

The Final Touch

❖ Discourses

Formal Letter	Informal Letter	Email	Diary Entry										
<p>Writer's address without Name</p> <p>Date...</p> <p>Receiver's Address</p> <p>Subject:</p> <p>Dear Sir,</p> <p>I am a tenth standard student. I am writing this letter</p> <p>.....</p> <p>I request you to</p> <p>Thank you for your support/ consideration.</p> <p>Yours faithfully,</p> <p>Sd/ Name.....</p>	<p>Writer's address without Name</p> <p>Date...</p> <p>My dear friend,</p> <p>How are you? Hope you are fine. Things are going well with me.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>I look forward to meeting you soon. Convey my regards to all at home.</p> <p>Yours lovingly,</p> <p>Sd/ Name....</p>	<table border="1"> <tr><td>From</td><td></td></tr> <tr><td>To</td><td></td></tr> <tr><td>Cc</td><td></td></tr> <tr><td>Bcc</td><td></td></tr> <tr><td>Subject</td><td></td></tr> </table> <p>Date....</p> <p>Dear Sir</p> <p>I am a tenth standard student. I am sending this email</p> <p>.....</p> <p>I request you to</p> <p>Thank you for your support/ consideration.</p> <p>Yours faithfully,</p> <p>Sd/ Name.....</p>	From		To		Cc		Bcc		Subject		<p>Tuesday, 10 Mar 2020 11:00pm</p> <p>Surprise: What a wonderful sight! What a play of fate! I never expected to... How beautiful it was! Who thought I could.....</p> <p>Sadness: What a painful incident it was! I lost ... Oh, God help me. What a misfortune! Why they treat me like that? I will not yield to fate. I will find solution.....</p> <p>Happiness: Yesterday was the happiest day in my life. I felt I was the happiest person in this world. What a surprise! Finally I won it</p>
From													
To													
Cc													
Bcc													
Subject													
Speech	Narrative	News Report											
<p>(In a school programme) Honourable principal, respected teachers and my dear friends: I wish you all a very good morning. I am delighted to speak a few words in front of you about</p> <p>.....</p> <p>We should always try our best to achieve our aim. Nothing is impossible. Let me conclude my words here. Thank you for listening. Have a nice day!</p> <p>(In a public event) Honourable Chairman, distinguished personalities present on the dais, ladies and gentlemen: I wish you all a wonderful evening. I am really happy to speak to you a few words about</p> <p>Let me conclude my speech. Thank you for your time.</p>	<ul style="list-style-type: none"> • Give a catchy and concise heading. • Use appropriate person and change the perspective in accordance with the question. • Start the narration with an attractive opening sentence. • Describe the settings and characters of the story. • Add figurative usages and variety of sentences. • Keep the flow of the story and try to avoid unnecessary explanations. • Make an effective ending. 	<p>Doctor dies of snake bite Wed, 23 Jan 2018. Staff reporter.</p> <p>Kochi: Mohammed Basheer (28), a young homoeopathic doctor died of a snake bite last night here at the city hospital. He was bitten by a cobra at his residence.</p> <p>Dr. Basheer was a native of Kozhikkode and was working in a private clinic in Kochi. He was unmarried and only just started his practice and was staying alone in an old rented house. Last night after his meals while he was preparing to go to bed, he heard a thud. He didn't take much care of it, as it was usual for him such noises created by rats. While he was sitting on his chair, a full-blooded cobra slithered up on him and coiled on his left arm. He was very much frightened and in his frantic efforts to escape from the cobra, it bit him. Unfortunately, he had no medicine in his room. When the snake left him and moved towards a mirror, he ran out to his friends and explained everything to them. They immediately took him to the city hospital, but could not save his life.</p> <p>"He was a very friendly and humorous young man having many dreams in his life. He was very ambitious of his career and hoped for having a good family life. But everything ended unexpectedly like a bubble", his friends lamented.</p>											

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Review

My Sister's Shoes – A review

The screenplay 'My Sister's Shoe' is an extract from the script of the famous Iranian film 'Children of Heaven' by Majid Majidi. It tells the story of a brother and sister, Ali and Zahra, who are schoolchildren hailing from a poor family. The film depicts the care and concerns of the normal Iranian working-class families, their problems and poverty.

The film starts with Ali receiving Zahra's shoes from a cobbler after getting them repaired. He enters a vegetable shop and loses the shoes there. A junk collector takes them away thinking they are junk. He tells her sister about the incident, and they are afraid of their parents' punishment. In the night while doing homework they exchange their notebook each other writing their suggestions and thus they find a solution. Zahra will wear Ali's sneakers and attend school in the afternoon when he is back from his school.

The children are aware of their family's bad financial problems, and they do not want to give their father extra burden by forcing them to buy a new pair of shoes. Their father has no regular work or wages. Their mother is sick and bedridden. The siblings love and care each other and at the same time are very much concerned about their parents. The film touches the hearts of the spectators and the director Majid Majidi has succeeded in depicting the children as the 'children of heaven' in every sense.

Write-up

In the light of the screenplay 'My Sister's Shoes', prepare a write up on the care and concern that you perceive in Ali's family.

Ali's Family, an Ideal Family

The screenplay 'My sister's Shoes' tells us the story of an average Iranian working-class family. The family is comprised of four members- a father and mother and a son and daughter. Ali and Zahra, the brother and sister, are schoolchildren. The family solely depends on the income of the father. But he does not have daily work or a regular income. They are living in poverty. The mother is sick due to a disc fracture and is bedridden. The mother frequently expresses her hope of recovery if she undergoes a surgery. But the father always responds negatively. We know the reason why he responds negatively is his financial shortage. We also note that this couple never goes to any angry arguments; instead, they exchange their words in a consoling manner.

The children Ali and Zahra love and care their parents very much. Once Ali loses Zahra's shoes in a Vegetable shop, and they are afraid of their father's anger. But they are more concerned about their father's financial crisis. They do not want to give him extra burden by asking for a new pair of shoes. They themselves find a solution that Zahra will wear to school Ali's sneakers once he is back from his school. The siblings keep love and care among themselves and at the same time show their care and concern towards their parents. Majid Majidi, the director of the film 'Children of Heaven', tells the story of Ali's poor family in a touching way and depicts it as an ideal one highlighting the love and care amongst the members of the family.

Narrative

You have read the screenplay 'My Sister's Shoes'. Retell this as a story to one of your friends. Prepare the narrative.

Ali and Zahra – the Endearing Siblings

Recently I got a chance to read the script of the film *Children of Heaven* written by the famous Iranian filmmaker Majid Majidi. It was really a touching story of a brother and a sister – Ali and Zahra, who were school children.

They were living in a very poor family with their parents. Their father was a labourer without much work and income. Their mother was sick and bed-ridden due to a slipped disc. One day Ali took his sister's shoes to a cobbler to get them repaired. While returning home with them he entered a vegetable shop. He kept the bag of shoes in a small gap between two vegetable boxes. He wanted to buy some vegetable and he started collecting potatoes. Meanwhile a junk-collector came and took some garbage from the shop. Thinking the bag of shoes to be junk he took it and went away. When Ali finished buying potatoes he searched for the bag of shoes. But he could find it nowhere there. In his frantic efforts to find them, he tumbled the boxes and vegetables scattered on the ground. Seeing this, the shop owner Akbar frenzied with anger shouted at Ali to flee from there.

In utmost disappointment the boy returned home. All the way he was thinking what he would tell his sister about the lost shoes. He was afraid that if Zahra told his father about it, he would beat both of them. At home the brother and sister secretly discussed the matter and found a solution. Zahra would wear Ali's sneakers when he was back from school. Thus they evaded their father's anger and at the same time avoided giving a further burden to their poor parents.

What is a review?

A review is a discussion on a book, film, play, etc. A review is the reviewer's study, assessment and evaluation of the work reviewed and its result may be in an approving or disapproving manner with the actual author or creator of the work.

Features of a Review

- Should identify and introduce the work and the theme.
- Should express the reviewer's critical observations and evaluation about the work reviewed.
- Should have a striking beginning and ending, and suitable title.

