garden just below him. This incident had enough excitement to last him through the summer.
7. How did the cobra regard his opponent? Were they true warriors?
Ans: The cobra regarded his opponent, the grey mongoose, to be a superb fighter, clever and aggressive. Both of them were champions in the fight with the qualities of a skilful and experienced warrior.
8. How did the mongoose manage to escape the from the snake's bite?
Ans: The mongoose managed to escape from the snake's bite by bushing his tail. The hair on his spine also stood up, and the thickness of the hair saved him from the snake's bite.
9. The cobra was a good fighter. Pick out one of his fighting techniques.
Ans: One of the cobra's fighting techniques was that it would sway slowly from side to side, trying to mesmerize the mongoose into making a false move.
10. The mongoose proved that he was clever. Can you cite any instance of his cleverness?
Ans: The mongoose moved forward quickly until he was within the cobra's reach, and he made a feint to one side. This clever attempt made the cobra strike, but he jumped neatly to one side misleading it from the aim. He jumped on the snake and bit it on the back and darted away out of its reach as swiftly as he could.
11. What were the reactions of the spectators when the cobra struck?
Ans: When the cobra struck, the spectators, the crow and the myna, hurled themselves at it. But they collided heavily in the mid-air and returned to the cactus plant shrieking at each other.

12. How did the crow push itself into trouble?

Ans: Both the crow and the myna dived at the cobra, but missed their aim. The myna flew on and reached its perch. The crow tried to pull up in mid-air and turn back. In the same second, the cobra whipped his head back and struck with great force, his snout thudding against the crow's body.

13. Why is the myna said to be wise?

Ans: The myna was wise because it remained on the fray and did not interfere again in the fight between the cobra and the mongoose.

14. Who won the battle? What made the myna peer into the bushes?

Ans: The mongoose won the battle. The myna peered into the bushes because the mongoose had dragged the dying cobra into the bushes gripping it round the hood.

15. What prevented Grandfather from taming the mongoose?

Ans: The grandfather knew that a wild mongoose was better than a domesticated one to keep snakes away from the garden. So, he never tried to tame the mongoose.

16. Why would grandmother forgive the mongoose for stealing the eggs?

Ans: The grandmother would forgive the mongoose for stealing the eggs because it had not harmed the hens, and it would keep snakes away from the house.

17. Who was the new friend of the squirrel? How did they enjoy their friendship?

Ans: The new friend of the squirrel was a white rat, which the grandfather had bought from the bazaar. They enjoyed their friendship by going on little excursions among the branches of the banyan tree.

18. How did the boy come to know that the squirrel was building a nest?

Ans: At first the squirrel started building the nest in the boy's pockets. He found straw and grass falling out of his pockets when he changed his dress.

19. What was the wonder that nature had kept for them in the nest?

Ans: In the nest there were three white baby squirrels! Rats and squirrels are related to each other, and nature made it possible for them to have offspring.

20. Identify the word from the first passage, which means '**an area under one's control**'.

Ans: 'domain'.

21. If she hadn't fallen while climbing an apple tree,----- . (live longer)

Ans: Complete the sentence using the bracketed words appropriately.

Answer: If she hadn't fallen while climbing an apple tree, **she would have lived longer**.

22. Identify the word from the first passage, which means '**a confusing network of paths and passages**'.

Ans: 'maze'.

'In the spring, when the banyan tree was full of small red figs, birds of all kinds would flock into its branches'.

Identify the Noun Phrase in the subject position, the Head Noun that acts as the subject, and the subordinate clause in the sentence.

Ans: NP in the subject position: birds of all kinds

Head Noun as the subject: birds

The subordinate clause: when the banyan tree was full of small red figs.

23. What were some of the books that made up the boy's bag of mixed reading?

Ans: Treasure Island, Huckleberry Finn, The Mowgli Stories, Novels of Edgar Rice Burroughs and Louisa May Alcott.

24. What were some of the sights he would see sitting on the tree when he was not reading?

Ans: Sometimes he would see his grandma hanging up or taking down the washing, cooks quarrelling with a fruit vendor, or the grandfather grumbling at the Indian marigold in the garden.

25. 'In a clearing beneath the tree, in bright sunshine, they came face to face'.

Identify the Prepositional Phrases and the Verb Phrase in the sentence.

Ans: Prepositional Phrases: In a clearing; beneath the tree; in bright sunshine

Verb Phrase: came face to face in a clearing beneath the tree, in bright sunshine.

26. 'The mongoose bushed his tail'. Here the word 'bush' is used as a verb. Construct another sentence using 'bush' as a noun.

Ans: The mongoose dragged the dying snake into the nearby bush.

27. 'The banyan tree was also the setting for what we were to call the 'Strange Case of the Grey Squirrel and the White Rat'.

What was the strange case?

Ans: The white rat became the father of three little white squirrels. That was the strange case.

28. The following table contains some significant words from the story and their definitions in the jumbled order. Match them suitably.

A	B
1. Delve (v)	A) hypnotize
2. Squabble (v)	B) shine
3. Aggressive (adj)	C) a deceptive or pretentious move.
4. Defiance (adj)	D) twist as in pain
5. Mesmerize (v)	E) throw with great force
6. Feint	F) a pleasant shady place under trees
7. Hurl (v)	G) quarrel noisily
8. Glisten (v)	H) a challenge to meet in a combat
9. Writhe (v)	I) vigorous or quarrelsome
10. Bower	J) search thoroughly to find something as if by digging

Ans: 1-J, 2-G, 3-I, 4-H, 5-A, 6-C, 7-E, 8-B, 9-D, 10-F

Lesson 2: The Snake and the Mirror

The Scaffolding Questions and Answers:

1. What was the topic that came up for discussion between the doctor and his friends?

Ans: The topic of their discussion was snake.

2. What does the expression 'a full-blooded cobra' suggest?

Ans: It expresses that the cobra was very healthy and youthful.

3. The sound was a familiar one. What was the sound?

Ans: The sound created by rats.

4. 'In those days I was a great admirer of beauty...' Pick out phrases and expressions to justify the statement.

Ans: He looked into the mirror. He took the comb and ran it through his hair.

5. What are the two important and earthshaking decisions that he takes while looking into the mirror?

Ans: The important decision is that he will shave daily and grow a thin moustache to look more handsome. The earthshaking decision is that he will keep always an attractive smile on his face.

6. 'Again came that noise from above.' Did the doctor pay much attention to the noise? Why?

Ans: He did not pay any attention to the noise because he knew that it was created by rats and he was familiar with such noise.

7. What kind of a woman does the doctor want to marry? Why?

Ans: He wants to marry a fat woman because if he made a silly mistake and needed to run away from her, she should not be able to chase and catch him.

8. What happened when the doctor was sitting on his chair?

Ans: He heard a dull thud as if a rubber tube had fallen down to the ground. But he did not take it serious. After a while, a fat snake wriggled over the back of the chair and landed on his shoulder.

9. How did the doctor react when the snake landed on him?

Ans: He did not jump; he did not tremble or he did not cry out. He sat still.

10. Why did the doctor sit in the chair like a stone image in flesh?

Ans: The cobra coiled around his left arm and stayed only three or four inches away from his face spreading its hood. If he moved, it would strike him. So, he sat there like a stone image in flesh.

11. In the story, the snake is compared to three objects. What are they?

Ans: The snake is compared to a rubber tube, a thick leaden rod and a beauty-conscious person.

12. Why did he feel that he was a stupid doctor?

Ans: He felt so because he did not have any medicine in his room, though he was a doctor. If the snake had struck him, what medicine he would have taken.

13. 'I was suddenly a man of flesh and blood.' What does the doctor mean by this statement?

Ans: When the snake left him and moved towards the mirror, he got a chance to escape. He became active and vigilant to make use of the opportunity and decided to run out of the room.

14. Why did the doctor run to his friend's house? Did the snake harm the doctor? Why?

Ans: The doctor was afraid to stay alone in his room as the snake was still there. The snake did not harm the doctor because soon its attention was distracted from him to its own reflection in the mirror.

15. '...the thief had left behind one thing as a final insult'! What was the insult?

Ans: The thief had not taken the doctor's one dirty vest. That was the final insult!

Additional Questions and Answers based on textual passages

1. Has a snake ever coiled itself round any part of your body?" Who asked this to whom and when?

2. Which expressions show that there were a lot of rats in the room?

3. "I lighted the kerosene lamp". Rewrite this sentence beginning with "The kerosene lamp..."

4. How do you understand that the doctor was in a poor financial condition?

5. What does the expression "one solitary black coat" signify?

6. Why was the doctor tempted to look into the mirror even in the night?

7. What was the important decision he made looking at his face in the mirror?

8. What was his another earthshaking decision?

9. What was his one notion which persuades him to take those decisions and he talks about it repeatedly?

10. "Took a look" and "made a decision" are two phrases used here. Write the suitable single verb forms to replace them.

11. What was the lovely thought struck the doctor?

12. Why did the doctor want his wife to be a fat one?

13. 'No sooner had I turned than a snake landed on my shoulder'. Rewrite this sentence beginning with "As soon as".

14. Find out a word from the passage that means 'happening or done at the same time'.

15. When the snake slithered along his shoulder, how did the doctor react?

16. Why did he sit in the chair like 'a stone image in the flesh'?

17. The doctor says that though 'he was turned to stone his mind was very active'. How do you understand that his mind was active?

18. Why did he try in imagination to write outside his heart the words 'O God'?

19. What did he feel when the snake coiled and stay on his left arm?

20. "What could I do?" Who asked this question to whom? What is this type of question known as in literature?

21. Why did the doctor think that death lurked four inches away?
22. Seeing the snake look into the mirror what were the funny thoughts came into the doctor's mind?
23. Find out a word that is opposite in meaning of 'coiled'.
24. "I did not know anything for certain". Rewrite the sentence using "nothing" in place of 'anything'.
25. What did the doctor think about the possible reason why the snake moved closer to the mirror leaving him?
26. Why did each of them have a sigh of relief?
27. The doctor said, "God willed otherwise". What was his wish against God's will?
28. Someone asked, "Doctor, when you ran did the snake follow you?"
Doctor said, "I ran till I reached a friend's house."
a. What did someone ask the doctor? b. What was the doctor's reply?
29. The next day when they reached the room, what did they find as a final insult?
30. According to the doctor what type of a snake was it?

Answers:

1. The homoeopathic doctor in the story *The Snake and the Mirror* asked this question to his friends when they were discussing snakes.
2. "One could say that rats and I shared the room."
3. The kerosene lamp was lighted by me.
4. He had just started his medical practice and in his possession he had only sixty rupees.
5. The word 'solitary' signifies his own loneliness as well as his poor financial condition as his coat has also no companion. He has only one coat.
6. It is natural one feels tempted to look into a mirror when it is near. Moreover, personally he was very beauty-conscious and he admired his own beauty.
7. He would shave daily and grow a thin moustache to look more handsome.
8. The earthshaking decision was that he would always keep an attractive smile on his face.
9. 'He was after all a bachelor and a doctor too'.
10. 'Took a look' means 'looked' and 'made a decision' means 'decided'.
11. The lovely thought was that he would marry a woman doctor with plenty of money and a good medical practice.
12. She should not be able to run after and catch him if he made some silly mistakes.
13. 'As soon as I turned, a snake landed on my shoulder'.
14. **Simultaneous** is the word.
15. He did not jump, tremble or cry out. He sat motionless.
16. The snake was only three or four inches away from his face. If he moved the snake would bite him. So he sat without moving 'like a stone image in the flesh'.
17. In the fright he did not lose his presence of mind. He did not move or shout. He thought about God. If his mind had not been active, he would have moved and the snake would have bitten him.
18. He tried to write in imagination outside his heart the words 'O God' because he didn't want to say something that God might not like.
19. He felt some pain in his left arm. It was as if by a rod made of molten fire crushing his arm and he felt drained of all strength of his arm.
20. The homoeopathic doctor asked this question himself. Such question are known as the Rhetorical Questions.
21. The snake stayed only four inches away from his face. If he moved it would bite him and there was no medicine in his room.
22. The funny thoughts came into his mind were whether the snake was admiring its own beauty, whether it was taking a decision about growing a moustache, using eye shadow and mascara or wearing a vermilion spot on its forehead.
23. **Unwound** is the word.
24. 'I knew nothing for certain'.

25. Perhaps the snake wanted to enjoy its reflection at closer quarters.
26. Everybody was very anxious to know how the shocking moments had ended. When they knew the snake left the doctor and he escaped without any harm, they all relieved.
27. He wished to marry a fat woman who would not be able to chase him. But actually he married a thin reedy woman with the gift of a sprinter.
28. a) Someone asked the doctor whether the snake had followed him when he had run.
b) The doctor replied that he had run till he had reached a friend's house.
29. The thieves cleared out everything except a dirty vest which they left behind as a final insult.
30. 'It was a snake which was taken with its own beauty.'

Lesson 3: Lines Written in Early Spring

Answers to the scaffolding questions in the textbook:

1. What does the expression 'I sate reclined' indicate about the poet's state of mind?
Answer: The expression indicates that the poet is in a calm, relaxed and pleasant mood.
2. Why does the poet feel sad while reclining in the grove?
Answer: He sees every plant, flower, bird etc. exists in nature harmoniously. But humans create disharmony among themselves and also destroy nature. These thoughts make the poet feel sad.
3. How does the poet associate himself with nature?
Answer: The poet believes that human soul and nature are strongly associated, and as a human being such a soul exists in him too.
4. 'And much it grieved my heart to think / What man has made of man.' What do these lines convey?
Answer: These lines convey the fact that man does all wrong-doings to his own people as well as to nature. This thought grieved him very much.
5. What makes the poet think that every flower enjoys its existence?
Answer: The poet sees in the grove where he sits that every different plant and flower is in perfect harmony. The primrose and periwinkle grow and exist in the bower in an intertwined way. This 'unity in diversity' makes the poet think that every flower enjoys its existence.
6. What is nature's holy plan? How does man work against it?
Answer: The nature's holy plan is that everything in nature should co-exist. Man and nature is soul-connected and strongly associated. But man breaks this holy plan by creating troubles among his own kind and devastating nature.
7. Suggest an alternative title for the poem.
Answer: 'Nature's Holy Plan' can be an alternative title for this poem.

Additional questions and answers:

1. What is the rhyme scheme of the poem?
Answer: ABAB
2. The expression 'a thousand blended notes' is used to mean 'lots of various sounds or songs' in an exaggerated way. What is the figure of speech applied in it?
Answer: Hyperbole
3. In the line 'To her fair works did Nature link' the poet addresses nature as 'her'. What figure of speech do you identify in referring to an inanimate object as a person?
Answer: Personification
4. Cite an example of alliteration from the poem.
Answer: man has made of man.
5. 'And 'tis my faith that every flower / Enjoys the air it breathes.' What is the figure of speech applied in these lines?
Answer: The reference to the flower 'breathes air' is an example of 'Personification'.
6. What did the birds around the poet do to express their thrill of pleasure?
Answer: They hopped and played.

7. "Have I not reason to lament / What man has made of man?" Two major figures speech are applied in these lines. What are they?

Answer: Rhetorical Question and Alliteration.

Lesson 4: Project Tiger

Questions based on Textual Passages:

1. How does Hollywood excel others in making films?
2. How does Ray remember Rin-tin-tin?
3. "The trained dogs were famous stars in their own rights." Why does Ray say so?
4. Pick out the word which is opposite in meaning to the word '**notorious**'.
5. "The **dog's** acting was more impressive than a **human's**." The words in bold are possessives. Write another sentence in the similar pattern.
6. What did Ray realise when he saw a film shooting twenty years ago in Disney studio in Hollywood?
7. Why is it customary for the actors to be present when the lights are arranged?
8. Who is a stand-in?
9. What puzzled Ray when he was watching the film shooting?
10. "This job is done by their stand-ins". Rewrite this sentence beginning with "Their stand-ins".
11. What was the strange thing Ray witnessed in the Disney studio?
12. What was the role of the dwarf in the shooting?
13. "Even this was made possible in Hollywood". What was that difficult thing made possible in Hollywood?
14. What do you understand about Alfred Hitchcock from the passage?
15. What is the main thread of the story of the film "Birds"?
16. How could Hitchcock manage to find out enough trained birds?
17. What was pretty impressive about the trained ravens, according to Ray?
18. What is required to get good performance out of animals?
19. How did Goopy and Bagha reach in the forest?
20. "Goopy is banished by the king". "Bagha is also banished by the king". Combine these two sentences using "Both...and".
21. What happens when they see a tiger in the forest?
22. How did Ray manage to get a tiger?
23. Who was Thorat and how did he look like?
24. According to Ray, what was the tiger required to do in the shooting?
25. Change the following sentences into reported speech.
"How long will you need the tiger for?" asked the manager.
"Perhaps a couple of hours for the shooting", Ray replied.
26. Why did Ray think that all their plans would go down the drain?
27. What was the solution suggested by Thorat to set the tiger free?
28. Why did Ray suggest a collar made of tiger-skin be used?
29. "**The wire will be thin but strong**". Here two adjectives of somewhat contrasting meaning are connected by the conjunction '**but**'. Write another sentence of the same pattern. "**Go down the drain**" means "**be wasted**". Write a sentence using '**go down the drain**' other than what you find in these passages.
30. "**Go down the drain**" means "**be wasted**". Write a sentence using '**go down the drain**' other than what you find in these passages.
31. Why did Ray and team select Notun Gram village for the shooting?
32. How many people were present in the location totally?
33. Why were they surprised when the covering of the lorry was removed?
34. "I decided to play it safe". What was Mr.Thorat's safe play?
35. Why should the actors and the tiger be close to the bamboo grove and within yards of the camera?
36. What were the arrangements made by Mr. Tharat's men before releasing the tiger?