What is a Write-up?

A write-up is often an expression of our own ideas about a subject matter. A Write-up is an explanation of what we see in others' works.

Features of a Review

- Try to start with a striking point.
- Arrange all relevant points sequentially.
- Use simple and clear sentences.
- Conclude effectively with our personal opinion or suggestion but in a way having a general acceptance.
- A suitable title is important.

Features of a Narrative

- Give a catchy and concise heading.
- Use appropriate person and change the perspective in accordance with the question.
- Start the narration with an attractive opening sentence.
- Describe the settings and characters of the story.
- Add figurative usages and variety of sentences.
- Keep the flow of the story and try to avoid unnecessary explanations.
- Give an effective ending.

Notice Making

1. Name of the Institution/Organization (that conducts the programme)
2. Heading (proclaiming the subject of the notice)
3. Salutation.
4. Introduction (Subject matter)
5. Date, time, venue of the event.
6. Invitation.
7. Programme Details
8. Date and Place of the notice issuance
9. Signatory/Notice issuing authority.

- *The English club of your school conducts a Seminar on the subject 'Children's Rights. The City Police Commissioner and a leading advocate of the High Court are participating. Prepare a NOTICE of the program.*

The English Club, ABC School Ernakulam

Seminar on Children's Rights

Dear Teachers and Students,

The English Club of ABC school Ernakulam has decided to conduct a seminar to discuss the Children's Rights and create awareness against the violation of them. The City Police Commissioner Mr. Jacob George and Mr. Abdul Raheem, a leading advocate in the High Court are parting in the seminar. Papers on the subject will be presented by our students and serious discussions on the subject will be conducted.

Date : 17 Mar 2020

Time: 10 am

Venue: School Auditorium.

All are welcome.

Programme Details

Prayer:	School Choir
Welcome Speech:	Secretary, English Club
Presidential Address:	Principal
Inaugural Address:	Mr. Jacob George, the City Police Commissioner
Keynote Address:	Advocate Mr. Abdul Raheem
Papers Presentation:	Mstr. Arun Kumar K of X A Aswathi CS of X B
Discussions and Interactive Sessions:	
Vote of Thanks:	The School Leader
National Anthem:	School Choir

Ernakulam
10 Mar 2020

Secretary,
English Club.

- *Mr. Alfred Hitchcock wanted to get some trained Ravens for his film named 'Birds'. So he placed advertisements in leading newspapers. Prepare an advertisement NOTICE.*

Trained Ravens Wanted

The noted film producer Alfred Hitchcock is in need of trained ravens and several other birds for his forthcoming film named "Birds". Those who are having trained ravens may contact him as soon as possible.

New York
02 Jan 1963

Sd/
Alfred Hitchcock
email:email@email.com
Phone :998899887

Seminar Report

A seminar on the topic 'Children's Rights' was conducted as per the programme chart given below. Read it carefully and prepare a report of the seminar.

- ABC SCHOOL, Ernakulam
- SEMINAR on Children's Rights
- Date: 17 Mar 2020
- Venue: School Auditorium
- Time: 10:00 am
- PROGRAMME
- Prayer: School Choir
- Welcome Speech: The English Club Secretary
- Presidential Address: The School Principal
- Inaugural Address: Mr. Jacob George, the City Police Commissioner
- Keynote Address: Adv. Abdulraheem, the High Court advocate
- Papers presented by:
 - Arunkumar K, XA
 - Aswathi CS, XB
- Discussions and Interactive Sessions
- Vote of Thanks: Akash, School Leader
- National Anthem: School choir

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.

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“Children's Rights Seminar conducted by ABC School, Ernakulam

Miss. Athira K S
English Club Secretary
ABC School, Ernakulam
19 July 2020.

The ABC School, Ernakulam conducted a seminar on the subject “Children's Rights” on 17 March 2020 at the school auditorium. The sessions started at 10:00 am with the prayer by the school choir. The English Club secretary Miss. Athira KS welcomed all to the seminar. The school principal presided over the function. Mr. Jacob George, the City Police Commissioner inaugurated the seminar sessions and Adv. Abdulraheem, the High Court advocate, delivered the keynote address enlightening the audience about the children's rights and awakening all to the social duties of protecting the rights of the children.

In the seminar two major papers were presented and widely discussed. Mstr. Arunkumar K of XA and Miss. Aswathi CS of XB presented their papers on the subject. 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.

Profile

- All the hints given with the question should be developed into short sentences.
- Such sentences should be arranged in a way to make a short paragraph.
- The paragraph should have an effective beginning and ending.
- A title should be given. It can be the name of the person whose profile is created.
- {**Note:** the birth date should always be introduced in the *simple past passive form – was born on (with a date and year – on 02 March 2000); was born in (with only month /or year - in March 2000)*. If the person is still alive, we can use the simple present tense to talk about his writing style etc. as *'He writes in a...style'*. Even when the author is dead, we use normally simple present tense to talk about his works, as *'His works are...'*.]

Q 1: Prepare a profile of Vaikom Mohammed Basheer with the help of the hints given.

[Birth: January 19th 1908 at Vaikom, a princely state of Travancore; a novelist, story writer, freedom fighter; Funny stories in simple and open style; famous works: Balyakala Sakhi, Pathummayude Aadu, Mathilukal, Ntuppuppakkoru Aanendaarnnu, Janmadinam, Anargha Nimisham etc.; the Padma Shri award in 1982; Beypore Sultan's death: 05 July 1994 - when 86 years old.]

Vaikom Mohammed Basheer

Shri Vaikom Mohammed Basheer was born on 19 January 1908 at Vaikom, a princely state of Travancore. He was a noted writer and a freedom fighter. He wrote novels and stories in a very simple and open language and in a funny style. His most famous works are Balyakala Sakhi, Pathummayude Aadu, Mathilukal, Ntuppuppakkoru Aanendaarnnu, Janmadinam, Anargha Nimisham etc. He was awarded the Padma Shri in 1982. When he was 86, the Beypore Sultan – so was fondly he called – passed away on 05 July 1994.

Q 2: Prepare a profile of WB Yeats using the hints given below. Use appropriate linkers wherever necessary.

- Birth: June 13, 1865 Sandy mount, Republic of Ireland.
- Spouse: Georgiana Hyde Lees
- Renowned as: Poet, dramatist, senator, founder of Abbey Theatre.
- Major Works: Celtic Twilight, The Tower, A Vision.
- Key traits: Symbolism, allusive imagery.
- Awards: Nobel Prize in literature, December 1923.
- Death: January 28, 1939.

William Butler Yeats

William Butler Yeats was born on June 13, 1865 in Sandy mount, Republic of Ireland. His wife was Georgiana Hyde Lees. He was a renowned poet and dramatist. He was also famous a senator and the founder of the Abbey Theatre. His major works are Celtic Twilight, The Tower, A Vision etc. Symbolism and allusive imagery are the main important characteristics of his writing style. He was awarded the Nobel Prize in Literature in December 1923. Yeats passed away on January 28, 1939.

Q 3: Prepare a short profile of Chimamanda Ngozi Adichie using the hints given below.

- Birth: September 15, 1977
- Nationality: Nigeria
- Education: Drexel University, University of Nigeria, Nsukka
- Known as: novelist, nonfiction writer, short story writer, speaker
- Awards: Caine Prize for African Writing, Booker Prize, etc.

Chimamanda Ngozi Adichie

Chimamanda Ngozi Adichie was born on 15th September 1977 in Nigeria. She had her education in the University of Nigeria located in Nsukka and at the age of 19 she went to the United State to join Drexel University. She is a very popular novelist, non-fiction writer and short story writer. She started writing at the very early age of seven. She is a well-know speaker too. She has won many awards including Caine Prize for African Writing and the very prestigious Booker Prize. She continues the journey of her literary life with all its zest.

❖ Language Elements

Question Formation

There are mainly two types of questions – Wh-questions and Yes/No answer questions.

1. Wh-questions begin with a question word. [Word order: Question Word + Auxiliary + Subject + Verb....?]
2. Yes/No answer questions begin with an Auxiliary Verb. [Word order: Auxiliary + Subject + Verb....?]

NOTE:

- Where there is no Auxiliary Verb already present in the statement, we use the auxiliary ‘do/does/did’ to form the question.
 - When the Question Word (Wh-word) comes in the Subject position of the question sentence, no need to use ‘do/does/did’ as in: ‘What happened? Who told you? [NOT what did happen? Who did tell you?]
- { ചോദ്യത്തിലെ Subject ആയി Question Word വരികയോ അല്ലെങ്കിൽ QW ന്റെ answer, answer sentence ലെ Subject ആയി വരികയോ ചെയ്യുമ്പോൾ Do / does / did ഉപയോഗിച്ച് Verb നെ പിരിച്ചെഴുതേണ്ടതില്ല; }

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Statement Word Order (Sub + (aux) Verb + Object/Complement)	Question Word Order Wh-Questions: [Wh-QW + Aux + Sub + Verb ...?] Yes/No Answer type: [Aux + Sub + Verb ... ?]
1. No, his Grandfather can't climb trees any longer.	Can his Grandfather climb trees any longer?
2. Yes , the doctor wanted to marry a fat woman doctor.	Did the doctor want to marry a fat woman doctor?
3. Mr. Schmidt supported Martha.	Who supported Martha?
4. Nilkanta disliked Satish's presence .	Whose presence did Nilkanta dislike?
5. Vanka was afraid of his master and mistress .	Whom was Vanka afraid of?
6. Mr. John and Mrs John had been in the field of social work for the last fifteen years .	How long had Mr. John and Mrs John been in the field of social work?
7. Aunt Jane had given Jack and Jill 200 pounds as a wedding gift.	How much had Aunt Jane given Jack and Jill as a wedding gift?
8. The boy's grandfather was 65 years of age .	How old was the boy's grandfather?
9. No, I don't think Martha's grandpa is an educated man.	Do you think Martha's grandpa is an educated man?
10. The boy built a platform half way up the tree .	Where did the boy build the platform?
11. No , Dr AJ Cronin could not recognize Mr. John.	Could Dr AJ Cronin recognize Mr. John?
12. A junk collector took Ali's bag of shoes from the shop.	Who took Ali's bag of shoes from the shop?

Common Question Words

Question Word	Reference	Examples
Who?	Person/Pet animals (subject)	Who supported Martha?
Whom?	Person/Pet animals (object)	Whom did Mr. John meet on the ship?
Whose?	Person/Pet animals (possessive)	Whose inkstand was missing?
Where?	Place	Where did Ray get a trained tiger from?
When?	Time	When do all kinds of birds flock into the branches?
What?	Things/ ideas / actions etc.	What did Ali buy from the bakery?
Which?	Choice (things/animals/ideas etc.)	Which birds did Hitchcock want for his film 'Birds'?
Why?	Reason	Why did Satish call Nilkanta 'thief'?
What kind?	Description	What kind of a jacket was the scholarship jacket?
What time?	Time (specific)	What time did the sergeant knock at the door?
How?	Manner / way	How did Alyakhin and the others treat Vanka?
How many?	Number – countable)	How many tigers did Mr. Thorat bring?
How much?	Amount / price – uncountable)	How much did Mr. John take from his office safe?
How long?	Duration ; length	How long had Vanka been apprenticed to Alyakhin?
How often?	Frequency	How often do Alyakhin and his wife punish Vanka?
How far?	Distance	How far was Vanka's village from Moscow town?
How old?	Age	How old was Konstantin Makacrich?
How come?*	Reason (equivalent to 'why?')	How come the doctor wanted to marry a fat lady?

*Questions with 'How come?' take the normal word order.

Frame questions as directed:

1. Imagine you meet the boy in the story 'Adventures in the Banyan Tree'. You want to ask him some questions about the fight between the cobra and the mongoose. Prepare FIVE questions.
 - a. Where were you when the cobra and the mongoose started fighting?
 - b. Did they not see you?
 - c. Who won the fight?
 - d. Had you ever seen a similar fight before?
 - e. Do you love the winner mongoose?

2. Now you want to know more about the white squirrel babies from the boy. Ask him SIX questions about the squirrel babies.
 - a. How did you come across the squirrel babies?
 - b. Have you seen or heard about white squirrels before?
 - c. What did you feel when you saw them for the first time?
 - d. How often do you visit them?
 - e. Are they completely white in colour?
 - f. Can I come and see them?

3. Imagine that Kiran asks many questions to Nilkant about his past life and the boat accident. You may frame at least SIX such questions.
 - a. How old were you when you joined the theatrical group?
 - b. Why did you join the group at a very young age?
 - c. What happened to your parents?
 - d. Don't you have any brothers or sisters?
 - e. How could you survive the boat accident?
 - f. When did you learn swimming?

4. Imagine that you meet Martha after she won the Scholarship Jacket, and you ask many questions. Prepare SIX questions that you want to ask her.
 - a. Are you happy now, Martha?
 - b. Who actually supported you to overcome the problems?
 - c. Why did Mr. Boone oppose you?
 - d. Whose encouragement helped you to become a class valedictorian?
 - e. Are you still living with your grandparents?
 - f. How often do you visit your parents?

5. Suppose you meet Mr. Thorat after the first shooting attempt, which hasn't been successful. You want to ask him some questions about their next plan. Frame SIX questions to ask Mr. Thorat.
 - a. When and where are you going to take the next shooting?
 - b. Will you change the tigers?
 - c. Do you think Mr. Ray should change the camera?
 - d. What will you do to keep the audience away from the location?
 - e. How far is your new shooting location?
 - f. How long will it take to reach the new location?

6. Imagine that you are a representative of an instalment company. Jack and Jill are your clients and you ask them some questions. Prepare at least SIX likely questions.
 - a. Do you need any more household appliances?
 - b. Do you pay your instalment amounts regularly?
 - c. How often do you make your payments?
 - d. Are you happy with the items you purchased from us?
 - e. What do you like to buy next?
 - f. How much do you pay now as the down payment?

The Basic Sentence Patterns in English

Codes	Patterns	Examples			
1. SV	Subject + Verb	Subject		Verb	
		The myna		disappeared.	
2. SVO	Subject + Verb + Object	Subject	Verb	Object	
		The cobra	struck	the mongoose.	
3. SVC	Subject + Verb + (subject) Complement	Subject	Verb	Complement	
		The squirrel	became	friendlier.	
4. SVA*	Subject+ Verb+ Adverbial	Subject	Verb	Adverbial	
		The boy	sat	on the platform.	
5. SVOO	Subject+Verb+Indirect Object+ Direct Object	Subject	Verb	Indirect Object	Direct Object
		The tree	gave	me	endless pleasure.
6. SVOC	Subject+ Verb+ Object+ (object) Complement	Subject	Verb	Object	complement
		The boy	called	the fighters	champions.
7. SVOA	Subject+ Verb+ Object+ Adverbial	Subject	Verb	Object	Adverbial
		The boy	built	a platform	half way up the tree.

*A= Adverb / Adverbial (adverbs/adverbials are most often answers to How? When? Where?)

Question 1-15: Identify the patterns of the following sentences:

1. A large cobra fell down.
2. The doctor smiled.
3. It was an attractive smile.
4. He lighted a kerosene lamp.
5. He didn't jump.
6. The thief left behind one thing as an insult.
7. He pulled his bed close to the wall.
8. He lay down.
9. He could not sleep.
10. He opened the book at the table.
11. The doctor considered himself young and handsome.
12. The doctor's friend offered him new clothes.
13. He hung his clothes up on the wall.
14. His wife should be rich and fat.
15. I was a great admirer of beauty.