37. How was the tiger expected to behave and how did it actually behave?
38. What did Mr. Thorat's startled and helpless face reveal?
39. How did Ray comment humorously on all these unexpected and fearful incidents?
40. Mr. Thorat called out to the tiger. Almost at once it responded and sprang out of its cage.
Combine these two sentences using "as soon as".
41. "This should have been the end of the story". Why was it not the end of the story? OR, why did they have to shoot the scenes all over again?
42. Where did the second attempt of the shooting take place?
43. What happened when the door of the cage was opened?
44. What was the magic performed by the tiger?
45. How did the tiger behave in this second attempt of shooting?
46. The word "clang" is an example of onomatopoeia. Find out another onomatopoeic word from the same passage.

Answers:

1. Hollywood excels others in making films with animals in them.
2. Ray remembers Rin-tin-tin from films in his childhood. The dog's acting was more impressive than that of the human actors.
3. The dogs could do just about anything that their directors made them do. The money they earned was almost the same as what a real film star got.
4. 'Famous' is the word opposite in meaning to 'notorious'.
5. Raghav's painting was more beautiful than his brother's.
6. Ray realized that the animal actors were treated very reverently.
7. The actors have to show the cameraman how they will walk or where they will stand in a particular shot.
8. A stand-in is usually a person who is physically similar to the real actor.
9. When the cameraman gave instruction to all the stars, they took their positions. But the protagonist the large dog did not move. This incident puzzled Ray.
10. 'Their stand-ins do this job'.
11. A dwarf covered in a hairy dog-skin went down on all the fours on a chalk mark on the floor just like an animal and crawled from one mark to another. This dwarf was paid to be the stand-in of a dog actor.
12. The role of the dwarf was to be the stand-in of the protagonist dog.
13. To use nearly one hundred trained ravens in a film is really a difficult thing. But even this was made possible in Hollywood.
14. Alfred Hitchcock was the creator of some of the best suspense films in the history of cinema and he produced the film 'Birds'.
15. Birds from all over the world start attacking humans. This is the story thread of the film "Birds".
16. He placed notices in newspapers all over the United States asking people to contact him if they knew how to get hold of trained ravens.
17. If the trainer orders as many as fifty ravens to perch quietly in a row on a specified spot and if they obey this command instantly, it is pretty impressive.
18. If those who are dealing with animals are prepared to be patient, a good performance out of animals is possible.
19. Goopy and Bagha were banished by the king and thus they reached in the forest.
20. Both Goopy and Bagha are banished by the king.
21. When they see a tiger in the forest, they freeze in fear.
22. Ray contacted the manager of the Bharat Circus Company and arranged with them to get a tiger for the shooting.
23. Mr. Thorat was the ringmaster of the Bharat Circus. He was a well built man around forty years old. Although he was a South Indian, he looked like a Nepali.
24. Ray wanted the tiger to come out of bamboo grove into an open space, pace gently for a

- while, look at the camera if possible and then go back.
25. The manager asked Ray how long he would need the tiger for. Ray replied that perhaps for a couple of hours for shooting.
 26. When Mr.Thorat told Ray that he had never before let the tiger out of its cage on its own, Ray became dubious about the success of the shooting and thought that their efforts would be wasted. It was not good to shoot and show the tiger with its trainer.
 27. Thorat suggested that he would tie a thin but strong wire round the tiger's neck.
 28. The thin wire round the tiger's neck wouldn't be visible to camera but it would flatten the hair on the tiger's neck. So Ray suggested using a tiger-skin collar and fix the wire to the collar.
 29. Their product will be useful but costly.
 30. 'You have prepared well for the examination. But if you lose confidence, all your *efforts will go down the drain*'.
 31. They found a suitable bamboo grove to film the scenes in Notun Gram village.
 32. There were about twenty five people in the location in addition to a few local people who got our permission to watch the shooting.
 33. They were surprised to see two well-fed and robust tigers instead of one.
 34. Mr.Thorat's safe play was that if one tiger didn't perform as required, they could use the other.
 35. It was necessary for them to have at least one shot that showed Goopy, Bagha and the tiger together in the bamboo grove.
 36. They fixed a five foot iron rod to the ground about thirty feet from the area where the tiger was supposed to walk. Then they fixed one end of a thin long wire to the tiger- skin collar that the tiger was wearing and the other end they tied firmly to the iron rod.
 37. The tiger was expected to walk sedately in a dignified manner. But it started prancing around, leapt, jumped and rolled about dragging its trainer Mr.Thorat.
 38. His startled and helpless face revealed that he was also as frightened as the rest of the others.
 39. Ray commented that they all stood around foolishly watching a new and strange kind of circus which they got to see free of cost.
 40. As soon as Mr. Thorat called out to the tiger, it responded and sprang out of its cage.
 41. Once the tiger had calmed down, they took some shots. But later when they examined them, they realized that the camera had failed to work properly and the shots were too dark to distinguish things. So the story did not end there and they had to shoot everything all over again.
 42. The second attempt of the shooting was in another bamboo grove closer to Calcutta in a village called Boral.
 43. When the cage was opened, the tiger emerged with a loud roar and charged straight at the villagers gathered there.
 44. The tiger charged at the villagers with a loud roar and the crowd of about hundred and fifty people melted away as if by a magic.
 45. The tiger calmed down soon and behaved like an obedient child. It walked over to its spot, paced as it required to do and then ambled back to its trainer.
 46. 'Roar' is another onomatopoeic word.

Lesson 5: My Sister's Shoes

Questions based on Textual Passages:

1. Who are seen in scene 1 and what are they doing?
2. What are the things seen in scene 1 which give details of the location?
3. Where does Ali walk out to from the cobbler's shop?
4. What is Ali doing inside the bakery?
5. Where does the scene take-place?

6. What can one see when the scene begins?
7. Where did Ali keep the bundle of nan?
8. What did Ali ask Akbar, the shop keeper?
9. What did Akbar tell Ali when he picked up large potatoes?
10. Pick out a word from the above excerpt that means 'to arrange in an ordered pile'.
11. Where does Ali go from the bakery?
12. Where does Ali place the bag of shoes?
13. What type of potatoes does Ali start to collect?
14. What does Akbar orders Ali?
15. How does Ali's bag of shoes disappear?
16. Choose a word from the bracket that means a "seller."
(hawker, cobbler, junk-collector, baker)
17. How are the mother and father seen in this scene?
18. Why is the father against a surgery?
19. How did Ali and Zahra manage to communicate each other and why?
20. Read the conversation between the mother and the father and answer the questions that follow.
Mother: *What do you want me to do?*
Father: *The doctor has forbidden work.*
a) What did the mother ask the father? b) What did the father reply?

Answers:

1. A cobbler and Ali are seen in the scene 1. The cobbler is stitching a girl's shoe and Ali is watching the work as waiting for the shoe to be repaired.
2. To the right of the cobbler's shop, there is a door with a curtain and it opens to a row house.
3. Ali walks out from the cobbler's shop to the street and then to a bakery.
4. Ali is picking up the nan dropped by the cook and stacking them on a cloth spread on a wooden plank.
5. This scene begins on the footpath outside the bakery and the vegetable store.
6. A small group of men waiting in a queue outside the bakery to buy a nan.
7. Ali placed the bundle of nan on top of a pile of boxes of vegetables stacked in front of the shop.
8. Ali asked Akbar for some potatoes.
9. When Ali took large and wholesome potatoes, Akbar told him to collect smaller ones from the box kept down on the floor.
10. 'Stack' means 'to arrange in an ordered pile'.
11. Ali goes to a vegetable shop from the bakery.
12. Ali places the bag of shoes in the small gap between two boxes.
13. Ali started collecting large and wholesome potatoes.
14. Akbar orders Ali to collect smaller potatoes from the box kept down on the floor.
15. The junk collector took the bag of shoes and put it in his cart thinking it for junk.
16. 'Hawker'.
17. The mother is seen lying on a bed leaning back against two propped up pillows. The father is sitting on a chair beyond the bed near the wall, chopping wooden flints with a hammer on a block.
18. The father thinks that a surgery will only worsen the problems of the mother and make her a cripple.
19. Ali and Zahra wrote the messages in a notebook and passed between them. They did not want their parents to know about losing the shoes.
20. a) Mother asked father what he wanted her to do.
b) Father replied that the doctor had forbidden work.

Lesson 6: Blowin' in the Wind

Questions and answers based on the lines of the poem:

How many roads must a man walk down
Before you call him a man?
How many seas must a white dove sail
Before she sleeps in the sand?
Yes, and how many times must the cannon balls fly
Before they're forever banned?
The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind.

1. When do you call a man "a man"?
2. "How many seas must a white dove sail / Before she sleeps in the sand?" What do these lines imply?
3. Pick out a phrase that indicates war.
4. Where can one find answer to the questions?
Yes, and how many years can a mountain exist
Before it is washed to the sea?
Yes, and how many years can some people exist
Before they're allowed to be free?
Yes, and how many times can a man turn his head
And pretend that he just doesn't see?
The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind.
5. What does the reference to mountain represent?
6. What is the force that can wash a mountain to the sea?
7. "Some people exist before they're allowed to be free". What does this expression imply?
8. Who are the pretenders and what they do not see?

Answers:

1. The poet implies that a man can be called a man after he has walked down many roads. This means that a man can be called a man only after he has experienced a lot in his life and the poet wonders how much a man should suffer.
2. How far a dove should fly before peace is established in the world and find a place to sleep in full freedom without fear.
3. The phrase 'Cannon balls fly' indicates war.
4. The answers are blowing in the wind which means that the answers are known to all and available everywhere. We must take the initiative to find them out and accept.
5. The reference to mountain represents the existence of mighty powers of oppression.
6. The ocean of protest from the part of the common people who are oppressed is the force that can wash the mighty mountain of oppression out to the sea.
7. The mighty authorities or rulers who keep some people under their oppression. It is everywhere in the world. Such people are slaves without any rights and freedom and they are said to be nominally exist in this world.
8. The mighty authorities or the people in general who do not take any interest and initiative to protest against the oppression, wars, violence or violations of human rights are the pretenders. They do not see people die and do not hear people cry and also do not see the answers to solve all problems.

Lesson 7: The Best Investment I Ever Made

Questions and Answers based on Textual Passages:

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?
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'.
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?
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?
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?
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'.

Lesson 8: The Ballad of Father Gilligan

Questions and Answers based on the lines of the poem:

The old priest Peter Gilligan
 Was weary night and day
 For half his flock were in their beds
 Or under green sods lay.

Once, while he nodded in a chair
 At the moth-hour of the eve
 Another poor man sent for him,
 And he began to grieve.

1. Why was the old priest so tired?
2. 'For half his flock were in their beds' - What is the significance of this line?
3. What does moth hour of the eve indicate?
4. Pick out an instance of alliteration from these lines.
5. Identify a visual image from the above lines.

'I have no rest, nor joy, nor peace,
 For people die and die';

And after cried he, 'God forgive!
My body spake, not I!'

He knelt, and leaning on the chair
He prayed and fell asleep;
And the moth-hour went from the fields,
And stars began to peep.

They slowly into millions grew,
And leaves shook in the wind;
And God covered the world with shade,
And whispered to mankind.

6. Why does the priest have no rest, joy or peace?
7. Why did the priest repent to God and cry, "God forgive!"
8. "My body spake not I". What does this line mean?
9. Why did the priest fall asleep in prayer?
10. How was the night described in these lines?

Upon the time of sparrow-chirp
When the moths came once more.
The old priest Peter Gilligan
Stood upright on the floor.

'Mavrone, mavrone! the man has died
While I slept on the chair';
He roused his horse out of its sleep,
And rode with little care.

He rode now as he never rode,
By rocky lane and fen;
The sick man's wife opened the door:
'Father! you come again!'

11. What time reference do you get from these lines?
12. Pick out the line that shows us the setting of the poem is a country side.
13. Identify an instance of auditory image from these lines.
14. 'Father! You come again!' Why did the sick man's wife ask so in surprise?
15. Pick out two instances of alliteration from these lines.

'And is the poor man dead?' he cried.
'He died an hour ago.'
The old priest Peter Gilligan
In grief swayed to and fro.

'When you were gone, he turned and died
As merry as a bird.'
The old priest Peter Gilligan
He knelt him at that word.

'He Who hath made the night of stars
For souls who tire and bleed,
Sent one of His great angels down
To help me in my need.
'He Who is wrapped in purple robes,
With planets in His care,
Had pity on the least of things
Asleep upon a chair.'

16. Why was the priest so upset on the death of the sick man?
17. Identify the figure of speech used in the line “As merry as a bird”.
18. How did God help Father Gilligan?
19. Identify the visual images that you can see in the last stanza.
20. In the last stanza, the poet talks about God Who had planets in His care and He had pity on the least of things. What significant message does the poet convey through these lines?

Answers:

1. Father Gilligan had been performing his priestly obligations day and night. His parishioners were dying or half of them were dead. He had to conduct their funeral services and last prayers.
2. More than half the people of his parish were dying.
3. Moth hour of eve indicates evening time.
4. **Was weary, half his.**
5. Green sods, moth hour.
6. An epidemic had spread in his parish and people were dying. He was very busy with the funeral services and last prayers.
7. In utter desperation these words came out of the priest. Soon he realized that it was a sin to complain against God’s will.
8. Father Gilligan’s tired body spoke out the words that he had ‘no rest, nor joy, nor peace’. His conscience did not indent to complain.
9. The priest was physically tired and mentally very much distressed. So he fell asleep in the middle of his prayer.
10. The moth hour – the dusk – gave way to night. Darkness began to spread and millions of stars appeared. In the night wind leaves shook and God covered the world in darkness and calmness.
11. ‘The time of sparrow-chirp’ refers to dawn.
12. The line ‘By rocky lane and fen’ shows that the setting of the poem is a country side.
13. Sparrow-chirp.
14. At the time of her husband’s death she had seen the presence of a priest. She thought it was Father Gilligan.
15. ‘Mavrone, Mavrone, the man’ and ‘He roused his horse’.
16. Father Gilligan was so upset because he could not attend the last man’s final moments as he fell asleep in his chair.
17. ‘Simile’ is the figure of speech used in ‘As merry as a bird’.
18. God sent an angel in place of Father Gilligan to attend the sick man’s last moments and do the ervices.
19. The images of the Mighty but Merciful God in purple robes and a piteous and pious priest are seen in the last stanza.
20. Though God the Almighty has great things like planets in His cares, He never ignores least things. God loves and cares everything and everyone alike.

Lesson 9: The Danger of a Single Story

Questions and Answers based on Textual Passages:

1. What kinds of books did Adichie read when she started reading?
2. What kinds of stories did she write and how were her characters?
3. What was her mother obligated to read?
4. How were her characters different from the children of Nigeria?
5. ‘I had never been outside Nigeria’. Change this negative sentence to affirmative without changing the meaning.
6. What were Adichie’s ideas about books before she discovered African books?
7. How could she realize that people like her, girls with chocolate-coloured skin and kinky hair, could also exist in literature?
8. How did American and British books help her in her writing?
9. How did the African writers save Adichie?

10. If she had not read the African books, What would have been her single story about books?
11. Describe Adichie's family.
12. Who was Fide?
13. What would her mother do to help Fide's family?
14. What actually made Adichie form a single story about Fide's family and what was that story?
15. What did Fide's mother show Adichie when she visited their family and why did it startle her?
16. When and why did Adichie leave Nigeria?
17. Why was Adichie's American roommate shocked?
18. Which 'tribal music' did Adichie play for her roommate and what was its result?
19. What was the American roommate's default position towards Adichie as an African?
20. What was the roommate's single story of Africa and how were the Africans in that story?
21. After having spent some years in the US, what did she begin to understand about her roommate's response to her?
22. Was Adichie actually irritated in the nature of her roommate? Substantiate your answer.
23. What did the professor say about her novels?
24. What did the professor mean by authentically African?
25. "My characters drove cars." Rewrite this sentence beginning with "Cars..."
26. According to Adichie, what were writers expected to have had to be successful?
27. In her humorous words, what were the horrible things that her parents had done to her?
28. What were a few incidents that her family members and friends had experienced as part of the poverty and backwardness of Nigeria?
29. According to Adichie what is the problem of a single story?
30. "They make one story become the only story". In this sentence, the structure 'make + object + bare infinitive' is used. Create another sentence of the same structure.