Answers:

1. SVA
2. SV
3. SVC
4. SVO
5. SV
6. SVOC
7. SVOA
8. SVA
9. SV
10. SVOA
11. SVOC
12. SVOO
13. SVOA
14. SVC
15. SVC

➤ **Identify the patterns of the following sentences and construct your own sentences in similar patterns.**

- a. Aunt Jane advised Jack.
- b. Jack called Aunt Jane a tartar woman.
- c. Nilkanta was an orphan.
- d. The squirrel made a nest in the boy's pocket.
- e. The boy felt sleepy.
- f. The mongoose emerged from the bushes.
- g. The grandpa brought the boy a white rat.
- h. Pelageya, Vanka's mother died.
- i. The mongoose's winning the fight made the grandpa happy.
- j. Dr. Cronin gave Mr. John seven pounds and ten shillings.

Answers:

- a. SVO [Rosie encouraged Martha]
- b. SVOC [Nilkanta's presence made Kiran happy]
- c. SVC [Vanka was an apprentice.]
- d. SVOA [Mr. John took some money from his office safe.]
- e. SVC [The villagers became anxious.]
- f. SVA [Martha studied well.]
- g. SVOO [Kiran asked Nilkanta many questions.]
- h. Vanka cried.
- i. SVOC [Nilkanta's presence made Kiran happy.]
- j. SVOO [Mr. John told them his story.]

Questions 16 – 18: Construct sentences in the same patterns as that of the given ones:

16. The myna and the crow attacked the cobra.	(Here two noun phrases in subject position are connected by the conjunction 'and')
17. The doctor opened his box and took out a book.	(Two Verb Phrases are connected by 'and' in this sentence)
18. I wanted to marry a fat lady, but I got a thin person.	(Two sentences are joined by the conjunction 'but')

Answers:

- 16. The master and the mistress punished Vanka.
- 17. The snake crept onto the table and moved towards the mirror.
- 18. Ray wanted to get a tiger, but Mr. Thorat brought two tigers.

Sentence Analysis

Questions 19 – 25: Analyse the following sentences and identify Noun Phrases, Verb Phrases, Relative Clauses and Prepositional Phrases:

19. *At the same time a mongoose, which was three feet long, emerged from the bushes.*
Noun Phrases (in the subject position): A mongoose, which was three feet long
Total NPs: the same time / a mongoose / three feet / the bushes
Verb Phrase: emerged from the bushes at the same time.
Prepositional Phrases: at the same time/ from the bushes
Relative Clause: which was three feet long.
20. *Immediately I smeared oil all over myself and took a bath.*
Noun Phrase: (Subject) I
Total NPs: I/ oil / myself / a bath
Verb Phrases: smeared oil all over myself (immediately) / took a bath immediately.
Prepositional Phrase: over myself.
21. *A stand-in is usually a person who is physically similar to the real star.*
Noun Phrase: (Subject) A stand-in
Total NPs: A stand-n / a person / the real star
Verb Phrases: is usually a person who is physically similar to the real star.
Prepositional Phrase: to the real star
Relative Clause: who is physically similar to the star.
22. *The cobbler's shop where Ali and the cobbler are sitting can be seen from the street.*
Noun Phrase: (Subject) The cobbler's shop where Ali and the cobbler are sitting
Total NPs: The cobbler's shop/ Ali / the cobbler / the street
Verb Phrase: can be seen from the street
Prepositional Phrase: from the street
Relative Clause: where Ali and the cobbler are sitting.
23. *The three of us, who were the sole witnesses of the tragedy, had the same thoughts in our minds.*
Noun Phrase: (Subject) The three of us, who were the sole witnesses of the tragedy
Total NPs: the three / us/ the sole witnesses / the tragedy / the same thoughts / our minds
Verb Phrases: had the same thought in our minds.
Prepositional Phrases: of us / of the tragedy / in our minds
Relative Clause: who were the sole witnesses of the tragedy.

24. *I grew up under repressive military governments that devalued education.*

Noun Phrase: (Subject) I

Total NPs: repressive military governments / education

Verb Phrase: grew up under repressive military governments that devalued education.

Prepositional Phrases: under repressive military governments

Relative Clause: that devalued education.

25. *My American roommate, who had a single story of Africa, had felt sorry for me.*

Noun Phrase: (Subject) My American roommate, who had a single story of Africa

Total NPs: My American roommate / a single story / Africa / me

Verb Phrases: had felt sorry for me

Prepositional Phrase: of Africa / for me

Relative Clause: who had a single story of Africa

Editing

Note: Questions to edit a passage are intended to test the learner's basic knowledge in English which may include:

- Basic grammar
- Sentence structure
- Spelling
- Word order
- Punctuation
- Tenses
- Subject Verb agreement
- Relative pronouns and clauses, etc.

Questions 26 – 30: There are some errors in the following sentences. Edit them.

26. Though the house and grounds of our home in India **was** (a) **Grandfathers** (b) domain, the magnificent old banyan tree **were** (c) mine - chiefly because Grandfather, at the age of sixty-five, could no longer **climbing** (d) it.

Answers: 26: a. were b. Grandfather's c. was d. climb

Explanations: a. Plural subject needs plural verb (Subject: The house and (+) grounds)

b. Apostrophe Comma is missing

c. Singular Subject needs singular verb (Subject: tree)

d. Modal Auxiliary + Verb (the main verb should be in the base form/ bare infinitive form.)

27. **Have** (a) a snake ever coiled itself round any part of your body? A full-blooded cobra? All of **we** (b) fell silent. The question came from the homeopath. The topic came up when we **was** (c) discussing snakes. We listened **attentive** (d) as the doctor continued with the tale.

Answers: 27: a. Has b. us c. were d. attentively

Explanations: a. Singular subject needs singular verb (Subject: A snake)

b. In a prepositional phrase, the pronoun after the preposition should be in the object form.

c. Plural Subject needs plural verb (Subject: We)

d. A verb should be modified by an adverb. ('attentive' is an adjective; adverb form is 'attentively')

28. I took a close look at my face in the mirror. I made an important **decisions** (a) - I would **shaved** (b) daily and grow a thin moustache to **looking** (c) more handsome. I was, after all, a bachelor, and **an** (d) doctor!

Answers: 28: a. decision b. shave c. look d. a

Explanations: a. After 'a' or 'an', the noun should be singular.

b. Modal Auxiliary + Verb (the main verb should be in the base form/ bare infinitive form.)

c. A to infinitive (after 'to', the verb should be in the base form.)

d. 'an' is used only before a vowel sound; before a consonant sound 'a' is used.

29. I would **got** (a) married to a **women** (b) doctor **which** (c) had plenty of money and a good medical practice. She had to be fat; **four** (d) a valid reason.

Answers: 29: a. get b. woman c. who d. for

Explanations: a. Modal Auxiliary + Verb (the main verb should be in the base form / bare infinitive form.)

b. After 'a', the noun should be singular. ('Women' is plural; the singular form is 'woman'.)

c. The relative pronoun 'which' is not used for a person, 'who' is used for a person.

d. The spelling is wrong here. 'Four' is a number; the preposition 'for' is needed here.

30. If the wire was **enough thin** (a), perhaps it would **remains** (b) invisible to the camera. But it was likely that the **heir** (c) on the tiger's neck would be flattened by the wire, **who** (d) would give the whole thing away.

Answers: 30: a. thin enough b. remain c. hair d. which

Explanations: a. When 'enough' is used with an adjective or adverb, it should come after the adjective or the adverb. When it is used with a noun, it should come before the noun.

b. Modal Auxiliary + Verb (the main verb should be in the base form / bare infinitive form.)

c. Spelling is wrong here. (tiger's neck 'hair')

d. The relative pronoun 'who' is used to refer to persons. A thing or idea etc. is referred to by 'which'.

Questions from SCERT Question Pool

31. I read the story of Vanka. It was **realy** (a) a touching story. Vanka **were** (b) cruelly treated in Alyakin's house. The master and the mistress brutally punished him for even very small issues. He **feel** (c) very bad and he wrote a letter to his grandfather. He **posting** (d) the letter.

Answers: a. really b. was c. felt d. posted

Explanations: a. Spelling error: it should be 'really'.

b. Singular Subject needs singular verb. (Subject is 'Vanka')

c. The verb should be in the simple past because the whole passage is in the past.

d. The verb should be in the simple past. (Moreover, as a main verb an -ing form alone cannot exist.)

32. Immediately I **smear** (a) oil all over myself and took a bath. I changed into fresh clothes. The next morning at about eight-thirty I took my friend and one or two others to my room to **moves** (b) my things from there. But we found we had little to carry. The room had been **out cleaned** (c) by some thief! But not really, the thief had **leaved** (d) behind one thing as a final insult!

Answers: a. smeared b. move c. cleaned out d. left

Explanations: a. The sentence is in the past test, so the verb 'smear' should be in the simple past form.

b. To infinitive (the verb after 'to' should be in the base / bare infinitive form.)

c. Wrong word order ('out', the adverb particle of the phrasal verb should be after the main verb.)

d. Wrong past participle form (V3). (Leave-left-left, not 'leaved')

33. Mr Thorat's men had **fix** (a) a five foot iron rod to the ground, about thirty feet from the area **whom** (b) the tiger was supposed to take a walk. They took a thin, long wire and fixed one end to the collar **maid** (c) of tiger-skin that the tiger was already wearing. The other end **were** (d) tied firmly to the visible portion of the iron rod.

Answers: a. fixed b. where c. made d. was

Explanations: a. In the past perfect tense, after 'had' the past participle (v3) verb form is required.

b. The relative pronoun referring to a place is 'where'.

c. Wrong spelling here. (It should be past form of 'make', that is 'made'.)

d. Singular Subject needs a singular verb. (Subject: The other end)

34. I'm so excited. I could **met** (a) the doctor for the second time. Still I **remembers** (b) that night. Then I was only 17 and doctor **whom** (c) was practising in London was living next to me. I fell in bad company and almost destroyed **myself** (d) with drugs and gambling. Thank God! Now I'm saved.

Answers: a. meet b. remember c. who d. myself

Explanations: a. Modal Auxiliary + Verb (the main verb should be in the base form / bare infinitive form.)

b. The -s form verb is used only with the third person singular subjects. I and You take base form verb in the simple present tense.

c. 'Whom' is the object form, here the doctor is subject and it needs 'who' the subject relative pronoun.

d. 'Myself' singular form is needed. The suffix '-selves' is plural.

35. I saw the bird flung nearly twenty **foot** (a) across the garden, **when** (b), after fluttering about for a while, it lay still. The myna **remaineded** (c) on the cactus plant, very **wisefully** (d) refrained from interfering again!

Answers: a. feet b. where c. remained d. wisely

Explanations: a. 'foot' is singular (with 'twenty' the plural 'feet' is required)

b. The relative pronoun 'where' is needed to refer to the garden, a place.)

c. 'Remaineded' is wrong, it should be 'remained'.

d. 'Wisefully' is a wrong word, 'wisely' is the correct adverb form.

Cloze

Questions 36 – 40: Fill the dashes in the following sentences using the appropriate words from the brackets:

36. That was -----(a) time I saw a mongoose and ----- (b) cobra fight to death -----(c) the garden, while I sat directly ----- (d) them in the banyan tree.
(a, the, in, under, above)
37. The stub of her pencil breaks. Ali puts his pencil -----(a) the notebook -----(b) her to write. Zahra does not take -----(c) pencil. Close up -----(d) pencil lying on the notebook.
(for, of, the, on, in)
38. We walked the short distance -----(a) silence, even our footsteps muffled -----(b) the fog, and turned -----(c) the narrow entrance of -----(d) old building.
(by, in, a, an, into)
39. On -----(a) second day, out -----(b) New York, while making the round of the promenade deck, I suddenly became aware that one -----(c) the passengers was watching me closely, following me ---- (d) his gaze every time I passed.
(of, from, for, the, with)
40. I was also -----(a) early writer, and when I began to write, at about the age -----(b) seven, stories -----(c) pencil with crayon illustrations that my poor mother was obligated -----(d) read.
(a, an, of, by, in, to)
41. A small group ----- (a) men are waiting in a queue outside ----- (b) bakery to buy nan. The outline of buildings ----- (c) the street is seen in the distance. Ali is seen coming out ----- (d) the bakery into the footpath, the parcel of nan in his right hand and the parcel of shoes in his left.
(the, into, of, in, from)
42. The snake turned its head. It looked -----(a) the mirror and saw its reflection. I do not claim that it was -----(b) first snake that had ever looked into ----- (c) mirror. But it was certain that the snake was looking into the mirror. Was it trying to make -----(d) important decision about growing a moustache or using eye shadow?
(a, into, an, the, by, at)

Answers:

36: a. the b. a c. in d. above

37: a. on b. for c. the d. of

38: a. in b. by c. into d. an

39: a. the b. from c. of d. with

40: a. an b. of c. in d. to

41: a. of b. the c. in d. from

42: a. into b. the c. a d. an

Prepared by Mahmud K Pukayoor

English Eduspot Blog (www.englisheduspot.blogspot.com)

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1. Vanka was writing a letter.	Simple Present Passive	Am/is/are + V3
2. They had decorated a Christmas tree.	Present Continuous Passive	Am/is/are + being + V3
3. He will marry a fat woman.	Present Perfect Passive	Have / has + been + V3
4. Some thieves stole his things.	Simple Past Passive	Was/ were + V3
5. Mr. Thorat has brought two tigers.	Past Continuous Passive	Was/ were + being + V3
6. Mr. Ray approaches the manager.	Past Perfect Passive	Had + been + V3
7. The villagers are watching the film shooting.	Simple Future Passive	Shall/will + be + V3
8. The Texas school will award Martha.	Future Continuous Passive	Shall/will + be + being + V3
9. Aunt Jane had given them a cheque.	Future Perfect Passive	Shall/will + have + been + V3
10. Mr. John took some money from the office safe.		

Q 11 – 17 Rewrite the following sentences using ‘as soon as’.

11. Vanka finished writing the letter. Then he ran out to post it.
12. The grandfather received Vanka’s letter. He immediately set out to Moscow.
13. The tiger became calm after a little while. Then they started shooting the film.
14. They reached back to Calcutta. Soon they examined the camera and realized that it had failed to work.
15. Immediately after the boat perished in the river, Nilkanta reached the riverside house.
16. Nilkanta found a mongrel dog in the village. Soon he made it his pet.
17. When Dr A J Cronin reached the lodge, he felt the sickening the smell of illuminating gas.

Q 18 – 22 Rewrite the following sentences using ‘No sooner...than’ or ‘Scarcely/Hardly...when’

18. Immediately after Vanka’s mother died, his grandfather sent him to Moscow.
19. Vanka reached the shoe maker’s house. Without much delay the others started treating him cruelly.
20. The homoeopath had just entered the room, when he heard a thud sound.
21. Ali had put the bag of shoes on the vegetable box. A junk collector took it and went away.
22. A cobra came out from the cactus clump. Immediately a mongoose emerged from the bushes and went for it.

Q 31-50: Match A and B suitably
Phrasal Verbs



Basic Sentence Patterns	
Pattern Codes	Example Sentences
SV	John laughed.
SVO	John kissed Jane.
SVC	John is tall.
SVOO	John gave Jane a present.
SVOC	John made Jane angry.
SVA	John sat up.
SVOA	John put the bag down.

Column A (phrasal verbs)	Column B
31. make up mind	a. meet or find by chance
32. make out	b. escape
33. set out	c. appear, show up
34. turn up	d. stop making an effort
35. Put up with	e. understand
36. get away	f. tolerate
37. give up	g. Make a decision, decide
38. put across	h. take care of, protect
39. look after	i. explain an idea
40. come across	j. arrive
41. put on	k. shocked, astonished
42. go on	l. surrender, yield
43. taken aback	m. remove
44. give in	n. continue
45. take off	o. wear
46. get to	p. decline
47. let off	q. recover from, overcome
48. turn down	r. release, forgive
49. get over	s. collide with
50. run into	t. begin a journey

Note: Adverbials will normally answer questions regarding the actions denoted by verbs:
When? Where? How? Etc.