Answers

1. When she started reading she used to read British and American children's books.
2. She wrote exactly the kinds of stories she was reading. Her characters were foreign, white and blue-eyed.
3. At about the age of seven she began to write stories in pencil with crayon illustrations that her mother was obliged to read.
4. Her characters played in snow, ate apples and talked a lot about the weather. But the real situations of the Nigerian children were totally different. They did not have snow, they ate mangoes and they did not have to talk about the weather.
5. I had always been inside Nigeria.
6. She had become convinced that books by nature should have foreigners in them as characters and the things mentioned in the books should not have any connection with her personal identity.
7. When she happened to read African books like those written by Chinua Achebe and Cmara Laye, she realized that girls like her could also exist in literature.
8. The American and British books stirred her imagination and opened up new worlds for her.
9. The African writers saved Adichie from having a single story about what books are.
10. If Adichie had not read African books, she would have had a single story about what books are. The books by their nature should have foreign characters and things mentioned in books should not have any relation with her personal identity.
11. Adichie is from a conventional, middle class, Nigerian family. Her father was a professor and Mother was an administrator.
12. Fide was the house-boy of Adichie's family.
13. Adichie's mother would send yams, rice and old clothes to Fide's family.
14. Adichie's mother used to talk about the poverty and miseries of Fide's family. This formed in her mind a single story about them in which they have nothing but poverty.
15. Fide's mother showed her a beautifully patterned basket of dyed raffia that Fide's brother had made. It startled her because in her single story about them they had no other ability than simply being poor.

16. When Adichie was 19 she left Nigeria to go to university in the United States.
17. Her American roommate was shocked to hear Adichie's perfect English. She was not aware of the fact that English was the official language of Nigeria.
18. Adichie played for her roommate the 'tribal music' of Mariah Carey. But it disappointed the roommate.
19. The roommate's default position toward Adichie as an African was a kind of patronizing, well-meaning pity.
20. The roommate had a single story of Africa that it was a land of backward, poor and uneducated tribal people. In that story, the Africans were never similar to her, she had no other feelings towards them than pity and they were never human equals in her class of people.
21. If Adichie had not grown up in Nigeria and if all she knew about Africa were from some popular images, she too would think of Africa in the same way as her roommate thought.
She would also think of Africa in the same way as she had thought of Fide's family.
22. No, Adichie was not irritated as she herself understood that if she had been in place of the roommate she also would have formed a single story about Africa in the same way as the roommate did.
23. The professor once told Adichie that her novels were not 'authentically African'.
24. The professor had a single story of Africa in which all the Africans were poor and uneducated. On the contrary, Adichie's characters drove cars and they were too much like the professor, an educated and middle class man. So he believed that her characters were not Authentically African.
25. Cars were driven by my characters.
26. Writers were expected to have had really unhappy childhoods to be successful.
27. Humorously she says that her parents had done to her horrible things by providing her with a very happy childhood, full of laughter and love, in a very close-knit family.
28. Her grandfathers had died in refugee camps, her cousin Polle died due to lack of adequate healthcare and her close friend Okoloma died in a plane crash because the fire trucks did not have water.
29. The single story creates stereotypes and the problem with stereotypes is not that they are untrue, but that they are incomplete.
30. African books make Adichie change her ideas about characters.

Lesson 10: The Scholarship Jacket

Questions and Answers based on Textual Passages:

1. What was the tradition followed in the small 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 to raise when she was six?
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.
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.
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.
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?
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.
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?
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?

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.

Lesson 11: Poetry

Questions and Answers based on lines of the poem:

1. Do you think the speaker in the poem earnestly wished to be a poet? Which line says so?
2. 'Poetry arrived in search of me.' Why does the poet say so?
3. According to the poet, where did poetry come from?
4. The words "Winter" and "river", representing a frozen state and the flow of life respectively, indicate a contrast. Find out a similar expression of contrast from these lines.
5. What is the figure of speech used in the expression 'poetry arrived'?
6. 'there I was without a face'. What does the poet mean by this line? Or, What was the poet's condition before the poetry arrived?
7. What happened to the poet when poetry arrived?
8. Poetic intuition is like seeing without eyes. Which line says so?
9. Pick out two examples of alliteration.
10. How did he feel about his first line and why?
11. How did he say when he started writing poetry, his imagination knew no bounds?
12. What do the words 'fire' and 'flower' stand for?

Answers:

1. The line '*And it was at that age ... Poetry arrived*' shows that the poet was earnestly wishing to be a poet, and at that age when he was wishing to be a poet, it arrived and touched him.
2. At the time when the poet wished to become a poet, he got abruptly the poetic inspiration and he could write his first faint lines. This was like the poetry arrived in search of him.
3. He did not know where the poetry came from, how or when. He did not hear any voices speaking to him. He was summoned away by an invisible force and the poetry touched him.
4. Not voices, nor silence.
5. In the expression 'Poetry arrived', the figure of speech 'personification' is used.
6. Before the arrival of poetry, poet was unable to express his ideas and thoughts. He was a person without a self identity.
7. When the poetry arrived he felt something started in his soul. He could make his own way to express his ideas and thoughts by deciphering the fire of poetic passion.
8. 'My eyes were blind', 'and something started in my soul'.
9. 'and something started in my soul'. **P**lanets, **p**alpitating **p**lantations.
10. He felt that his first line was faint and without substance. He was not sure whether it was wisdom or pure nonsense. When he started writing his first line he was not confident enough to compose a poem.
11. When he started writing poetry, the heavens opened up before him and he could see everything from the planets to abyss, everything in this universe.
12. 'Fire' and 'flower' are two things in the universe. 'Fire' stands for the poetic passion and 'flower' for beauty and ecstasy of poetic imagination.

1. What is the theme of the poem?
2. What are the expressions used by the poet to show the inspired moments?
3. What is the tone of the poem? (Choose and tick the relevant answer from the options given below.)
i) cheerful ii) sarcastic iii) ecstatic iv) melancholic

1. The theme of the poem is the ecstatic experience of a poet who was embraced by the poetic creativity.
2. When he was inspired by the poetic touch, he did not know what to say. His eyes became blind and he felt something started in his mind –something like fever or forgotten wings.
3. The tone of the poem is 'ecstatic'.

Lesson 12: The Never Never Nest

Scaffolding Questions and Answers:

1. Why did Aunt Jane exclaim ‘charming’?
Answer: Aunt Jane was very much impressed by the cosy and pretty lounge of Jack and Jill, and she exclaimed ‘charming, charming’!
2. What was really wonderful according to Aunt Jane?
Answer: According to Aunt Jane, it was a wonderful thing to own all the furniture, the car, the piano, the refrigerator and the radiogram.
3. What made Aunt Jane worry about her gift cheque?
Answer: Aunt Jane gave Jack and Jill a gift cheque for only two hundred pounds. She wonders now how they could buy all these luxurious items with that cheque. She worries whether she had written two thousand instead of two hundred in the cheque.
4. What arguments did Jack give in support of purchasing a house on instalment basis?
Answer: Jack argues that by the instalment system they can own a house by paying ten pounds down and the balance in quarterly payments. He proudly asks why he be Mr. Tenant when he can be Mr. Owner.
5. According to Jack, which parts of the car does he really own now?
Answer: He owns now the steering wheel, one of the tyres and two of the cylinders.
6. Why did Aunt Jane refuse to sit on the furniture?
Answer: Aunt Jane believes that only one leg of the furniture belongs to Jack and Jill, and the rest belongs to Mr. Sage. She does not want to sit on Mr. Sage’s part of the furniture.
7. How did they plan to pay their instalments?
Answer: They had to pay seven pounds eight and eight pence a week as the instalment amount. But Jack’s earnings were only six pounds. So they planned to borrow the rest of the money from the Thrift and Providence Trust Corporation.
8. Why did Aunt Jane hesitate to travel in Jack’s car?
Answer: Aunt Jane did not want to travel in somebody else’s car. She believed that Jack only owned one tyre and two cylinders of his car.
9. What did Aunt Jane want them to do with the cheque?
Answer: Aunt Jane wanted them to pay one of their bills and own at least one thing for them.
10. What did Jill do with the cheque?
Answer: Jill endorsed the check and put it with a bill in an addressed envelope, and handed it over to their nurse to post it to Dr. Martin.
11. Why did Jill send the cheque to Dr Martin?
Answer: They had to pay one more instalment to Dr. Martin in connection with Jill’s delivery treatment. By paying it, they could at least say that their child was their own!

Lesson 13: Vanka

Questions and Answers based on the textual passages:

1. Why didn’t Vanka go to bed on Christmas eve?
2. Why did he glance several times anxiously at the door and window?
3. Find a word from the passage synonymous with “looked”.
4. “I have no Father and no Mummie.” Express the same idea differently in another sentence beginning with “I am.....”.
5. Analyze the following sentence and fill in the following table.
“The paper lay on the bench; Vanka knelt on the floor at the bench.”

Noun phrases	Verb phrases	Prepositional phrases	Tense of the verb

6. How long has Vanka been with Alyakhin?
7. What arrangement Vanka made to write the letter?

8. Pick out a word from the passage that means ‘a block of wood shaped like a foot’.
9. What idea do you get about Vanka’s life from the letter?
10. Give a short description of Konstantin Makarich.
11. How did Konstantin Makarich spend his daytime?
12. Why were the Eel’s deferential manner and docility said to be a cloak for the most Jesuitical spite and malice?
13. What were the specialties of the dog, Eel?
14. “Window-pane” and “grandfather” are examples of compound words. Search for other five compound words in the passage.
15. Pick out a word from the passage that is opposite in meaning to the word ‘vaguely’.
16. How would the granddad interact with the maids or the cooks?
17. How would Kashanka and Eel react to the grandfather’s offer of snuff?
18. How was the sky described to be seen in the passage?
19. Search for a synonym of “clearly” in the passage.
20. “The women would take a pinch.” Rewrite the sentence starting with “A pinch...”
21. What would granddad be doing on Christmas eve?
22. Read the conversation between the granddad and the servant woman.

Granddad: Have a pinch from the snuffbox.

Servant woman: I don’t like its smell.

- a) What did granddad ask the servant woman? b) What did the servant woman reply?
23. How does the author describe the climate of the place?
24. Identify a word from the passage that means ‘to rub something hard in order to clean it’.
25. “The Milky Way stood out as clearly as if newly scrubbed for the holiday”. Write another sentence using “as if”.
26. Why did the master beat Vanka with a stirrup-strap?
27. How did the other apprentices treat Vanka?
28. Write two promises that Vanka made to his granddad.
29. “I can’t bear it” is an expression from the first passage. There is another expression in the last passage similar to it in meaning and structure. What is it?
30. What is a single word used here that means “a physical punishment by beating and hitting”.
31. What did the cruel mistress do to Vanka?
32. Identify the sentence from the passage which says that Vanka is not given enough food by his master.
33. Read the conversation between Vanka and his mistress:

Mistress: Why did you gut the herring from its tail?

Vanka: I have seen my mother doing so. Now, complete the sentences given below.

 - a. The mistress asked Vanka.....
 - b. Vanka replied.....
34. “Oh, what happy times those had been!” What were those times mentioned here?
35. According to Vanka how did the fir-trees behave before being chopped down?
36. *When others chuckled Vanka could not control himself and he chuckled too.* Rewrite this sentence using the expression “couldn’t help + ...ing”.
37. How did Olga Ignatyevna become Vanka’s favourite?
38. Vanka learned to read and write from Olga. But he could not continue it. Why?
39. If Palageya had not died, (Complete the sentence appropriately)
40. In these passages there is a metaphorical sentence that sums up the whole miserable story of Vanka into it. What is the sentence?
41. What was his one thing that Vanka doesn’t want to give anyone?
42. Finally he posted his precious letter. Why was the letter so precious concerning Vanka?

43. What could be the rosy hopes of Vanka that lulled him to good sleep?
44. "He put on his cap and ran out into the street". Replace the phrasal verb "put on" with another single-word verb suitably.
45. What were the things Vanka dreamed of in his sleep?

Answers:

1. Vanka wanted to write secretly a letter to his grandfather. So he waited without going to bed till his master, mistress and senior apprentices had gone to church.
2. He was very anxious and afraid as he was writing a secret letter. He wanted to make sure that nobody was watching him.
3. The word "glanced" is synonymous with 'looked'.
4. "I am an orphan".
5. **Noun phrases:** *The paper; Vanka.* **Verb phrases:** *lay on the bench; knelt on the floor.* **Prepositional phrases:** *on the bench; on the floor; at the bench.* **Tense of the verbs:** *Simple past.*
6. Vanka has been with Alyakhin for three months.
7. He kept with him in a cupboard a bottle of ink, a pen with a rusty nib and a crumbled piece of paper.
8. 'Last' is the word.
9. We get the idea that he is an orphan and he has only his grandfather left as a relative.
10. He was a small, lean, old man about sixty-five, but remarkable lively and agile with a smiling face and eyes bleary with drink.
11. He spent his day time either by sleeping in the back kitchen or sat joking with the cook and kitchen-maids.
12. Under the cover of Eel's deferential manner and docility, he was actually very naughty. He was an adept at stealing, creeping into the ice-house or snatching a peasant's chicken.
13. Eel had the black coat and long weasel-like body; he is wonderfully respectful and insinuating. He turned an appealing glance on everyone but inspired confidence in no one, and his deferential manner and docility were a cloak for his spite and malice.
14. 'Grandfather', 'watchman', 'gentlefolk', 'daytime', 'kitchen-maids'.
15. 'Distinctly' is the word.
16. He would fool with the servants and pinch a maid or one of the cooks. He would offer them snuff, shout and laugh in jolly and delight when they sneeze.
17. Kshtanka would sneeze, shake her head and walk away offended. Eel would wag his tail and would not sneeze.
18. The sky was sprinkled with gaily stars and the Milky Way stood out as clearly as if newly scrubbed for the holiday and polished with snow.
19. 'Distinctly' is the word.
20. 'A pinch would be taken by the women'.
21. He would be standing at the gate looking at the bright red light from the church windows or stumping about in his felt boots, fooling with the servants.
22. a) Granddad asked the servant woman to have a pinch from the snuff box. b) The servant woman replied that she didn't like the smell of that.
23. The weather was glorious with the air still, transparent and fresh.
24. The word is 'Scrub'.
25. The sky seemed dark and cloudy as if it would rain.
26. The master beat Vanka because he slept by mistake while rocking their child.
27. The other apprentices made fun of him, sent him to the tavern for vodka and made him steal the master's cucumbers.
28. Vanka would grind snuff for his grandpa. He would pray for his grandpa.

29. 'I can't stand it'.
30. The word 'Hiding' means "a physical punishment by beating and hitting".
31. She rubbed his face with the head of a herring.
32. 'They give me bread in the morning and gruel for dinner and in the evening bread again, but I never get tea or cabbage soup.' They gobble it all up themselves.
33. The mistress asked Vanka why he had gutted the herring from its tail. b) Vanka replied that he had seen his mother doing that.
34. The days just before Christmas, when Vanka was in his village, were mentioned as those happy times. He would go with the grandfather to get a Christmas tree and they would all decorate it. His mother was also alive at that time.
35. The young fir-trees stood motionless waiting to see which one of them was going to die.
36. When others chuckled, Vanka could not help chuckling.
37. Olga used to give him sweets, taught him to read, write, count up to a hundred and even to dance the quadrille.
38. He could not continue his learning because after the death of his mother he was sent to his grandfather to the back-kitchen and from there to Moscow, to Alyakhin the shoemaker.
39. If Palegaya had not died, Vanka would not have been sent to Moscow.
40. "I have such a miserable life worse than a dog's".
41. Vanka doesn't want to give his concertina to anyone.
42. Vanka earnestly wants to escape from Alyakhin. He hopes his grandfather will come and save him once he gets the letter. The letter is only his hope and so it is precious.
43. Vabka hopes that his grandfather will get the letter and he will soon come and take him back to his beloved village.
44. "He wore his cap and ran out into the street".
45. He dreamed of a stove and on the stove-ledge his granddad sitting and reading his letter to the cooks. The dog Eel was walking to and fro wagging his tail.

Lesson 14: Mother to Son

Questions and Answers based on the lines of the poem:

Well, son, I'll tell you:

Life for me ain't been no crystal stair.

It's had tacks in it,

And splinters, And boards torn up,

And places with no carpet on the floor—

Bare.

But all the time I'se been a-climbin' on,

And reachin' landin's,

And turnin' corners,

And sometimes goin' in the dark

Where there ain't been no light.

1. Who is the speaker in the poem? Do you feel the presence of a listener? How?
2. What does the expression 'crystal stair' stand for?
3. How was the mother's life?
4. Comment on the style of writing and poetical devices used in these lines.
5. Comment on the language of the mother.
6. What do the expressions 'reachin' landin's', 'turnin' corners' and 'goin' in the dark' signify?

So boy, don't you turn back.

Don't you set down on the steps

'Cause you finds it's kinder hard.

Don't you fall now—

For I'se still goin', honey,

I'se still climbin',

And life for me ain't been no crystal stair.

7. What does the mother advise her son to do?
8. How does the mother encourage her son in facing hardships?
9. Point out examples of alliterations from these lines.

Answers:

1. The speaker is a mother who is the representative of the black Afro-American community. The opening line of the poem, "Well, son, I'll tell you", clearly expresses that the mother is asking her son to listen carefully to her advice.
2. 'Crystal stair' stands for the comforts and luxuries of life.
3. The mother's life had never been a crystal stair; it had tacks and splinters all the way. Her life had never been comfortable; it was full of hardships and obstacles.
4. The poem is in the style of 'free verse'. It does not have a consistent meter pattern, rhyme or any other musical pattern. The comparison of the mother's life to a crystal stair is an example of the extended metaphor.
5. The language used in the poem is a deliberate attempt of the poet to depict the mother as an illiterate and poor woman of the Afro-American community.
6. The expression 'reachin' landin's and 'turnin' corners' signify the different phases of the mother's life. Sometimes she finds some momentary solutions for her problems. The expression 'goin' in the dark' signifies the hopeless moments of her life.
7. She advises her son not turn back when he faces an obstacle in the way, not to sit down when he finds it difficult to climb life's stairs and not to fall down in his youthful days, for his mother is still climbing the difficult stairs of her life.
8. She encourages her son by telling her own experiences. She is still climbing the rough and tough stairs of life without yielding in front of the hardships of life.
9. In the line 'Don't you set down on the steps' there is a repetition of the letters 'd' and 's' and that makes 'alliterations'.