Q 51 -64: Add suitable Tag Questions to the following sentences

51. After all, I am a bachelor and a doctor,.....?	58. Your grandfather has 200 acres of ranch,.....?
52. There was a huge banyan in the garden,.....?	59. Somebody stole Satish’s inkstand,.....?
53. Usually nothing exciting happened,.....?	60. Jack and Jill seldom made cash down payment,.....?
54. Let’s give the boy a fresh start,.....?	61. I think Mr. John was leading a loose life,.....?
55. Don’t call him a thief,.....?	62. I am not a thief,.....?
56. The grandfather hardly climbed trees,.....?	63. Single stories create stereotypes,.....?
57. Grandma used to tease him,.....?	64. Nikanta was nowhere to be found,.....?

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Q 65 – 76 Change the following sentences into Reported Speech.

65. Vanka: Where can I post the letter? The man: You can post it in the post box.	71. The Boy: Have you seen white squirrels before? Grandpa: No, I have never seen white squirrels in my life.
66. Satyajit Ray : Why did you bring two tigers? Mr Thorat: I decided to play it safe.	72. Principal: What did your grandfather say? Martha: Grandfather will not give the money.
67. Ali: Can I take these potatoes? Akbar: Take the potatoes kept on the floor.	73. Mr Schmidt: Martha has scored highest marks all these years. Mr Boone: Joann’s father is a board member.
68. Zahra: Where are my shoes? Ali: I lost it somewhere in the store.	74. The Boy: Where did you get the white rat from? Grandfather: I bought it from the bazaar.
69. Doctor: What are you doing? Mr John: I am a solicitor by profession.	75. The doctor’s friend: “Why do you look so frightened?” Doctor: “A snake fell on my shoulder”.
70. Martha: I’ve to pay 15 dollars for the jacket. Grandpa: I’m not ready to pay the money.	76. Kiran: Nilu, please tell me if you have taken the inkstand. Nilkanta: I took it. I was thinking to revenge upon Satish.

Q 77 – 81 Rewrite the following sentences using ‘had better’. The first one is done for you.

77. You had better..... (It is going to rain. It would be a good idea for you to take an umbrella.) Answer: You had better take an umbrella.
78. I had better..... (It seems better for me to go to sleep now.)
79. We had better..... (Let’s leave before the police come.)
80. She had better..... (She must tell everything to the principal.)
81. He had better..... (He has always some illness. It’s good for him to consult a doctor.)

Q 82 – 91 Use the bracketed words suitably in the following Conditional Sentences.

82. If you post the letter without writing an address, it...(not reach) your grandpa.
83. If Vanka’s mother...(no die), he would not have been sent to Moscow.
84. If his wife were fat, she...(not be) able to run after him and catch him.
85. If a tiger-skin collar was used, it...(not flatten) the hair on the tiger’s neck.
86. If Kiran hadn’t seen the inkstand in Nilkanta’s box, he.....(not run) away.
87. Jack and Jill would not buy so many things if Aunt Jane...(not give) them 200 pounds.
88. It would not have been an award if Martha...(pay) for it.
89. If the wire is visible, it...(spoil) the originality.
90. Vanka would run away if he...(have) a pair of boots.
91. If the doctor had moved, the snake...(bite) him.

92. Complete following conversation properly.

Jill: Aunt Jane, why do you want to go so early? Aunt Jane: O dear, I’ve got some work to finish. Jill: Aunt, would you mind.....(a).....? Aunt Jane: No problem. I’ll give you some money. Aunt Jane:(b).....? Jill: I want ten pounds, please.	Aunt Jane: Why are you crying? Jill: I can’t help.....(c).....when I think of my baby. If I pay the hospital bill, I.....(d).....my baby at least. Aunt Jane: Oh God! Here is the money. You had better....(e).... the bill now itself. Jill: Thank you Aunt Jane. Thanks a lot!
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Q93 – 94: Analyse the following sentences and identify NP, VP, Prep Ph, Adj P, Adv P, Relative Clause, etc.

93. <i>The poor by Vanka, who was an orphan, was cruelly beaten by his master.</i> NP Subject: The poor by Vanka, who was an orphan Other NPs: an orphan, his master VP: was cruelly beaten by his master. Prep Ph: by his master Adj Ph: poor Adv Ph: cruelly Head Noun in Subject NP: Vanka Relative Clause: who was an orphan	94. <i>Young boys sold fishing hooks that can hold a fish weighing thirty pounds.</i> NP Subject: Young boys Other NPs: fishing hooks, a fish, thirty pounds VP: sold fishing hooks that can hold a fish weighing thirty pounds HN in the Subject NP: boys Relative Clause: that can hold a fish weighing thirty pounds
--	---

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Answers:

Q 1- 10

1. A letter was being written by Vanka.
2. A Christmas tree had been decorated by them.
3. A fat woman will be married by him.
4. His things were stolen by some thieves.
5. Two tigers have been brought by Mr. Thorat.
6. The manager is approached by Mr. Ray.
7. The film shooting is being watched by the villagers.
8. Martha will be awarded by the Texas School.
9. They will be given a cheque by Aunt Jane.
10. Some money was taken from the office safe by Mr. John.

Q 11 - 17

11. As soon as vanka finished writing the letter, he ran out to post it.
12. As soon as the grandfather received Vanka's letter, he set out to Moscow.
13. As soon as the tiger became calm, they started shooting the film.
14. As soon as they reached back to Calcutta, they examined the camera and realized that it had failed to work.
15. As soon as the boat perished in the river, Nilkanta reached riverside house.
16. As soon as Nilkanta found a mongrel dog in the village, he made it his pet.
17. As soon as Dr A J Cronin reached the lodge, he felt the sickening smell of illuminating gas.

Q 18 -22

18. No sooner did Vanka's mother die, than his grandfather sent him to Moscow.
19. No sooner did Vanka reach the shoe maker's house, than the others started treating him cruelly.
20. No sooner had the homoeopath entered the room, than he heard a thud sound.
21. No sooner had Ali put the bag of shoes on the vegetable box, than a junk collector took it and went away.
22. No sooner did the cobra come out from the cactus clump than a mongoose emerged from the bushes and went for it.

Q 31 – 50

Column A (phrasal verbs)	Column B
31. make up mind	g. Make a decision, decide
32. make out	e. understand
33. set out	t. begin a journey
34. turn up	c. appear, show up
35. Put up with	f. tolerate
36. get away	b. escape
37. give up	d. stop making an effort
38. put across	i. explain an idea
39. look after	h. take care of, protect
40. come across	a. meet or find by chance
41. put on	o. wear
42. go on	n. continue
43. taken aback	k. shocked, astonished
44. give in	l. surrender, yield
45. take off	m. remove
46. get to	j. arrive
47. let off	r. release, forgive
48. turn down	p. decline
49. get over	q. recover from, overcome
50. run into	s. collide with

Q 51 – 64

51. After all, I am a bachelor and a doctor, aren't I?	58. Your grandfather has 200 acres of ranch, doesn't he? / hasn't he?
52. There was a huge banyan in the garden, wasn't there?	59. Somebody stole Satish's inkstand, didn't they?
53. Usually nothing exciting happened, did it?	60. Jack and Jill seldom made cash down payment, did they?
54. Let's give the boy a fresh start, shall we?	61. I think Mr. John was leading a loose life, wasn't he?
55. Don't call him a thief, will you?	62. I am not a thief, am I?
56. The grandfather hardly climbed trees, did he?	63. Single stories create stereotypes, don't they?
57. Grandma used to tease him, didn't she?	64. Nikanta was nowhere to be found,.....?

Q 65 – 76

65. Vanka asked the man where he could post the letter.
The man replied that he could post it in the post box.
66. Satyajit Ray asked Mr Thorat why he had brought two tigers.
Mr Thorat replied that he had decided to play it safe.
67. Ali asked Akbar if he could take those potatoes.
Akbar told Ali to take the potatoes kept on the floor.
68. Zahra asked Ali where here shoes were.
Ali replied that he had lost them somewhere in the store.
69. Doctor asked Mr. John what he was doing.
Mr John replied that he was solicitor by profession.
70. Martha told her Grandpa that she had to pay fifteen dollars for the jacket.
Grandpa said that he was not ready to pay for a scholarship jacket.
71. The boy asked his grandpa if he had seen white squirrels before.
The grandpa replied that he had never seen white squirrels before in his life.
72. Principal asked Martha what her grandpa had said.
Martha replied that her grandfather would not give the money.
73. Mr. Schmidt told Mr. Boone that Martha had scored the highest marks all those days.
Mr. Boone said that Joann’s father was a board member.
74. The boy asked his grandpa where he had got the white rat from.
The grandfather replied that he had bought it from the bazaar.
75. The doctor’s friend asked him why he looked so frightened.
The doctor replied that a snake had fallen on him.
76. Kiran requested Nilkanta to tell her if he had taken the inkstand.
Nilkanta responded that he had taken it, and he added that he had been thinking to revenge upon Satish.

Q 77 – 81

77. You had better take an umbrella.
78. I had better go to sleep now.
79. We had better leave before the police come.
80. She had better tell everything to the principal.
81. He had better consult a doctor.

Q 82 – 91

82. If you post the letter without writing an address, it will not reach your grandpa.
83. If Vanka’s mother had lived, he would not have been sent to Moscow.
84. Vanka would run away if he had a pair of boots.
85. If the doctor had moved, the snake would have bitten him.
86. If Kiran hadn’t seen the inkstand in Nilkanta’s box, he would not have run away.
87. Jack and Jill would not buy so many things if Aunt Jane did not pay them 200 pounds.
88. It would not have been an award if Martha had paid for it.
89. If the wire is visible, it will spoil the originality.
90. Vanka would run away if he had a pair of boots.
91. If the doctor had moved, the snake would have bitten him.

Q 92

- a. giving me some money? b. How much do you want? c. crying d. will/can own e. pay

Some Important Points to Keep in Memory

1. Keep in memory the meanings and explanations of important words given in the Glossary.

E.g.: Identify the word that means *'happening or done at the same time.* (simultaneous)

2. Remember all the figures of speech/poetic devices that you have already learnt.

E.g.: Identify two figures of speech applied in these lines:

*Have I not reason to lament
What man has made of man?*

(Alliteration and Rhetorical question)

3. Remember the names of poets and their poems, and the specialities of each poem.

E.g.: The poem Mother to Son by Langston Hughes; a Dramatic Monologue, written in Free Verse style, etc.

4. Give suitable Title to:

a. Write-up

b. Narrative

c. Review: e.g. My Sister's Shoe- A Review

d. Profile: The name of the person whose profile is created.

e. News Report

f. Character Sketch: The name of the character

g. Appreciation of the poem: The title of the poem.

5. Remember the exact formats of:

a. Letters: Formal and Informal

 Emails: Formal and Informal

b. Notice

c. Diary Entry

d. Seminar Report

e. News Report

6. Remember to begin and end suitably and effectively:

a. Speech

b. Conversation

7. Keep in mind the basic grammar rules, such as:

a. **had better + base verb**

(e.g. You had better **go** now.)

b. **would rather + base verb**

(e.g. I would rather **stay** home.)

c. **would rather + 2nd subject + simple past verb.**

(e.g. I would rather you **stayed** home.)

d. **enough + noun**

(e.g. I have **enough** money.)

e. **Adjective/adverb + enough**

(e.g. I am **rich enough**. He ran **fast enough** to win.)

f. **Wish + (that) + Simple Past verb**

e.g. I wish (that) I could help you.

Martha wishes (that) her grandpa paid the money.

8. Conditional Sentences

If- Clause	Main Clause
Simple Present (base form/-s form verb If you study,	Will+ base verb you will pass.
Simple Past (-ed/-d past or irregular past) If you studied,	Would+ base verb you would pass.
Past Perfect (had + V3 If you had studied,	Would + have + V3 you would have passed.

9. Question Formation: Word Order

1. Wh- Question Word +auxiliary+ Subject+Verb ...?

(e.g. My teacher can help me – Who can help you?)

(e.g. Vanka wrote a letter - What did Vanka write?)

(NOTE: if the Wh-QW is the subject, no need to split the verb with **do/does/did**)

(e.g. My teacher helped me – who helped you?)

2. Yes/No Answer Question: Auxiliary+ Subject + Verb....?

(e.g. Can you speak English? Did Vanka write a letter?)

10. Would you mind + ing verb form

(e.g. Would you mind giving me some money?)

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

(e.g. Martha couldn't help crying when she heard the bad news.)

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

(e.g. Martha couldn't help but cry when she heard the bad news.)

13. Basic Sentence Patterns

Pattern Codes	Example Sentences
SV	John laughed.
SVO	John kissed Jane.
SVC	John is tall.
SVOO	John gave Jane a present.
SVOC	John made Jane angry.
SVA	John sat up.
SVOA	John put the bag down.

14. Sentence Analysis

The 14 year old Martha, who was a Mexican, received the award from the principal
NP in the subject position: *The 14 year old Martha, who was a Mexican*

Head Noun in subject NP: *Martha*

VP: *received the award from the principal*

Prepositional Phrase: *from the principal*

Relative Clause: *who was a Mexican*

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.

"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.

5 → {

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

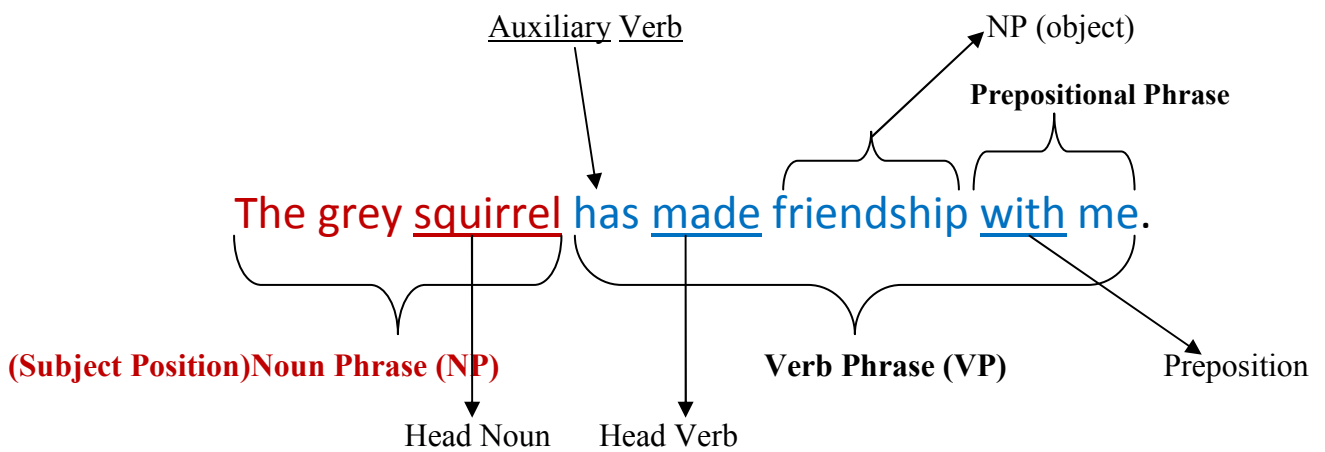
Miss. Athira K S
English Club Secretary/Convener
ABC Govt. School, Malappuram
10 July 2020.

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.englisheduspot.blogspot.com)) www.englisheduspot.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.
		<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.	
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.
		<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 away	Escape, avoid a situation	
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; Appear; arrive	My missing pet cat turned up after a few days. 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. Mr. Thorat: why do you need the tiger again?
17	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-know 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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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 song 'Blowin' in the Wind' is written by the American singer and song writer Bob Dylan, and it was a protest song. The song was an anthem of the American Civil Rights Movement of the 1960s. In this song, the poet asks nine rhetorical questions. 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 can the oppressive rulers, who are as mighty as mountains, exist in front of more powerful seas of people's protest? The mountain is metaphorically compared to 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 and deaf? The sky is the symbol of unlimited freedom. But how many times should a man look up to see the sky and understand the value of freedom? 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 the people to 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 repeating the lines "*the answer, my friend, is blowin' in the wind, the answer is blowin' in the wind*". This kind of repetition of lines creates the poetic device, **Refrain**. There are many examples of **Alliterations** in the poem as in "*How many roads must a man...*". There is an **Auditory Image** in "*...people cry?*" 'White dove', 'cannon balls', 'mountain', 'sea' etc. can be seen as **Visual Images**.