Lesson 15: The Castaway

The Scaffolding Questions and Answers:

1. What really is the battle of gods and demons mentioned here?
Answer: It means the heavy downpour of rain with thunderbolts and storm.
2. What made the native of Chandernagore terribly anxious? What was their solution to that?
Answer: Kiran, the Chandernagor villagers' favourite, fell seriously ill making them all terribly anxious. They suggested that she should be taken back to her own home for a change.
3. "... a recovered person never needs further recovery." What did Kiran mean by that?
Answer: Kiran meant that she had already recovered from her illness and she did not need any more of the doctor's care.
4. Kiran enjoyed interacting with people and hated being inactive. Pick out the sentences which give this sense.
Answer: "Kiran had enjoyed being with the villagers steaming with fun. But here in the riverside, she could not tolerate with the heavy burden of doing nothing."
5. Who was the new guest to the riverside house? How did he come there? How did Kiran treat him?
Answer: A young boy – a castaway – was the new guest. His boat turned upside down in the storm, but he survived and reached the riverside house. Kiran showed her hospitality giving him dry clothes to change and milk to drink.
6. The boy's entry was a boon to everyone. How?
Answer: Kiran was happy to get him as a company for escaping from the boring life in the riverside house. Sharat and his mother were happy as Kiran would stay longer there. With his joining the house, the boy himself was delighted that he could escape from his cruel master and be a part of that wealthy family.
7. Why did Sharat and his mother long for the departure of Nilkanta?
Answer: Nilkanta soon made a friendship band with naughty village boys. They destroyed all fruits in the neighbourhood. His friendship with the village mongrel dog turned the house upside down, and every day he brought dozens of fresh complaints from neighbours.

8. Though Sharat punished him for his naughtiness, Nilkanta did not change his behaviour. What was the reason behind that?

Answer: He strongly believed the world was made up of eatings and beatings in which beating played the predominant part. Also, Nilkanta had the support of Kiran; she happily accepted all his naughtiness.

9. What was the confusion about Nilkanta's age with his face and deeds?

Answer: His hairless and innocent face showed that he was about fourteen. But his way of talking and habit of smoking showed that he was beyond seventeen.

10. Nilkanta turned out to be a failure in his studies. How did his studies go on?

Answer: He felt as if the alphabets were dancing in the mist in front of him. He could not understand even the weakest meanings of words. But he would fix his eyes in the page and pretend to be reading from it whenever he saw anyone's presence.

11. The care and affection of Kiran changed the boy's miserable life to a happy one. How did he behave when he was away from Kiran's presence?

Answer: Whenever Nilkanta was away from Kiran's presence, he would act as a naughty, spoilt boy. He would do all the mischievous things with his friends and bring home dozens of fresh complaints from the neighbours.

12. What was the difference in Nilkanta's behaviour after Satish came to the house? To Nilkanta, why was Kiran angry with him?

Answer: After the arrival Satish, an unexplained wilderness hovered over Nilkanta, and he behaved angrily with his friends and pet dog. He would soak every night his pillow with his tears. He believed that some venomous trick of Satish had made Kiran angry against him.

13. How did Nilkanta avenge Satish in his own way?

Answer: Nilkanta would take away Satish's soap from the steps of the bathing-place, and would put his clothes into water as if blown by the wind.

14. 14. What grave problem did Kiran and family have when they were about to move to their house in the village?

Answer: Their grave problem was the decision about Nilkanta. Kiran wanted to take him with them, but all others opposed. Finally she had to yield to their decision.

15. Why did Nilkanta think about burning Satish into ashes?

Answer: When Kiran showed sympathy towards Nilkanta and cried with him, Satish got terribly annoyed and expressed his anger by shouting at her. This made Nilkanta think about burning Satish into ashes.

16. "Nilkanta wobbled towards the wall with swollen heart and head." Why?

Answer: Satish's inkstand was missing. He angrily pounced at Nilkanta shouting that he had stolen it, and publicly called him thief. This incident pained Nilkanta very much.

17. What was the battle of words for between Kiran and Satish?

Answer: The battle of words was about searching Nilkanta's room for Satish's missing inkstand.

18. What did Kiran do to console Nilkanta? What puzzled her when she unlocked his box?

Answer: Kiran wanted to make Nilkanta happy with a surprise gift. So she got for him two new suits of clothes, a pair of shoes and a bank note and placed them in his box.

19. 'His last hope of proving him not a thief hit the dust.' How?

Answer: Actually he had taken the inkstand as a revenge to throw it into the river. But before he could convince Kiran about that, she saw the inkstand in his box. She might have thought that he had stolen it and then it was impossible for him to prove his innocence.

20. What might be the mystery behind the missing of Nilkanta?

Answer: No one, including the police, had any information about Nilkanta's missing. We can only assume from his pet dog's whining and prowling at the riverside that he might have jumped into the river and disappeared.

Formats and Models of Some Discourse Elements

Formal / Official Letter

Writer's Address
Without Name

Date.....

Recipient's
Address

Subject:

Dear Sir,

(The body of the letter).....

1. Self introduction.....
2. Subject matter.....
3. Request and thanks expression.....

Yours faithfully,

Sd/

Writer's Name

Informal/Friendly Letter

Writer's Address
Without Name

Date.....

My dear friend,

(The body of the letter).....
In an informal letter, there are no formal restrictions. A friendly letter is like a friendly chat. We can use informal words and expressions to show the intimacy of our relations.

We can use the salutation and conclusion phrases such as '*Dear friend; My dearest friend; My dear Grandpa; My beloved mom*', etc.

While concluding the letter, we may use '*Yours lovingly; With love; Yours ever; Yours affectionately; Your loving son*', etc.

Yours affectionately,

Sd/

Writer's Name

House No 14
Riverside house
Chandernagore Village
10 March 2020

The Police Inspector
Chandernagore Village

Subject: Nilkanta – a 17 year old boy is missing

Dear Sir,

I am Sharat, a temporary resident of the riverside house at Chandernagore village. I am writing this letter to bring to your attention the missing of a boy since yesterday.

The boy, whose name is Nilkanta, was a survivor from a wrecked boat and he has been living with us for the last several weeks. We have planned to depart to our native village today, but the boy is nowhere to be found since yesterday.

I request you to take the necessary actions to find out Nilkanta. Thanks in advance for your efforts.

Yours faithfully,

Sd/

Sharat.

Ivy Cottage
Landour Cantt
Dehradun

28 Apr 1997

Dear Sravan,

Hope you are enjoying your vacation there. I am doing the same here, at grandpa's house. I got a new friend here. Do you know who the new friend is? A little, cute squirrel, grey in colour! In the beginning he was a little resentful towards me. But now, finding that I am not harmful, he is very friendly and familiar with me even to take food from my hands. You know in our garden there is a magnificent banyan tree, which is older than my grandpa. I often spend my free time in the tree, and the squirrel will also be there with me sometimes in my pocket.

A few days ago, my grandpa brought home a white rat, which he bought from the bazaar. I often take it with me to the tree. Soon it made a friendship with one of the squirrels in the banyan tree. Meanwhile a strange thing happened. The squirrel started building a nest in a hole in the tree. When we checked it, we found three little white squirrels! My grandpa says that he has not seen white squirrels ever before in his life. And, he also says that the white rat is the father of them.

I invite you to come to our home one day. We can spend some time in the garden and in the banyan tree. You may come with your sister and parents. They will also be happy to see this rare and strange gift of nature – the white squirrels!

Convey my regards to all at home. Hope to see you soon.

Yours lovingly,

Sd/

Sharat.

Email Format

From:	Sender's Email ID
To:	Recipient's Email ID
Cc:	If a copy is sent to another person, his/her Email ID. (Cc = Carbon Copy)
Bcc:	Copy to a person without the knowledge of others. Their ID. (Bcc = Blind Carbon Copy)
Subject:	Subject of the email message. (Should be concise and catchy)

From	homoedoctor@gmail.com
To	policeinspector@gmail.com
Cc	
Bcc	
Subject	Registering Complaint on a Theft Case

12 March 2020

Dear Sir,

I am a homoeopathic doctor staying in the Doctors' Colony of Thrissur town. Last night I had a terrible experience. A full-blooded cobra fell on my shoulder and it kept me between death and life horribly for some time.

When I got a chance to escape from the snake, I rushed out of my room and took refuge in my friend's house. But this morning when I returned to my room to take my belongings, I found everything had been stolen.

I shall be greatly obliged and thankful to you if you kindly take necessary actions to find out the thief and recover my belongings.

Yours faithfully,

Sd/
Dr. Mohammed Basheer

Diary Entry

Kiran makes a diary entry thinking about Nilkanta after reaching back home in their native village.

Thursday, 12 March 2020
10:30pm

Where has Nilkanta gone? Poor lad, what happened to him? Oh, God save him from all troubles. Though he was a little bit naughty, he was a nice companion to me. He entertained me a lot; he consoled me much in my lonely and boring life. How happy we were in the riverside house for the past few days! All others in the family treated him cruelly in the final days. He disliked very much Satish's presence. What made him to be angry with Satish? There are some faults from my side too. I ignored him when Satish arrived. Both Sharat and Satish treated him like an enemy. When Satish called him 'thief', it must have pained him very much. It's my fault that I didn't take him with me. I will tell Sharat to do whatever possible to know what happened to him with the help of the police. May God save the poor boy!

News Report

1

Boy Survives Boat Mishap in Ganga

2

Thursday, 10 Mar 2020, Staff reporter

3

Chandernagore: A boat belonged to a theatrical group perished in the river Ganges in yesterday's storm and heavy rain. All the passengers and the crew are reported to be missing except a 17 year old boy.

4

The boat, which was carrying the actors and other members of a drama company, turned upside down in the river Ganges yesterday in the heavy rain and storm. Nilkanta, a 17 year old boy is reported to have survived miraculously the mishap. He reached a nearby house and is safe there. He does not know anything about his fellow passengers. The rescue team and police have been in the spot and conducted searching tasks till late night.

5

"Though the climate was unfavourable, we endeavoured our level best to trace the perished boat and the missing passengers. But all our efforts went in vain, and we will continue our efforts till we succeed", said the captain of the rescue team.

1. **Headline** 2. **Byline (Date, day and reporter's name)**
3. **Place line** 4. **Lead (the main ideas or points)**
5. **The body of the news article (Details)**

Notice Making (Notice with programme details)

The English Club, ABBA English School, Kannur

LITERARY FEST 2020

Dear Teachers and Students,

*The English club of ABBA English School, Kannur has decided to conduct a Literary Fest as detailed below. The renowned author and orator **Dr. Shashi Tharoor MP** inaugurates the fest.*

Date : 17 March 2020

Time: 10:00 am

Venue: School Auditorium.

All are welcome.

Programme Details

Welcome Speech:	Secretary, the English Club
Presidential Address:	Principal
Inauguration:	Dr. Shashi Tharoor MP
Felicitations:	PTA President
Vote of Thanks:	School leader.

Secretary,
English Club.

Kannur
07 March

Notice without Programmed Details

Kala Kerala English School, Kozhikkode

“The Never-Never Nest” (One-act Play)

Dear friends,

The Kala Kerala English School, Kozhikkode proudly announces that the English Club of the school has decided to stage the very famous and sarcastically funny one-act play, **The Never-Never Nest** in connection with the club’s anniversary celebrations.

All are cordially invited to watch the play!

Date: Wednesday, 20 Dec 2019
Time: 2:00PM
Venue: School Auditorium.

Kozhikkode
13 Dec 2019

Secretary
The English Club

Speech

The English Club of your school is conducting an awareness programme on the social evil of ‘Child Labour’. Being the secretary of the club, you have to deliver a speech in the programme. Prepare the likely speech.

Honourable principal, respected teachers and my dear friends: I wish you all a very warm good morning.

I am happy in having got an opportunity to stand in front of you to speak a few words about the social evil of Child Labour. We all know that child labour is a crime which is prohibited in our country by law. But it is a reality that it still prevails in our society. It shows the fact that the law prohibiting this social menace is not enacted properly. Our government and authorities concerned should take serious steps to enforce the law effectively to eradicate the crime of Child Labour from our societies.

There are some parents who are not aware of the rights of their children. They send their children to fields and factories to earn instead of sending them to schools to learn. At the workplaces children are exploited severely. They have to work hard in dangerous and unhealthy surroundings for a meagre amount. Most of the employers are exploiters and they employ children for their profit-making denying them their rights. We should raise our voice always against the social evil of Child Labour.

Let me conclude my words. Thank you all for your time.

Narrative

Kiran narrates her experiences at Chandernagore village from her perspective.

Nilkanta – An Unforgettable Friend

I fell seriously ill some days ago. My husband Sharat and my mother-in-law decided to take me to a riverside house in Chandernagore village, where I would get good treatment and a healthy atmosphere. When we reached there, I realized that I had to bear the burden of doing nothing. But for me the lonely life was really boring, and I wanted to get back to our native village as early as possible.

One stormy and rainy evening, a young boy came to our house. He was a castaway from a boat accident and his name was Nilkanta. We were very happy, particularly I, in his presence. He belonged to a theatrical group and he entertained me with his various performances. He soon made a bad companion with the naughty boys in the neighbourhood and made a mongrel dog his pet.

Though our life went on happily, soon my husband and mother-in-law wished for his departure because of his mischief. Meanwhile my husband’s younger brother Satish came to us to spend his vacation. He brought with him an inkstand, one of his favourite things. Nilkanta did not like his friendship with me. He wanted to take revenge upon Satish.

On the day before our departure to our native village, the inkstand was missing. Satish believed that it was stolen by Nilkanta and called him ‘thief’. This pained him too much. I wanted to take him with us to our home, but all others opposed. I decided to put a surprise gift in his box. So, without his knowledge I opened his box and found the missing inkstand in it.

I realized that Nilkanta did not mean to steal it, but he wanted to throw it away into the river as a revenge on Satish. I did not tell anyone about the incident, and I myself threw it into the river.

But on the day of our departure, Nilkanta was nowhere to be seen; even the police could not find him anywhere. His pet dog was seen wandering along the riverbank whining pitifully.

Review

Anton Chkhov's story 'Vanka' depicts the plight of children who are victimized to child labour. Prepare a review of the story.

Vanka- a victimized child-labourer

“Vanka” is a short story by Anton Chekhov, the famous Russian writer. The plot of the story is the plight of the children who are victims of child labour. The nine year boy Vanka is presented as a representative of children victimized to the social evil of child labour. His innocence shown in his letter to his grandfather and his ignorance in posting it without proper address and stamp appeal much to the readers.

When his mother died his grandfather sent him to Moscow. He could not complete his primary education. He was apprenticed to Alyakhin, a shoemaker. His master Alyakhin and his wife treated him cruelly. He had to do all the household work. They beat him often for silly matters. He was not provided good food or place to sleep. Other apprentices made fun of him. They forced him to steal cucumber and persuaded him to buy vodka from the tavern.

In short, the little boy's life in Moscow was worse than that of a dog. He said it in his letter to grandfather and begged him to come and save him from Alyakhin. He also had very strong nostalgic feeling of his village life, especially at the time of Christmas. He liked very much his grandfather's dogs and Miss Olga, his favorite play-mate.

His sufferings at his workplace and feelings of homesickness he mentioned in his letter are enough for the readers to experience the grievous state of the child labourers. His begging to his grandfather and his childlike promises to persuade him to come and save him are enough to create feelings of pity in readers' mind and wet their eyes. Anton Chekhov has succeeded in making every reader of Vanka curse severely the evil of child labour.

Write-up

A single banyan tree creates such beauty and harmony. How will it be if we have such beauty everywhere? What should we do for the conservation of nature? Prepare a write-up.

Plant Trees and Preserve Nature

When we read the story, ‘Adventures in a Banyan Tree’, we understand how much a tree can contribute in preserving nature, its beauty and harmony and sustaining life on earth. The single banyan tree is a dwelling place for many creatures, a resting place for the boy and a location of sustenance for birds, especially when the fig season comes.

As the Malayalam literary legend, Vaikom Mohammed Basheer said, all the creatures in this world are the ‘rightful inheritors of the earth’. So, we the humans do not have a particular right to overuse or exploit the resources of the earth. We should consider our fellow creatures living in this world. When we cut and fell a tree, we are actually violating the rights of other creatures as well as damaging our own existence.

Nowadays, the large scale deforestation is a threat to nature. We fell trees in the name of infrastructural development to construct roads and buildings. With the increasing demand for wood fuels and building materials, the deforestation process has also increased. And, the result is hazardous. The depletion of trees decreased the rain-water catchment and increased the global warming.

In order to keep the natural ecosystem intact and help life existence possible on the planet earth, it is necessitous for us to promote afforestation. We students should be motivated from stories of this kind, and take an oath to preserve and protect our nature by planting plenty of trees.

Seminar Report

A seminar on the topic ‘Child Labour - Still a Threat’ was conducted as per the programme chart given below. Read it carefully and prepare a report of the seminar.

- ABC Govt. SCHOOL, Malappuram
- SEMINAR
- Date: 08 Mar 2020
- Venue: Multimedia Room
- Time: 9: 30 am
- PROGRAMME
- Prayer: School Choir
- Welcome Speech: Miss Athira, Secretary English Club
- Presidential Address: Sri Abdul Kareem, Principal
- Inaugural Address: Sri Mohana Kumar, MLA
- Papers presented by:
 - Gayathri XA
 - Arun XB
 - Smitha XA
 - Raheem XC
- Interactive Session
- Vote of Thanks: Akash, School Leader

Format of a Seminar Report

- Name of the reporter
- Designation of the reporter
- Place whence the report is made
- Date of the report
- Body of the report.
Details of the events and programs in a sequential order.

“Child Labour – Still a Threat”

Seminar conducted by ABC Govt. School, Malappuram

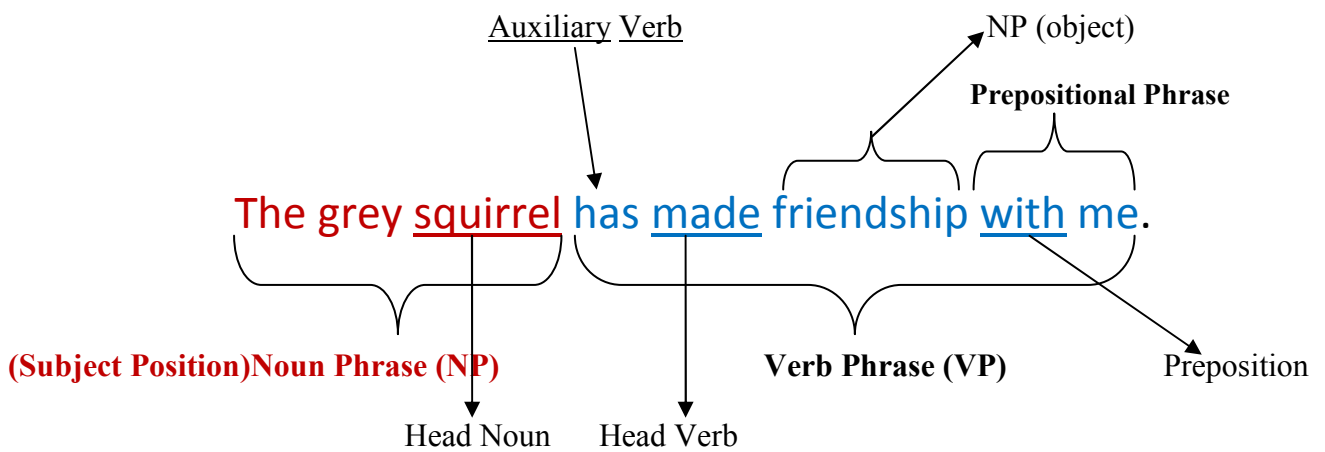
Miss. Athira K S
English Club Secretary/Convener
ABC Govt. School, Malappuram
10 July 2020.

ABC Govt. School, Malappuram conducted a seminar on the subject “Child Labour- Still a Threat” on 08 March 2020 at the School’s multi-media hall. The sessions started at 09:30 am with the prayer of the school choir. The English Club secretary Miss. Athira KS welcomed all to the seminar. The school principal Sr. Abdul Kareem presided over the function. Sri. Mohana Kumar, MLA inaugurated the seminar sessions and delivered an excellent speech emphasizing the necessity of eradicating child labour as it is a social threat and an injustice toward our children.

In the seminar four major papers were submitted and widely discussed. Miss. Gayathri and Miss. Smitha of XA submitted two separate papers on the subject. Mstr. Arun of X B and Mstr. Raheem of X C also submitted their papers. The papers prepared the ground for an active and lively interactive session in the seminar. Finally, Mstr Akash, the school leader, proposed vote of thanks and the seminar sessions were dispersed successfully with the National Anthem by the school choir.

Prepared by Mahmud K Pukayoor ([English Eduspot Blog](http://www.englisheduspo.blogspot.com)) www.englisheduspo.blogspot.com

Sentence Analysis



Noun Phrase in the Subject Position (NP) = The grey squirrel

- ❖ Noun Phrase in the Object position = friendship
- ❖ Verb Phrase (VP) = has made friendship with me
- ❖ Prepositional Phrase (PP) = with me
- ❖ Head Nouns (HN) = squirrel (Subject), me (Object of Preposition)
- ❖ Head/Main Verb (HV/MV) = made
- ❖ Preposition = with
- ❖ All NPs in the sentence = The grey squirrel, friendship, me

Mr. Thorat brought two robust and well-fed tigers in a lorry.	
NPs	Mr. Thorat (subject), Two robust and well-fed tigers (object), a lorry
VP	Brought two robust and well-fed tigers.
PPs	in a lorry
HNs	Mr. Thorat, Tigers, lorry
HV/MV	Brought
Prepositions	in
Into my room, a big cobra came.	
NPs	A big cobra (subject position), my room.
VP	Came into my room.
PP	Into my room
HNs	Cobra (subject), room
HV/MV	came
Prepositions	into

Phrasal Verbs	Meaning	Example Sentences
Abide by	Respect or obey a decision, a law or a rule	<ul style="list-style-type: none"> It is our duty to abide by the traffic rules while driving.
At once (adverbial or idiomatic phrase)	Immediately	<ul style="list-style-type: none"> When Mr.Thorat called out to the tiger, it responded at once.
	At the same time	<ul style="list-style-type: none"> Mr. John got a job in town, led a loose life, borrowed money, spent lavishly, gambled, even stole some money from his office and tried to commit suicide – all at once within a short period of time.
At times (adv. Id. Phrase)	Sometimes, occasionally	<ul style="list-style-type: none"> At times Vanka had an intense desire to see his grandpa.
Bring up	Rear Look after	<ul style="list-style-type: none"> After Vanka's mother's death, his grandfather brought him up.
Call on	Visit someone	<ul style="list-style-type: none"> One Saturday Adichie called on Fide's mother.
	Ask someone in a formal way to do something	<ul style="list-style-type: none"> The government called on all the people to support the police to end the riot.
Call at	Visit a particular place.	<ul style="list-style-type: none"> Mr. Satyajit Ray and his team called at the Boral village as part of the film shooting.
	Stop at a particular location for a short while (a train, ship etc.)	<ul style="list-style-type: none"> Our ship will call at several ports during this voyage.
Call off	Cancel something	<ul style="list-style-type: none"> The game was called off because of bad weather.
Carry on	Continue a task	<ul style="list-style-type: none"> The team carried on practising for their final match.
Carry out	To do something as specified (a plan, an order, a threat)	<ul style="list-style-type: none"> The principal had to carry out the decision of the management.
Come across	Find by chance, Meet unexpectedly	<ul style="list-style-type: none"> While I was cleaning my room, I came across some of my old photos. After several years, yesterday I came across one of my classmates.
	Visit, usually on the way somewhere else.	<ul style="list-style-type: none"> I usually drop in on my friends whenever I go to town.
Drop in (on somebody)	Visit, usually on the way somewhere else.	<ul style="list-style-type: none"> I usually drop in on my friends whenever I go to town.
Drop out	Leave school/college etc. without finishing	<ul style="list-style-type: none"> Many poor children drop out of school and become child labourers.
Figure out	Discover or find out (a way, answer, solution etc.)	<ul style="list-style-type: none"> Vanka tried in many ways to figure out a way to escape from Alyakhin
	Understand something	<ul style="list-style-type: none"> Some children have difficulties to figure out even the alphabet.
Get along (with)	To be on good terms, Be friendly with someone	<ul style="list-style-type: none"> Vanka could never get along with anybody at Alyakhin's home. We know that Martha can never get along with his Math teacher.
	Escape, avoid a situation	<ul style="list-style-type: none"> Dr AJ Cronin wanted to get away from the boring shipboard contacts. Mr. John believed that he could not get away from the prosecution for the theft.
Get off	Leave (a bus, train, etc.)	<ul style="list-style-type: none"> Many passengers got off at Calicut station.
Get on	Board a train, bus, flight, etc.	<ul style="list-style-type: none"> Many passengers got on the train from Calicut.
Get on (with someone)	Have a good relationship with someone	<ul style="list-style-type: none"> It is important that we should get on with our colleagues.
Get over	Recover (from illness or disappointments)	<ul style="list-style-type: none"> Kiran has just got over her illness.

Get rid of	Eliminate something/somebody Remove	<ul style="list-style-type: none"> The principal wanted to get rid of Martha from the rank list.
Get through	Succeed in an exam or competition	<ul style="list-style-type: none"> Martha got through all her examinations easily.
Give away	Distribute a prize, etc.	<ul style="list-style-type: none"> The Vice Chancellor gave away the award.
	Supply something free of cost.	<ul style="list-style-type: none"> The shop gives away shopping bags to customers.
Give in	Yield,	<ul style="list-style-type: none"> The school board had to give in before Martha's grandfather's strong decision.
	submit	<ul style="list-style-type: none"> The teacher told all the students to give in their notebooks for correction.
Give up	Stop doing something	<ul style="list-style-type: none"> He gave up smoking two years ago.
	Yield, stop guessing	<ul style="list-style-type: none"> I can't find the answer; I give up! Martha was not ready to give up her hope of winning the award.
Go through	Examine, read	<ul style="list-style-type: none"> Go through the textbook and find out the answers.
	Experience	<ul style="list-style-type: none"> After his mother's death Vanka had to go through a miserable life.
Go for	attack	<ul style="list-style-type: none"> The mongoose went for the snake and killed it.
Go on	Continue	<ul style="list-style-type: none"> The mistress went on punishing Vanka.
	Happen	<ul style="list-style-type: none"> Martha didn't know what was going on inside the room when she heard the arguments of her teachers.
Keep on	Continue doing something	<ul style="list-style-type: none"> Mr. John kept on watching Dr. Cronin.
Look after	Protect, take care of	<ul style="list-style-type: none"> Jill looked after the infant when the nurse went out.
Look forward to	expect something with pleasure	<ul style="list-style-type: none"> Vanka was looking forward to meeting his grandpa.
Make fun of	Tease, laugh at; make jokes about	<ul style="list-style-type: none"> The grandmother made fun of the grandfather for not being able to climb trees.
Make out	Understand; grasp the meaning	<ul style="list-style-type: none"> I can't make out what she intended.
Make up	Invent, improvise	<ul style="list-style-type: none"> He made up some excuse for not doing his homework.
Make up one's mind	decide	<ul style="list-style-type: none"> Finally the principal made up his mind to award Martha.
Pass away	Die	<ul style="list-style-type: none"> Vaikom Muhammad Basheer passed away in 1994.
Pass out	Become unconscious	<ul style="list-style-type: none"> He passed out at the end of the race because he had not drunk enough water.
	Leave a military college after completing the course.	<ul style="list-style-type: none"> The new officers passed out last week from the Naval Academy.
Put aside	Keep some money or time for a purpose	<ul style="list-style-type: none"> Parents should put aside not only some money but also some time to spend with their children.
Put off	Postpone	<ul style="list-style-type: none"> Don't put off until tomorrow what you can do today.
Put on	Wear clothes, shoes, ornaments	<ul style="list-style-type: none"> Vanka put on his coat and went out.
	Switch on	<ul style="list-style-type: none"> Please put the fan on, it is very hot.
Put out	Extinguish fire	<ul style="list-style-type: none"> The fire fighters put out the fire in ten minutes.
Put up	Build, construct	<ul style="list-style-type: none"> The management is going to put up a hostel building in the play ground.
	Fix something on a wall or notice board.	<ul style="list-style-type: none"> The headmaster put up the exam results on the school notice board.
Put up with	Tolerate or accept something unpleasant	<ul style="list-style-type: none"> Vanka pleaded his grandfather to save him because he could not put up with the miserable life in Moscow any longer.
Put across	Describe or explain an idea to someone	<ul style="list-style-type: none"> The principal put across the new policy to Martha.
		<ul style="list-style-type: none">

Put down	Write or register	• I put my name down in this list.
	Criticize/insult someone	• Don't put anybody down in front of others.
	Suppress a riot	• The police could put down the riot.
Run into	Collide with	• She walked looking into her phone and ran into an electric post.
Set out/off	Start a journey	As soon as Vanka's grandpa got the letter, he set off to see his grandchild.
Set up	Start a business/ establish or organize something.	Mr. John set up a charity organization.
Take after	Resemble in appearance	Martha takes after her mother.
Take off	Remove clothes etc.	The doctor took off his overcoat.
	Leave the ground and fly (birds, airplane)	The myna took off and flew away.
Turn away	Refuse entry to a place	The stadium was full, so many were turned away .
	Move face not to look at someone/something	Dr. Cronin did not want to make any shipboard contacts, so he turned away from Mr. John.
Be taken aback	Shocked; frightened; surprised	All were taken aback by the tiger's unexpected misbehavior.
Turn down	Decline; ignore; reject	The younger brother turned down all the warnings of the elder brother.
Turn up	Be found after missing;	My missing pet cat turned up after a few days.
	Appear; arrive	All the guests did not turn up , but some unexpected friends turned up .
Wear out	Become unusable	Zahra had worn out her shoes.
	Become very tired	Ali was worn out looking for the missing shoes of his sister.

Phrasal Verb Questions from previous SSLC English Question Papers

1. Choose the appropriate phrasal verbs from the ones given and complete the passage given below: **(2015, March)**

Mother **rejected** (a) the children's plea for going out and play. Finally they were allowed to play within the compound. They **started** (b) to play hide and seek. Ravi hid in a shed and could not **understand** (c) what was happening outside. When he came out, other children had **abandoned** (d) hide and seek and started another game.

Give up	Set out	Turn down	Put on	Make up	Make out
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2. Fill in the blanks with the suitable forms of the phrasal verbs from the given below: **(2016, March)**

The results of the annual exam have been.....(a) on the notice board of the school. Mira reached home and(b) her uniform and(c) to school. She checked the results and informed her classmate Ravi that he had.....(d) the exam.

Set off	Get through	Put up	Put on	Put up with
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3. Complete the following passage choosing appropriate phrasal verbs given in the box: **(2017, March)**

Amal has never been able to(a) early from bed. Though his mother set the alarm clock, he simply turned it off and went back to sleep. Every morning he would.....(b) late to school. So he.....(c) the class late every day. Amal knew well that his class teacher would not(d) the situation.

Put up with	Get up	Give up	Put out	Set out	Get into
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4. Complete the passage using appropriate phrasal verbs given below (2018, March)

Adolf created some problems in our home. Our mother couldn't(a) it. One day Adolf(b) the curtain-rod with a smash. We(c) our hope to tame him. Finally we decided to send him away to the wild woods.

Put up with	Gave up	Pulled down	Take off
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5. Complete the following passage using the appropriate phrasal verbs from the ones given below: (2019, March)

Vanka tried his level best to.....(a) the torture his master had inflicted on him. But it was unbearable for him. He tried to.....(b) this to other apprentices. But they made fun of him. Then he decided to write a letter to his grandfather hoping he would.....(c) the letter and(d) the troubles Vanka was facing.

Go through	Put up with	Make out	Put across
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- Answers:** 1: a. turned down b. set out c. make out d. given up
 2: a. put up b. put on c. set off d. got through
 3: a. get up b. set out c. got into d. put up with
 4: a. put up with b. pulled down c. gave up
 5: a. put up with b. put across c. go through d. make out

Enough

Word order:

1. Adjective/Adverb + Enough

When 'enough' is used to modify an adjective or adverb, it should be placed after the adjective or the adverb.

- E.g. (Why doesn't he have a car?) - He is not **rich enough** to buy a car.
 (Why didn't he win the race?) - He did not run **fast enough** to win.

2. Enough + Noun

When 'enough' is used as a determiner with a noun, it should come before the noun.

E.g. He does not have **enough money** to buy a car.

In exams, usage of 'enough' may be tested as part of editing.

- In our world, lots of people still do not have food enough to keep them alive! (right/wrong)
- The mongoose was enough clever to beat the cobra. (right/wrong)

Had better

- 'Had better' is used to give strong advice, or to tell people what to do. It's stronger than 'should' or 'ought to'.
- It can be used for self-advise, i.e. to express what is advisable to do in a particular situation for the speaker as well.
 E.g. **You/he/she/they/I/we had better** go and meet the principal now; after a while he will leave the office.
- Though it looks like a past form, it refers to immediate future; it does not have a present or future form. (NO have/has better or will have better)
- Had better** should be followed a base form verb (bare infinitive).
'Had better + base verb'.
 E.g.: You **had better tell** your grandpa about the payment.
- The negative form of 'had better' is **'had better not'** [NOT 'hadn't better] E.g. We **had better not** tell her about the bad news.
 - In exams, usage of had better may be asked as part of a dialogue completion.**
 - I feel tired; I had better.....(take rest.) had better + base verb.

Would rather

- The expression 'would rather' is used to talk about preferring one thing to another.
- 'Would rather' has two different constructions – one with the same subject and the other with different subjects.
- With the same subject, a base verb (bare infinitive) is used after 'would rather'.
E.g. I would rather **do** my homework than watch TV. (the same subject) – **would rather + base verb**
- With different subjects, a simple past verb (without a past meaning) is used after the second subject.
I would rather **you did** the homework than watch TV. (different subjects) **would rather + second subject + simple past verb**
- The negative form of 'would rather' is '**would rather not**' (NOT 'wouldn't rather') when the subject is the same person.
E.g. I **would rather not** go out tonight.
- When the subjects are different we should use '**would rather + second subject + didn't + verb**'.
E.g. I would rather **you didn't go** out tonight.

In exams, it may be asked as part of a dialogue completion:

1. He would rather..... (to walk/ walk / walked)
2. His mother would rather he.....(walk/ walks/ walked/

A Worksheet on some Language Elements

➤ Report the following:

1. **Roommate:** How can you speak English so well?
Adichie: English is our official language.
2. **Adichie:** Why do you say my characters are not authentic?
Professor: Your characters drove cars and were not starving.
3. **Mr. Boone:** We can falsify the record, nobody is going to know it.
Mr. Schmidt: I won't lie or falsify records.
4. **Sergeant:** Doctor, do you think this boy will ever change his life style?
Dr. AJ Cronin: Let's hope for the best. We should give him a chance.
5. **The boy:** Don't talk to or look at the rabbit.
Mother: Do you think that I am going to take any notice of your nonsense?

➤ Add suitable Tag Questions.

6. **Alyakhin:** Vanka, You're not rocking the baby,.....(a).....?
Vanka: No, sir! You can see that I'm doing it,.....(b).....?
7. **Friend:** Doctor, you married a fat lady,(a).....?
Doctor: No, It happened otherwise! You know my wife is a sprinter,.....(b).....?
8. **Friend:** Doctor, let's go back to your house and see things there,(a).....?
Doctor: Yes, of course! I think everything is fine there,(b).....?
9. **Ray:** Excellent Mr. Thorat! You brought two tigers,(a).....?
Thorat: Yes, Sir. I believe that we should always be in safe side,(b).....?
10. **Grandpa:** I think nobody will pay for a scholarship jacket,.....(a).....?
Martha: No, you're right grandpa! I believe that the management wants to play discrimination,.....(b).....?

➤ **Complete the following conditional sentences.**

11. **Martha:** If we do not pay the money for the scholarship jacket,(a).....
Grandpa: If you paid the money for it,.....(b).....
12. **Dr. AJ Cronin:** He would be a good person If.....(a).....
Sergeant: Yes, you're right. If he had got timely help and advice,.....(b).....
13. **Landlady:** If both of you are ready to help him,.....(a).....
Dr. AJ Cronin: Good! Our support and efforts won't be wasted if.....(b).....
14. **Sergeant:** Many of our youth would not have been criminals if.....(a).....
Dr. AJ Cronin: Yes, our concept should change. Unless the individuals change, our society.....(b).....
15. **Sergeant:** Yes. Let's set an example. If we make an initiative, others.....(a).....
Dr. AJ Cronin: Of course. If someone had not made an initiative, no changes.....(b).....

➤ **Complete the following sentences.**

16. **Martha:** I worked hard to win the scholarship jacket. (**a.** Use '*enough*' suitably)
Mr. Schmidt: I know that. You have scores to be first in the list. (**b.** Use '*enough*' suitably)
17. **Martha:** But I don't know why they changed the policy now. The principal talks **as if**....(a).....to favour Joann.
Mr. Schmidt: Mr. Boone has bad intentions. But, he behaves before us **as if**....(b).....a gentleman.
18. **Martha:** Anyhow, I cannot take a decision regarding the payment. I **would rather** my grandpa....(a).....
Mr. Schmidt: Yes, that's better. You **had better**.....(b).....
19. **Martha:** If my grandpa does not give me the money,.....(a).....
Mr. Schmidt: Don't think so. **The more** you think of it, **the**.....(b).....
20. **Martha:** You've supported me a lot. Thank you very much sir!
Mr. Schmidt:(a)..... Bye!

Complete the following Conversation

21. Imagine that the homoeopathic doctor filed a complaint with local police as his belongings had been stolen. Below is the conversation between the Police Inspector and the doctor. Fill the dashes using appropriate phrasal verbs given below.

(at once, put forward, get in, gave up, put across, taken aback, gave away, got out, set off, got away, got back)

Doctor: Good morning sir.

Inspector: Good morning. How can I help you?

Doctor: Sir, I'm a doctor, and I have a petition to.....(a)..... to you.

Inspector: Please.....(b)..... and have a seat. What happened?(c).....everything to me.

Doctor: Last night when I was sitting in my room, a cobra fell on me from the roof and coiled on my left arm. I was(d)....., and sat there like a stone image. But after a while, seeing its reflection in the mirror on my table it.....(e)..... me and moved towards the mirror.

Inspector: Oh God, really strange! What happened then?

Doctor: Immediately I(f)..... of the room and(g).....from the snake. I.....(h).....to reach my friend's house nearby. This morning when I(i)..... to my room I found that all my things had been stolen by some thieves!

Inspector: Okay, I'll register this case and make serious investigations.....(j)..... I will let you know the improvements of the inquiry.

Doctor: Thank you sir!

1. The roommate asked Adichie how she could speak English so well. Adichie replied that English was their official language.
2. Adichie asked the professor why he said her character were not authentic. The professor replied that her characters had driven cars and they had not been starving.
3. Mr.Boone opined/urged/said that they could falsify the records as nobody was going to know it. Mr. Schmidt responded that he wouldn't lie or falsify records.
4. The sergeant asked Dr. AJ Cronin whether he thought that boy would ever change his life style. Dr. AJ Cronin suggested that they should hope for the best and should give him a chance.
5. The boy told the mother not to look at or talk to the rabbit. The mother responded asking whether he thought that she was going to take any notice of his nonsense.
6. a) are you? b) can't you? 7. a) didn't you? b) don't you? 8. a) shall we? b) isn't it? 9. a) didn't you? b) shouldn't we? 10. a) will they? b) doesn't it?
11. a) they will give it to Joann. b) it would not be a scholarship jacket.
12. a) If he got timely support. b) he would not have been in this state. / he would not have committed this mistake.
13. a) I will also help him. / I will give him one moth's free boarding and lodging. b) if he changes/ if he becomes a good person.
14. a) if they had got timely help and support. b) our society won't change.
15. a) others will do the same/ others will follow suit. b) no changes would have been possible in this world.
16. a) I worked **hard enough** to win the scholarship jacket. b) You have **enough scores** to be first in the list.
17. a) The principal talks **as if he wants** to favour Joann. b) But, he behaves before us **as if he were** a gentleman.
18. a) **I would rather** my grandpa **took** the decision. b) You **had better ask** your grandpa to decide.
19. a) I will have to give up my eight years' dream. b) The more upset you become.
20. You're welcome!
21. a) put forward b) get in c) put across d) taken aback e) gave up f) got out g) got away h) set off i) got back j) at once.

Worksheet on Reported Speech

1	The boy: Where did you get the white rat from?
	Grandfather: I bought it from the bazaar.
2	Grandmother: Have you heard of a Countess of Desmond?
	Grandfather: I haven't heard of any Countess.
3	Grandmother: Son, do you know where my knitting is?
	The boy: No, I don't know. When did you miss it, Grandma?
4	Grandmother: My knitting was missing since yesterday.
	Grandfather: search everywhere; you will find it inside the house itself.
5	The boy: Grandpa, I saw three white squirrels. What a miraculous sight it is!
	Grandfather: My boy, where did you see them?
6	Grandfather: My son, be careful while you are in the garden. There will be more snakes there.
	The boy: okay grandpa, I will take care of myself.
7	Grandfather: Who won the fight and what happened to the crow?
	The boy: The mongoose won the fight, and the crow was killed accidentally.
8	The boy: Grandpa, have you seen white squirrels ever before in your life?
	Grandfather: No, I have never seen white squirrels in my life.
9	The friend: is your wife fat?
	The homoeopath: No, she is not fat. She is a reedy person.
10	The homoeopath: has a snake ever coiled round any part of your body?
	The friend: I have never experienced it.
11	The friend: why do you look so worried?
	The homoeopath: I have been frightened by a snake.

12	The friend: Doctor, did you see the snake the next day?
	The doctor: No, I have never seen it since then.
13	Satyajith Ray: why did you bring two tigers?
	Mr.Thorath: I decided to play it safe.
14	The manager: what help do you expect from me?
	Ray: we are in need of a tiger for the shooting of a film.
15	Ray: do you think that it is easy to set the animal free in the bamboo grove?
	Thorat: I have never let the animal free in the bamboo grove.
16	Ray: why did you bring two tigers?
	Thorat: we can use the other if one doesn't behave well.
17	Mr. Thorat: why do you need the tiger again?
	Ray: we have to shoot the scenes again as the camera failed to work in the first attempt.
18	The manager: how long do you need the tiger for?
	Ray: I need it for a couple of hours.
19	Ray: what will you do to set the tiger free in the bamboo grove?
	Thorat: I will tie a wire round the tiger's neck.
20	Ali: Can I take these potatoes?
	Akbar: take the potatoes kept on the floor.
21	Akbar: what the hell are you doing?
	Ali: My sister's shoes are missing.
22	Zahra: where are my shoes?
	Ali: I have lost them somewhere in the store.
23	Akbar: What did your mother say?
	Ali: My mom said to put it on our tab.
24	The mother: what do you want me to do?
	The father: the doctor has forbidden for you to do any work.
25	Zahra: Ali, how can I go to school without shoes?
	Ali: you can wear my sneakers.
26	Akbar: what do you want?
	Ali: I want some potatoes.
27	Akbar: what are you searching for?
	Ali: I am searching for my sister's shoes.
28	Ali: Please Zahra, you wear my shoes to school tomorrow.
	Zahra: your shoes are too large for me.
29	The mother: why don't you allow me to go for a surgery?
	The father: it will cripple you.
30	Zahra: where did you keep my shoes?
	Ali: I kept them in Akbar Aqa's vegetable shop.

Answers

1	The boy asked his Grandfather where he had got the white rat from.
	His Grandfather replied that he had bought it from the bazaar.
2	The Grandmother asked the Grandfather whether he had heard of a Countess of Desmond.
	The Grandfather replied that he hadn't heard of any Countess.
3	The Grandmother enquired her grandson whether he knew where her knitting was.
	The boy replied negatively (saying) that he didn't know, and asked his grandma when she had missed it.
4	The Grandmother said that her knitting had been missing since the previous day.
	The Grandfather told the Grandmother to search everywhere, and he opined/said that she would find it inside the house itself.
5	The boy said (excitedly) to his grandpa that he had seen three white squirrels, and he exclaimed that it was a miraculous sight.
	The Grandfather asked the boy where he had seen them.

6	The Grandfather advised his grandson to be careful while he was in the garden, and he warned/said that there would be more snakes there. The boy agreed to his grandpa's advice (saying) that he would take care of himself.
7	The Grandfather asked who had won the fight, and what had happened to the crow. The boy replied that the mongoose had won the fight, and the crow had been killed accidentally.
8	The boy asked his grandpa whether he had seen white squirrels ever before in his life. The Grandfather replied negatively that he had never seen white squirrels in his life.
9	The friend asked the homoeopath if his wife was fat. The homoeopath replied negatively that she was not fat and added that she was a reedy person.
10	The homoeopath asked the friend if a snake had ever coiled round any part of his body. The friend replied that he had never experienced it.
11	The friend asked the homoeopath why he looked so worried. The homoeopath replied that he had been frightened by a snake.
12	The friend asked the doctor whether he had seen the snake the following day. The doctor replied negatively that he had never seen it since then.
13	Satyajith Ray asked Mr. Thorath why he had brought two tigers. Mr.Thorath replied that he had decided to play it safe.
14	The manager asked Ray what help he expected from him. Ray replied that they were in need of a tiger for the shooting of a film.
15	Ray asked Thorat whether he thought that it was easy to set the animal free in the bamboo grove. Thorat replied that he had never let the animal free in the bamboo grove.
16	Ray asked Thorat why he had brought two tigers. Thorat replied that they could use the other if one didn't behave well.
17	Mr. Thorat asked Ray why he needed the tiger again. Ray replied that they had to shoot the scenes again as the camera had failed to work in the first attempt.
18	The manager asked Ray how long he needed the tiger for. Ray replied that he needed it for a couple of hours.
19	Ray asked Thorat what he would do to set the tiger free in the bamboo grove. Thorat replied that he would tie a wire round the tiger's neck.
20	Ali asked Akbar whether he could take those potatoes. Akbar told Ali to take the potatoes kept on the floor.
21	Akbar shouted at (asked angrily) Ali what the hell he was doing. Ali told Akbar that his sister's shoes were missing.
22	Zahra asked Ali where her shoes were. Ali replied that he had lost them somewhere in the store.
23	Akbar asked Ali what his mother had said. Ali replied that his mom had said to put it on their tab.
24	The mother asked the father what he wanted her to do. The father replied that the doctor had forbidden for her to do any work.
25	Zahra asked Ali how she could go to school without shoes. Ali replied that she could wear his sneakers.
26	Akbar asked Ali what he wanted. Ali replied that he wanted some potatoes.
27	Akbar asked Ali what he was searching for. Ali replied that he was searching for his sister's shoes.
28	Ali requested Zahra to wear his shoes to school the following day. Zahra told Ali that his shoes were too large for her.
29	The mother asked the father why he didn't allow her to go for a surgery. The father replied that it would cripple her.
30	Zahra asked Ali where he had kept her shoes. Ali replied that he had kept them in Akbar Aqa's vegetable shop.

Would you mind + -ing Verb
Can't + help + -ing Verb
Can't + help + but + base Verb
I am afraid + 'that - Clause'

(The following is a portion of a conversation question from the second term evaluation 2019-20, SSLC English) Try to complete the missing parts.

John: Would you mind.....(a).....?

Cronin: No problem. I will spare a few minutes for you.

John: Sir, do you recognize me?

Cronin: I am afraid.....(b).....

Answer: (a) Would you mind **sparing** a few minutes for me? { A polite question with the expression 'would you mind' is always followed by an "...ing" verb form. **Would you mind + -ing** }

Answer (b): I am afraid that I don't remember you.

I am afraid...

This idiomatic expression means 'I am sorry to say...', a way of introducing an unpleasant or disappointing statement.

When used in this way, 'I am afraid' is often followed by a 'that clause'. But sometimes 'that' is elided from the sentences.

Polite ways of asking for something

1	Would you mind	sparing	a few minutes for me?	More polite
2	Will you mind	sparing	a few minutes for me?	Less polite
3	Would you	spare	a few minutes for me?	More polite
4	Will you	spare	a few minutes for me?	Less polite
5	Could you	spare	a few minutes for me?	More polite
6.	Can you	spare	a few minutes for me?	Less polite
7.	Would you mind	if I asked you to spare	a few minutes for me?	More polite (imaginary conditional/Simple past verb in the if-clause)
8.	Will you mind	if I ask you to spare	a few minutes for me?	Less polite (Simple present verb in the if-clause)

Can't/Couldn't help + ...ing verb form

This expression is followed by the **-ing** form of the verb and it means 'cannot/could not stop doing something'. Examples:

Rosie: Martha, why did you cry when the principal asked you to pay money for the jacket?

Martha: I **couldn't help crying** when I heard it.

Can't/Couldn't help + but + base form verb

When the expression '**Can't/Couldn't help**' is followed by '**but**', the verb with it should be in the **base form** (bare infinitive). Both the expressions (can't help + -ing and can't help + but + base verb) have the same meaning.

Aunt Jane is very generous. We **can't help but admire** her. (= We can't help admiring her.)

Note: sometimes the word 'help' is not used as in 'We can't but admire her'.

Edit the following:

1. Would you **showing** me the way to the post office?
2. Will you mind if I **asked** you some questions?
3. Could you **to give** me your bike for a few hours?
4. The homeopath is a funny person. We can't but **liking** him.
5. When Martha heard the shocking news about the jacket, she can't help **cry**.
6. **Nilkanta:** (a) Would you **taking** me with you to your village?
Kiran: I'm afraid(b)..... (Complete the missing part appropriately)
Nilkanta: Why is it not possible?
Kiran: All others are opposed to my proposal of taking you with us.
7. **Mr. Schmit:** Martha, I'm afraid..... (Complete the missing part appropriately)
Martha: Why won't I get the Jacket?
8. They couldn't help **wondered** when they saw the white baby squirrels.
9. Sharat saw a boy in the garden, (a) **whom** was a survivor from an upturned boat in the storm. The boy, (b) **who's** name was Nilkanta, belonged to a theatrical group.
10. Sharat thought that Kiran was not **enough healthy** to take her back to their native village.
11. Nilkanta was delighted as he got **food and clothes enough** from Kiran.
12. Complete the following conversation:
Kiran: Would you mind.....(a).....?
Nilkanta: No problem. I will show you one or two items of the theatrical performances.
Kiran: It's very kind of you. Thanks!
Nilkanta: Why do you laugh so much?
Kiran: Your performances are amazing and really funny too! I can't but.....(b).....
Nilkanta: Anything else?
Kiran: Would you.....(c).....?
Nilkant: Of course, I would perform anything to entertain you.
Kinran: Would you mind.....(d).....?
Nilkanta: Not at all! I would act like a feminine character.
Kiran: Then go ahead! Let me see.
Nilkanta: I'm afraid(e).....because I don't have the costumes and other things.
Kiran: Then, it's okay; no problem.

Answers:

1. show
2. ask
3. give
4. like
5. crying
6. (a) take (b) that it is not possible.
7. that you won't get the jacket.
8. wondering
9. (a) who (b) whose
10. healthy enough (When 'enough' is used with an adjective or adverb, it should come after the adjective or the adverb. **Adj/adv + enough**)
11. enough food and clothes (When 'enough' is used with a noun, it should come before the noun. (**Enough + noun**))
12. (a) showing one or two theatrical performances for me? (b) laugh so much. (c) perform anything to entertain me? (d) acting like a feminine character? (e) that I can't perform it well.

Constructing and Completing Conversations

1. **Imagine that the boy (we call him Rahul) in the story 'The Adventures in a Banyan Tree meets his friend Arun. They engage in a conversation about the white squirrel babies. Construct/Complete the conversation.**

Arun: Good morning, Rahul.

Rahul: Good morning.

Arun: You've got some white squirrels,(a).....?

Rahul: Yes, I've got three white baby squirrels.

Arun: Wonderful! Can I see them?

Rahul: Yes, why not? If you come to our home,.....(b).....

Arun:(c).....?

Rahul: In the morning I'll be busy. I would rather you.....(d).....

Arun: Ok, I'll come tomorrow evening after school. See you then, bye.

Rahul: Bye, Arun!

Answers: a) haven't you. b) I will show you the squirrel babies. c) Can I come tomorrow morning? d) came in the evening.

2. **Imagine that the homoeopath registered a theft case with the police. After a few days he visits the police inspector to know about the investigation progress. Construct/Complete the conversation between them.**

Doctor: Good afternoon sir; may I come in?

Police: Good afternoon. Yes, get in and please be seated.

Doctor: I think you've not forgotten me,(a).....?

Police: No. I do remember you. You're doctor Basheer and you filed a theft case last week.

Doctor: Yes, sir.(b).....?

Police: No, we haven't got any clues yet. If we get any information,(c).....

Doctor: OK, sir. I look forward to hearing from you some good news soon.

Police: By the way, I think you had better(d).....

Doctor: I've already shifted to a new house. Thanks for your advice. See you later, bye.

Police: Ok, then. Bye!

Answers: a) have you? b) Have you got any clue about the thief? c) we will inform you. d) shift to a new house.

3. **Mr. Thorat and Ray meet again after their first shooting attempt, and they engage in a conversation. Construct/Complete their conversation.**

Mr. Thorat: Good morning sir; I heard you were looking for me,(a).....?

Ray: Yes Mr. Thorat. I'm in need of your help again.

Mr. Thorat: Always with pleasure. What happened sir?

Ray: All our last efforts went in vain as the camera didn't work properly.(b).....?

Mr. Thorat: Sure, I'll bring the tigers again to the new location.(c).....?

Ray: It's very close to Kolkatta city. How will you reach there?

Mr. Thorat: You had better.....(d).....

Ray: Okay, I'll talk to the manager and give him the details.

Mr. Thorat: The location should be quiet and free from the crowd. If such a large crowd hadn't been there last time, the tiger(e)..... (misbehave)

Ray: Yes Mr. Thorat. This time we should be more careful. Thanks for your support. See you later.

Mr. Thorat: Okay...see you, bye!

Answers: a) weren't you? b) Will you the tigers again to a new location? c) Where is the new location? d) talk to the manager and give him the details. e) the tiger wouldn't have misbehaved.

4. **When Mr. John met Dr. AJ Cronin unexpectedly on the ship, he talked to his wife about many past things that had happened in his life. Construct/Complete their conversation suitably.**

Mr. John: Darling, look at the gentleman walking along the deck.

Mrs. John: Why?(a).....?

Mr. John: He is Dr. AJ Cronin, whom I've been in search of for the past 25 years.

Mrs. John: Why? What's so special about him?

Mr. John: There is something special about him. If he hadn't helped me then,(b)..... (alive now)

Mrs. John: Don't create suspense. Please tell me everything in detail.

Mr. John: It's a long story. We had better.....(c).....

Mrs. John: Ok, we can sit somewhere here.

Mr. John: I want to meet and talk to him, but I'm very tensed.

Mrs. John: Don't worry; I'll also come with you. Let's go to him now,(d).....?

Mr. John: Yes, thank you dear!

Answers: a) who is that? b) I wouldn't have been alive now. c) sit and talk. d) shall we?

5. When the principal told Martha to pay 15 dollars for the Jacket, she became very disappointed. She wanted to explain everything to her grandpa, and they engaged in a conversation. Construct/Complete the conversation.

Grandpa: Martha, why are you so gloomy? Something troubles you,(a).....?

Martha: Yes, Grandpa; I've got some sad news to tell you.

Grandpa: Tell me; what's the matter?

Martha: The principal told me that I should pay 15 dollars for the scholarship jacket.

Grandpa: What? Money for a scholarship jacket!

Martha: Yes, Grandpa. They say so. If I don't pay the money,(b).....

Grandpa: Let them give it to anybody. If you pay for it,(c).....

Martha:(d).....?

Grandpa: You should tell your principal that I will not give money for a scholarship jacket. I think you understand what I mean,.....(e).....?

Martha: Ok, Grandpa; I'll tell him so.

Answers: a) doesn't it? b) they will give it to someone else. c) it will not be a scholarship jacket. d) What should I tell the principal? e) don't you?

6. When the American roommate of Adichie meets her, the roommate is very eager to know many things about Adichie and Africa. They engage in a conversation. Construct/Complete their conversation.

Roommate: Good morning my friend, welcome to America.

Adichie: Very good morning; happy to meet you!

Roommate: It is a very long journey from Nigeria to New York,(a).....?

Adichie: Yes of course, it's really a long flight.

Roommate: You must be tired. You had better.....(b).....

Adichie: Thank you. This room is very comfortable for two people,.....(c).....?

Roommate: Yes of course, spacious enough for two.

Adichie: Nice. If I hadn't got a good roommate like you,(d).....(be lonely)

Roommate: Don't worry. We'll be good friends. Let's go out and have something to eat,(e).....?

Adichie: Oh that's good. I feel hungry and I just thought to tell you that.

Roommate: By the way, your English is so excellent. Where did you learn it?

Adichie: English is our official language.(f).....?

Roommate: Really I don't know it. I want to know all about your county. Let's talk about them later.

Answers: a) isn't it? b) take rest. c) isn't it? d) I would have been lonely. e) shall we? f) Don't you know it?

7. Ali's mother sent him to a cobbler for getting Zahra's shoes repaired. When he reached back home, he didn't have the shoes with him. Naturally there happened a conversation between Ali and his mother. Construct/Complete the conversation suitably.

Mother: Ali, you've got the shoes repaired,.....(a).....?

Ali: Yes mom; But I lost them.

Mother:(b).....?

Ali: I lost them in Akbar Akka's vegetable shop.

Mother: Ali, you are very careless nowadays,(c).....?

Ali: No mom. I kept them outside the shop while I was collecting potatoes.

Mother: If you had been careful enough,(d).....

Ali: A junk collector had come there while I was inside the shop.

Mother: Then, you had better.....(e).....

Ali: But I don't know who the junk collector is.

Mother:(f).....; Akka may know him.

Ali: Okay mom; I'll go now itself.

Answers: a) haven't you? b) Where did you lose them? c) aren't you? d) you wouldn't have lost them. e) ask the junk collector. f) Go and ask Akbar Akka

8. Jack accompanied Aunt Jane to the bus station. On the way they talked a lot about the merits and demerits of the instalment system. Construct/Complete their conversation properly.

Aunt Jane: Jack, I'm not so happy with your way of life.

Jack: Why Aunt Jane?

Aunt Jane: You've bought all your household things on instalment system. Now your income is less than your expenditure,.....(a).....?

Jack: Yes, it is. But I can manage it, Aunt Jane.

Aunt Jane:(b).....?

Jack: I'll take a loan to pay the instalments.

Answers: a) isn't it? b) What will you do to pay the instalment?/How can you manage it? c) if you take a loan. d) pay the hospital bill.

Aunt Jane: It will be another burden for you, if.....(c).....
Jack: No, it won't be a burden as I can pay the loan also in instalments.
Aunt Jane: I've given Jill a cheque for a small amount. You had better.....(d).....
 Then at least you can say that your child is yours!
Jack: Thank you Aunt Jane. We will do as you say. We must own our child for us first.
Aunt Jane: Okay, go ahead. See you, goodbye dear!

9. **Konstantin Makarich came to know about the hardships of his grandson only when he read Vanka's letter. Immediately he set out to Moscow to meet Alyakhin. Construct/Complete the conversation between them.**

Alyakhin: Hi Makarich, welcome; when did you arrive in Moscow?
Makarich: I just came to meet my son;(a).....?
Alyakhin: He may be here around in the workshop.
Makarich: You treat him like an animal,(b).....?
Alyakhin: No. He is my employee,(c).....?
Makarich: He is an apprentice to you, but you treat him like a slave. Also, you and your wife beat him cruelly without giving him enough food or time to sleep.
Alyakhin:(d).....?
Makarich: I knew about all these from the letter he sent to me.
Alyakhin: It's common, if my employees don't work properly,(e)..... (punish severely)
Makarich: I don't want to keep him any longer here. I had better.....(f).....
Alyakhin: Okay, take him with you back home.
Makarich: But don't think that I'm simply going back home. I'm going to file a suit against you.
Alyakhin: Get lost; do whatever you can. I don't care.

Answers: a) Where is he? b) don't you? c) isn't he? d) How did you know about all these? (e) I will punish them severely.f) take him with me back home.

10. **When Satish's inkstand was missing, he believed that it was taken by Nilkanta. Satish angrily questioned Nilkanta, and there happened a heated conversation between them. Construct/Complete it suitable.**

Satish: Nilkanta, my inkstand is missing. I'm sure, you've taken it,(a).....?
Nilkanta:(b).....
Satish: Then,(c).....?
Nilkanta: I don't know who took it; ask everyone here.
Satish: Nobody else will take it; you're a thief and a liar.
Nilkanta: Have you got any evidence that I took it? You had better not(d).....
Satish: I'm going to search your room. If I find it there,(e).....
Nilkanta: Before that, I'll complain to police against you for beating me.
Satish: How dare you threaten me! If I find it in your room,(f).....
Nilkanta: You needn't have to kill me; I'm going away somewhere. I've no one in this world to love and get love from.

Answers: a) haven't you? b) No, I haven't taken it. c) who took it? d) blame me / call me a thief. e) I will complain to the police. f) I will kill you.

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Word Pyramid

In examinations students are asked to create word pyramids by expanding a word to a clause in an orderly growth. Students should take care to use determiners, demonstratives, possessives, adjectives, prepositional phrases, relative pronouns etc. to construct the pyramid grammatically and meaningfully.

- Determiners: (The articles) a, an, the
- Demonstratives: This, these, that, those
- Possessives: My, your, our, his, her, its, their
- Relative pronouns: That, which, who, whose, when, where, why etc.

Q 1: Construct a word pyramid with the word “singer”.

Noun
 Determiner + Noun
 Determiner + Adjective + Noun
 Determiner + Adjective + Noun + Prepositional Phrase
 Determiner + Adjective + Noun + Prepositional Phrase + Relative Clause
 {A relative clause and a main clause make a complete sentence – a complex sentence}

Singer

The singer

The beautiful singer

The beautiful singer on the stage

The beautiful singer on the stage who sings Malayalam songs

{The beautiful singer on the stage who sings Malayalam songs is not a Keralite.}

Character Sketches of 12 major characters in the textbook

1. The boy in the story

'Adventures in a Banyan Tree'

The boy, who is the protagonist in the story 'Adventures in a Banyan Tree', appears to be a school student. He is enchanted by nature and likes to be in company with various creatures in nature. He lives with his loving and caring grandparents. His sixty-five year old grandfather has set up an English model garden, and in the garden there is a magnificent banyan tree which is older than the grandfather and their house. The boy has made the tree his domain and built a platform half way up the tree where he spends his afternoons reading books. He likes various kinds of books including adventure stories and novels. Whenever he is not in a mood of reading he sits on the platform and enjoys the sights around him. Once he sees a frightening fight between a huge cobra and a mongoose which the mongoose wins killing the cobra. He has made friendship with one of the squirrels living in the banyan tree, which delves into his pocket and takes food from him. He has also made friendship with a white rat which his grandfather bought from the bazaar. He often takes this white rat to the banyan tree and it mates with one of the squirrels there. The squirrel gives birth to three white baby squirrels. The boy and his grandparents are in the thrill of having this nature's rarest gift, and the boy is proud of the white rat father, the squirrel mother and the three white baby squirrels.

2. The grandfather in the story

'Adventures in a Banyan Tree'.

The grandfather in the story 'Adventures in a Banyan Tree' is a sixty-five year old man. He with his wife and their grandson lives happily in their house which has an English model garden. In their garden there is a huge banyan tree which is older than him. He has become old and so weak that he cannot climb the trees now. His wife often teases him about this. He is very loving and caring towards his grandson and at the same time fond of nature and its creatures. He keeps and maintains an English garden well and sometimes talks and complaints to the plants growing there. He is happy to hear that the mongoose has won in the fight with the cobra. He wants the mongoose to be there in his garden to keep snakes away. He is a man who loves pets. Once he brings home a white rat which he bought from the bazaar. He amuses himself with it and at the same time wants to make his grandson happy. He seems to be a happy man as he gets enough delight and relief in his old age from his pet animals and plants in the garden. He lives comfortably with his wife and grandson loving and caring nature.

3. The Homoeopathic Doctor

The homoeopathic doctor is the protagonist of the story **The Snake and the Mirror** by the renowned Malayalam writer **Vaikom Mohammed Basheer**. The story is a humorous account of the doctor's encounter with a cobra. He is a young and unmarried doctor recently set up his medical practice, and therefore, his income is very meagre. He is staying alone in a rented house, and there are lots of rats to share the room with him. He is very beauty-conscious and often lives in the world of dreams. He believes that he has more acceptance in the society as he is a young, handsome bachelor and a doctor by profession. He seems that he wants to be rich by a short-cut way. He wants to marry a rich, young woman doctor having a good medical practice. His humour sense is revealed when he says that he wants to marry a fat lady for a valid reason. The reason is that she should not be able to chase and catch him if he did some silly mistake and needed to run away. One night, as usual when he was in a flight of fancy sitting in front of the mirror in his room, a big cobra slithered up on him and coiled on his left arm. Though he had to sit like a stone image in fright, he did not lose his presence of mind. In the helpless situation he could not but rely on the mercy of God, and he pathetically scribed the words 'O God' on the walls of his heart, though he had not been that much religious till then. Seeing its image in the mirror, the snake left him and moved towards it leaving him. He jumped out of the room and ran for his life until he reached his friends. The doctor is a jovial person having a good circle-of-friends. He likes killing times with them smoking beedis, discussing various topics and telling stories. The 'snake story' is one of such stories.

4. Mr. Thorat

Mr. Thorat is one of the most important characters of **Satyajit Ray's** memoir **Project Tiger**. He is the ringmaster of the Bharat Circus. He is a South Indian, very well-built, with features somewhat like those of a Nepali. He is not more than forty years old and he is in charge of the risky tasks of training and keeping wild animals in the circus company. He has undergone many tiger attacks, and he has their scars on his hand. He appears to be a man with enough practical wisdom. He brings two tigers instead of one to the shooting location. If one tiger does not behave well, the other one can be used; that is his idea. He seems not to be confident enough about setting his tigers free on their own. But he himself suggests a solution. A thin but strong iron wire can be fixed around the neck of the tiger and it will not be visible to the camera. He is seen very much frightened and helpless at the unexpected misbehaviour of the ferocious tiger. He fails to control the animal when it turned violent. But Mr. Thorat is hard working and adventurous and a man of high regard for others. When the first shooting attempt failed, he readily agrees to take the risk of bringing the tigers for the second time. He is a very cooperative person, and without his cooperation Ray's film 'Goopy Gyne Bagha Byne' would not have been realized.

5. Mr. John

Mr. John appears in the anecdote '**The Best Investment I Ever Made**' as a middle-aged man in his early 40s. He is short-built with a fair complexion and clear blue eyes. He has started getting bald as his thin hair began to recede from his forehead. He is rather reserved in temperament and serious in appearance, especially in his dark suit and sober tie. He has earnestly been in search of Dr AJ Cronin for a quarter of a century. But when he comes across him unexpectedly during a ship journey, his timidity prevents him from approaching Dr Cronin. His wife persuades and encourages him to meet and talk to Dr. Cronin. Mr. John is a respectful person with high regard to his life saviour. He tries to remind Dr. Cronin the tragic incident that took place about 25 years ago. Mr. John had an unpleasant and miserable past. In his youthful days, he led a loose life and lost everything he possessed. He gambled, borrowed money hugely and spent extravagantly. He even stole some money from his work place. Lost everything, became distressed and anguished, he decided to end his life. From the suicide attempt he was saved by three kind-hearted people – Dr. AJ Cronin, a police sergeant and the landlady of the lodge where he had stayed. After gaining a second life, he decided to become a new man with a fresh start. He pledged the rest of his life for charity and social work. For the last 15 years he and his wife have been in the field of the social service. Mr. John remembers the three people in utmost gratitude and believes that he is indebted to Dr. Cronin for every breath now he takes.

6. Martha

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 living with her grandparents. 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 on 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 the happy news 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 joy. Martha's words and deeds show that she is quite bold and sensible but at the same time sensitive and childlike too.

7. Martha's Grandfather

Martha's grandfather is probably the most important character in the story, **The Scholarship Jacket**. 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 always working 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 for money. Finally, his words win and Martha gets the award. On both the occasions when he hears the sad and happy news regarding the scholarship jacket, his reaction does not change. When his granddaughter tells him about her winning the jacket, he still doesn't express his rejoice in 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. We are sure that Martha's grandfather is a man of this sort.

8. Aunt Jane in the one-act play 'The Never-Never Nest'

Aunt Jane is one of the major characters in the one-act play 'The Never-Never Nest. Her words and actions make the play humorous and interesting. She appears to be a lady with a generous and philanthropic mind. She loves her nephew Jack and his wife Jill very much and shows much concern in their well-being. Aunt Jane had given Jack and Jill a gift-cheque for two hundred pounds at the time of their wedding. Now she doubts whether it was really two hundred pounds or by mistake she had written two thousand! The reason is that now when she visits their house and sees their comfortable and luxurious life with all modern facilities, she cannot just believe it. Jack and Jill have a cosy and luxurious house with all facilities like refrigerator, radio, all furniture, piano, car, etc. They say that their house is not on rent, but they own it. But when she realizes that they own them all by the hire-purchase system, she disapproves the way of using others' things as theirs. She even refuses to sit on the furniture and travel in their car because she believes that these things actually belong to someone else. She proclaims that her motto is to buy thing by paying down, and she dislikes owing a penny to others. She feels restless and wants to leave the house immediately as she believes it belongs to some Mr. Serge or Marks and Spencer. But even when she leaves bidding good bye to Jack and Jill displeased in their way of life, she doesn't hesitate to help them with a cheque for ten pounds.

9. Vanka

Vanka is the central character in the story **Vanka** by **Anton Chekhov**. He is a nine year old orphan. He was living in a village with his mother and grandfather. After his mother's death, he was sent to Moscow to apprentice under a shoe-maker named Alyakhin. At a very tender age he became a child labourer. He was deprived of all his child rights. He did not get his primary education other than what he learned from his play-mate Olga. Vanka has to suffer a lot at the Alyakhin's. It has been only three months since he reached Moscow. But his sufferings are so severe and beyond description that made him write a letter pleading his grandpa to come and save him as quickly as possible. Vanka is very much afraid of his master, mistress and other senior apprentices. When he wrote the secret letter, he was watchful not to be seen by others. He is very nostalgic about his village life, especially of the Christmas time when he used to spend with his mother, grandpa and Olga. Vanka's child-like innocence is very visible in his letter. Even when he wrote about his miserable life, which was worse than that of a dog, he did not forget to write about the wonderful sights of the big town of Moscow. In a little village boy's eyes, shops selling fishing-hooks, guns and even butchery are sights of surprise. The boy is very innocent and he does not know even the basic of sending a letter. He posted the letter without proper address and postage, and he spends days in the dreams of his grandpa's arrival, his sole saviour!

11. Kiran in the story 'The Castaway'

Kiran is a major character in the story '**The Castaway**' having equal importance with the protagonist Nilkanta. She is a favourite of all in her native village. Once she fell seriously ill and now has become fully recovered. She is very active and always wants to be in the company of the villagers. She cannot bear the lonely life in the riverside house and wants to get away from there as early as possible. Though she is a grown-up woman and wife of Sharat, she still loves lots of fun like a child. When Nilkanta comes to the riverside house unexpectedly, she becomes much delighted and forgets about going back to her home in the village. Soon Kiran and Nilkanta become good friends. She likes his presence always with her and enjoys his various theatrical performances. She always supports him and ignores all the mischief he and his naughty friends do, without paying any attention to the complaints of her husband and mother-in-law. She takes the role of his mother and sister combined. But when Satish, her brother-in-law, comes to stay with them, she ignores Nilkanta. Like a playful child, she engages in all merry-making activities with Satish. At the time of leaving the riverside house, she wants to take Nilkanta with them and argues for him. But she has to yield before the opposition of all other members of the family. She tries to protect Nilkanta from being termed as the thief when Satish's inkstand is missing. She feels enormous pity on the homeless boy and puts in his box two new suits of clothes, a pair of shoes and a bank note as a surprise gift. Kiran is a kind and trustful woman but at times appears to be rather childish than a matured and responsible wife.

10. Konstantin Makarich

Konstantin Makarich is the grandfather of **Vanka**, the protagonist in the story **Vanka**. He is a night watchman on the estate of the Zhivarev family. He is a small, lean, old man about sixty five years of age. He is remarkably lively and agile with a smiling face and eyes bleary with drink. He is a fun-loving man. In the day time either he sleeps in the back kitchen or spends time cracking jokes with the cooks and other kitchen maids. In the night he does his watchman duty walking round and round the estate, sounding his rattle, wearing a large sheepskin coat and felt boots. He has two dogs named Kashtanka and Eel. He will always be in the company of his beloved dogs. He has the habit of snuffing tobacco and he will offer the snuff to kitchen maids and even to his dogs. He enjoys seeing them sneeze, breaking out into jolly laughter. This grandfather is the only relative of Vanka now remaining in this world for him. When we read about Vanka's miserable plight at Alyakhin's, we might ask ourselves why this man has sent the boy to such a cruel person. But we cannot blame the old, innocent and illiterate man. We are sure that while sending Vanka to Moscow, he must have in his mind only the thought that his grandchild should learn a trade and earn a living!

12. Nilkanta in the story 'The Castaway'

Nilkanta is the protagonist of the story '**The Castaway**' by Rabindranath Tagore. He belonged to a theatrical group. One stormy evening he reached the riverside house as a castaway after his boat perished in the river. It was hard to tell his age from his innocent and hairless face. But his way of talking and the habit of smoking suggested that he was beyond seventeen. Soon he became the favourite of Kiran as he could give her good company and entertain her with his theatrical performances. He made a bad friendship with the naughty boys of the neighbourhood and made a mongrel dog his pet. Together they made all the mischief. This irritated Sharat and his mother. Sharat often punished him, but he did not take it serious. He was happy because he got enough to eat and enjoyed much care and love from Kiran. When Satish, Kiran's brother-in-law, came to live with them, Kiran's attention diverted from him. This made Nilkanta angry, and his behaviour became wild towards all his friends and even to his pet dog. He took secret revenge upon Satish. He even took Satish's favourite inkstand intending to throw it into the river. When the family decided to go back to their native village, he wished to join them, but in vain. All except Kiran opposed to take him with them. This pained him too much. When Kiran found out the missing inkstand from his box, he could not face her as he was unable to prove that he was not a thief. Soon he left the play without anybody's notice.

Appreciation Notes of Textual Poems (Simplified)

1. Lines Written in Early Spring

William Wordsworth (1770-1850)

The poem 'Lines Written in Early Spring', which celebrates the relation between man and nature, is written by the most celebrated poet of nature William Wordsworth. The poet rejoices in the sights and sounds of nature and at the same time laments on what man has made of man. He deals with the themes of coexistence in the world of nature and disharmony and cruelties in the human world.

The poet once sits in a grove in a very calm and relaxed mood. He hears lots of various sounds and songs and sees many pleasant sights. He finds peace of mind and becomes much pleased in the songs of birds and music of the woods. At the same time, some painful thoughts come into his mind, and he becomes sad.

He sees the primrose and periwinkle make wreaths in the bower there. He believes that every flower enjoys the air it breathes. The birds around him express their thrill of pleasure by hopping and playing in the grove. He also notices the budding twigs spread out their tender leaves to catch the breezy air. In short, the poet sees thrilling sights, hears pleasant songs in everything he looks at in the grove, and he experiences the utmost pleasure in the world of nature. He believes that there is pleasure everywhere in nature – that is the belief sent by heaven.

But when he thinks of the human world, he becomes sad. What man has done to mankind as well as to nature makes him uneasy and unpleasant. The coexistence in perfect harmony is the holy plan of nature. The poet realizes that humans do all atrocities among themselves and cruelties to nature by destroying the ecosystem. They create discord and disharmony and fight and kill themselves. All these wrong-doings are against the holy plan of nature.

The poem becomes much appealing because of the sublimity of its theme and beauty of lines and the abundant use of various poetic devices. The poet uses **hyperbole** when he says that he heard a thousand blended notes. He addresses Nature as a person and calls it 'her'. He makes the flowers breathe the air, and makes the tender leaves of budding twigs catch the breezy air. All these are perfect examples of **Personification**.

A beautiful instance of the **Alliteration** can be seen in the line 'What **man** has **made** of **man**.' The poem ends with a **Rhetorical Question**: "*Have I not reason to lament / What man has made of man?*"

An example of the **Auditory Image** is there in "*I heard a thousand of blended notes.*"

Some **Visual Images** are: flowers (primrose, periwinkle), birds, grove, bower, budding twigs, etc.

2. Blowin' in the Wind

Bob Dylan (b May 24, 1941)

The poem/song 'Blowin' in the Wind' is written by the American singer and song writer Bob Dylan.

The song, 'Blowin' in the Wind' was an anthem of the American Civil Rights Movement of the 1960s. In this song, the poet asks nine questions to which no specific answers are expected. All the answers are known to all and blowing in the wind. People only need open their eyes and ears to catch them.

The poet asks first "how many roads must a man walk down before you call him a man?" That means how much trouble a man should experience in life before he is recognized as a human being. He asks again how many seas a white dove should sail before it finds a peaceful place to sleep. White doves are symbol of peace, but peace is found nowhere in the world. The third question is "how many times the cannon balls must fly before they are banned forever?" Everyone talks about banning of weapons and bringing peace, but war and violence are still going on in many parts of the world. White doves are symbol of peace and cannon balls are signals of wars and violence. The poet asks when the weapons are going to be banned and we achieve the real peace and freedom.

The poet keeps on asking questions. How long the mighty authorities – the oppressive rulers – who are as huge and strong as mountains, can exist in front of more powerful seas of protests of the oppressed people. The mountain metaphorically represents the oppressive rulers, and the sea is compared to the power of the oppressed people. How long can the people of a nation be kept under slavery? How long can the rulers and the ruled pretend to be blind, deaf and dumb? The sky is the symbol of unlimited freedom. But how many times should a man look up to see the sky? How many ears should a man have to hear the cry of the suffering people? And the poet finally asks how many people should die before we realize that many have already died. The poet demands that the rulers must respect the rights of the people and bring peace and freedom in the world. He exhorts that the people should realize and consider the sufferings of their fellow beings; they should fight for their rights.

These questions are the best example of the literary device **Rhetorical questions**. The poet says that the answers to them are known to all as they are blowing in the wind. He keeps on asking questions and tries to bring the readers to the answers by repeating the lines "*the answer, my friend, is blowin' in the wind, the answer is blowin' in the wind*". By repeating these lines, the poet creates another poetic device, **Refrain**.

3. The Ballad of Father Gilligan William Butler Yeats

The poem 'The Ballad of Father Gilligan' is written by the renowned Irish poet WB Yeats. This poem is a Ballad – a poem normally composed in quatrains with a rhyme scheme of ABCB and which tells a story. This poem is a typical ballad with all its features. It tells the story of an old priest.

The poem deals with the themes of the pity and piety of an old priest, the death and miseries of his parishioners and the limitless love and mercy of God. The priest Father Gilligan is very much tired and upset because half of his parishioners are either dead or in sick-bed due to an epidemic. The Father is in service of them day and night.

One evening while he was sitting on his chair after long hours of tiresome work, he was sent for another sick man. The priest unintentionally whispered in a complaining voice that he had no rest, no joy and no peace. Immediately he realized his mistake and repented. He knelt and begged to God for forgiveness, and in the prayer he fell asleep leaning over his chair. He woke up only in the following morning at the time of sparrows chirp. He realized that he failed in his duties and frantically rode on his horse so fast with little care to the sick man's house. When he reached there, his wife asked the priest why he came again! She also told that the man had died an hour earlier as merry as a bird. From the wife's words, the priest understood that God had sent an angel to do his duties in his absence. He said that the most powerful God who has planets in His care showed mercy upon the least of His creatures. He knelt again and prayed in regret and expressed his gratitude to the merciful God.

'The green sods', 'rocky lane', 'moth hour', the priest riding the horse' are some of the **visual images**. 'The sparrow chirp' and the whispering wind that shook the leaves create an **auditory image**. The phrase 'moth-hour of the eve' indicates 'sunset' time and the 'sparrow chirp' indicates 'sunrise' time. There is an example of personification in the line "*And the stars began to peep*". The man died '*as merry as a bird*' is an example of **simile**. The opening line "*The old priest Peter Gilligan*" repeats four times, which can be taken as an example of **Refrain**. There are many examples of **Alliteration** in the poem such as 'priest Peter, 'die and die', 'Mavrone mavrone the man has died' and in "*I have no rest, nor joy, nor peace*". There are examples of **Anaphora** by which several lines are started with the word 'And'. The lines "*And God covered the world with shade / And whispered to mankind*" make an **Allusion** to the motherly care and concern of God towards His creatures. This ballad is comprised of 12 quatrains (four-line stanzas) having the **rhyme-scheme** of ABCB.

4. Poetry – Pablo Neruda

The poem 'Poetry' is written by the very famous Chilean poet **Pablo Neruda**. The poetic ecstasy that the poet experienced when he was embraced by the poetic creativity is celebrated in the poem. And this is the theme of the poem as well. This poem is composed in the **Free Verse** style, which does not have a consistent stanza system, metric pattern and rhyme scheme.

There are three phases or periods of the poet's experience depicted in this poem – before the arrival of the poetry when he wished to become a poet, when poetry arrived and touched him and after he composed his first faint lines. The poet says that the poetry arrived in search of him and touched him. He does not know where it came from when and how. He was a man without a name and fame before the arrival of poetry. When it touched him he became like a dumb and blind person, but he felt something started in his soul. He could not name exactly what it was – it was something like fever (poetic passion) or forgotten wings (nameless emotions or inborn but unknown abilities). Deciphering that poetic passion or fire, he wrote his first lines. The lines seemed faint and substance-free, pure nonsense or pure wisdom of an inexperienced person. Anyhow, when he composed his lines some new world of heavens opened in front of him. He could see different things in the universe from planets to palpitating plantation. Though he was an infinitesimal being and similarity of ignorance, he could enjoy the beauty of the starry sky and feel himself to be a part of the abyss. He could travel with stars and his heart became free from all confinements as free as the wind!

This poem is in the Free Verse style. Poetry 'came in search of me and touched me' is an example of **Personification**. The poet does not know from where the poetry came. He doubts whether it is from the 'winter' or a 'river'. 'Winter' points to a 'frozen state' and 'River' to a 'flowing state' and thus the poet creates the figure of speech **Contrast**. Expressions like '*not voices*', '*nor silence*' '*pure nonsense*', '*pure wisdom*', '*from the others or returning alone*' are also examples of **Contrast**. There are many instances of **Alliteration** such as '*Something Started in my Soul*', '*fever or forgotten*', '*palpitating plantations*', '*fire and flowers* etc.

5. Mother to Son – Langston Hughes

The poem 'Mother to Son' is written by the very well-known American poet and social activist **Langston Hughes**. He was one of the leaders of the **Harlem Renaissance**, a movement which paved the way for the social and intellectual enlightenment of the Negro community. This is a **dramatic monologue** composed in **Free Verse** style. In this monologue poem, the speaker is the mother and the son is a passive listener. The tone of the poem is didactic – that is advising and encouraging the son to face the difficulties of life.

The mother is an Afro-American woman and appears to be very poor and uneducated or illiterate. The mother talks to her son about her miserable life experiences. She compares her life to a crystal stair and says that her life has never been luxurious, comfortable or beautiful as a crystal stair. Her stair of life is full of tacks, splinters and is made up of torn-up boards, which means that her life is difficult, sorrowful and poverty-stricken. Her struggles for existence have never been easy. Her life has always been painful and bare of all comforts. While climbing the life's stairs, very rarely only she reaches a landing place – gets a comfortable time. Most often she has to turn corners and sometimes she reaches in complete darkness without any light. She means that sometimes she reaches completely in hopeless and helpless situations without having anyone to help. But even in her old age, she has never given up hopes or hard work. She wants her son also to work hard and face challenges in life boldly.

The mother advises her son not to turn back or sit down or fall down on the steps of the life's stairs. She also encourages him to face the difficulties and to succeed in life looking at her and learning lessons from her life.

The poem is in **Free Verse** so that it has no consistent stanza system, no rhyme-scheme or no metric pattern (consistency in line-length). The life of the mother is compared to a crystal stair and the journey of life is compared to climbing the steps. Thus the figure of speech the **extended metaphor** is very aptly used in the poem. The language of the poem is an **Afro-American dialect**, which depicts the mother's backwardness, poverty and illiteracy. Examples of **Alliteration** can be seen in the line "*Don't you set down on the steps*". Also, there is an example of **Assonance** in the line "*So boy don't you turn back*" where the vowel sound /o/ is repeated. Examples of **Anaphora** can also be seen in the poem, by which the word '**And**' is repeated consecutively at the beginning of several lines.

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