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-know 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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Q 65 – 76 Change the following sentences into Reported Speech.

<p>65. Vanka: Where can I post the letter? The man: You can post it in the post box.</p> <p>66. Satyajit Ray : Why did you bring two tigers? Mr Thorat: I decided to play it safe.</p> <p>67. Ali: Can I take these potatoes? Akbar: Take the potatoes kept on the floor.</p> <p>68. Zahra: Where are my shoes? Ali: I lost it somewhere in the store.</p> <p>69. Doctor: What are you doing? Mr John: I am a solicitor by profession.</p> <p>70. Martha: I've to pay 15 dollars for the jacket. Grandpa: I'm not ready to pay the money.</p>	<p>71. The Boy: Have you seen white squirrels before? Grandpa: No, I have never seen white squirrels in my life.</p> <p>72. Principal: What did your grandfather say? Martha: Grandfather will not give the money.</p> <p>73. Mr Schmidt: Martha has scored highest marks all these years. Mr Boone: Joann's father is a board member.</p> <p>74. The Boy: Where did you get the white rat from? Grandfather: I bought it from the bazaar.</p> <p>75. The doctor's friend: "Why do you look so frightened?" Doctor: "A snake fell on my shoulder".</p> <p>76. Kiran: Nilu, please tell me if you have taken the inkstand. Nilkanta: I took it. I was thinking to revenge upon Satish.</p>
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Q 77 – 81 Rewrite the following sentences using 'had better'. The first one is done for you.

<p>77. You had better..... It is going to rain. It would be a good idea for you to take an umbrella.) Answer: You had better take an umbrella.</p> <p>78. I had better..... (It seems better for me to go to sleep now.)</p> <p>79. We had better..... (Let's leave before the police come.)</p> <p>80. She had better..... (She must tell everything to the principal.)</p> <p>81. He had better..... (He has always some illness. It's good for him to consult a doctor.)</p>

Q 82 – 91 Use the bracketed words suitably in the following Conditional Sentences.

<p>82. If you post the letter without writing an address, it...(not reach) your grandpa.</p> <p>83. If Vanka's mother...(no die), he would not have been sent to Moscow.</p> <p>84. If his wife were fat, she...(not be) able to run after him and catch him.</p> <p>85. If a tiger-skin collar was used, it...(not flatten) the hair on the tiger's neck.</p> <p>86. If Kiran hadn't seen the inkstand in Nilkanta's box, he.....(not run) away.</p> <p>87. Jack and Jill would not buy so many things if Aunt Jane...(not give) them 200 pounds.</p> <p>88. It would not have been an award if Martha...(pay) for it.</p> <p>89. If the wire is visible, it...(spoil) the originality.</p> <p>90. Vanka would run away if he...(have) a pair of boots.</p> <p>91. If the doctor had moved, the snake...(bite) him.</p>

92. Complete following conversation properly.

<p>Jill: Aunt Jane, why do you want to go so early? Aunt Jane: O dear, I've got some work to finish. Jill: Aunt, would you mind.....(a).....? Aunt Jane: No problem. I'll give you some money. Aunt Jane:.....(b).....? Jill: I want ten pounds, please.</p>	<p>Aunt Jane: Why are you crying? Jill: I can't help.....(c).....when I think of my baby. If I pay the hospital bill, I.....(d).....my baby at least. Aunt Jane: Oh God! Here is the money. You had better....(e).... the bill now itself. Jill: Thank you Aunt Jane. Thanks a lot!</p>
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Q93 – 94: Analyse the following sentences and identify NP, VP, Prep Ph, Adj P, Adv P, Relative Clause, etc.

<p>93. The poor by Vanka, who was an orphan, was cruelly beaten by his master. NP Subject: The poor by Vanka, who was an orphan Other NPs: an orphan, his master VP: was cruelly beaten by his master. Prep Ph: by his master Adj Ph: poor Adv Ph: cruelly Head Noun in Subject NP: Vanka Relative Clause: who was an orphan</p>	<p>94. Young boys sold fishing hooks that can hold a fish weighing thirty pounds. NP Subject: Young boys Other NPs: fishing hooks, a fish, thirty pounds VP: sold fishing hooks that can hold a fish weighing thirty pounds HN in the Subject NP: boys Relative Clause: that can hold a fish weighing thirty pounds</p>
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Answers:

Q 1- 10

1. A letter was being written by Vanka.
2. A Christmas tree had been decorated by them.
3. A fat woman will be married by him.
4. His things were stolen by some thieves.
5. Two tigers have been brought by Mr. Thorat.
6. The manager is approached by Mr. Ray.
7. The film shooting is being watched by the villagers.
8. Martha will be awarded by the Texas School.
9. They will be given a cheque by Aunt Jane.
10. Some money was taken from the office safe by Mr. John.

Q 11 - 17

11. As soon as vanka finished writing the letter, he ran out to post it.
12. As soon as the grandfather received Vanka's letter, he set out to Moscow.
13. As soon as the tiger became calm, they started shooting the film.
14. As soon as they reached back to Calcutta, they examined the camera and realized that it had failed to work.
15. As soon as the boat perished in the river, Nilkanta reached riverside house.
16. As soon as Nilkanta found a mongrel dog in the village, he made it his pet.
17. As soon as Dr A J Cronin reached the lodge, he felt the sickening smell of illuminating gas.

Q 18 -22

18. No sooner did Vanka's mother die, than his grandfather sent him to Moscow.
19. No sooner did Vanka reach the shoe maker's house, than the others started treating him cruelly.
20. No sooner had the homoeopath entered the room, than he heard a thud sound.
21. No sooner had Ali put the bag of shoes on the vegetable box, than a junk collector took it and went away.
22. No sooner did the cobra come out from the cactus clump than a mongoose emerged from the bushes and went for it.

Q 31 – 50

Column A (phrasal verbs)	Column B
31. make up mind	g. Make a decision, decide
32. make out	e. understand
33. set out	t. begin a journey
34. turn up	c. appear, show up
35. Put up with	f. tolerate
36. get away	b. escape
37. give up	d. stop making an effort
38. put across	i. explain an idea
39. look after	h. take care of, protect
40. come across	a. meet or find by chance
41. put on	o. wear
42. go on	n. continue
43. taken aback	k. shocked, astonished
44. give in	l. surrender, yield
45. take off	m. remove
46. get to	j. arrive
47. let off	r. release, forgive
48. turn down	p. decline
49. get over	q. recover from, overcome
50. run into	s. collide with

Q 51 – 64

51. After all, I am a bachelor and a doctor, aren't I?	58. Your grandfather has 200 acres of ranch, doesn't he? / hasn't he?
52. There was a huge banyan in the garden, wasn't there?	59. Somebody stole Satish's inkstand, didn't they?
53. Usually nothing exciting happened, did it?	60. Jack and Jill seldom made cash down payment, did they?
54. Let's give the boy a fresh start, shall we?	61. I think Mr. John was leading a loose life, wasn't he?
55. Don't call him a thief, will you?	62. I am not a thief, am I?
56. The grandfather hardly climbed trees, did he?	63. Single stories create stereotypes, don't they?
57. Grandma used to tease him, didn't she?	64. Nikanta was nowhere to be found,.....?

Q 65 – 76

65. Vanka asked the man where he could post the letter.
The man replied that he could post it in the post box.
66. Satyajit Ray asked Mr Thorat why he had brought two tigers.
Mr Thorat replied that he had decided to play it safe.
67. Ali asked Akbar if he could take those potatoes.
Akbar told Ali to take the potatoes kept on the floor.
68. Zahra asked Ali where here shoes were.
Ali replied that he had lost them somewhere in the store.
69. Doctor asked Mr. John what he was doing.
Mr John replied that he was solicitor by profession.
70. Martha told her Grandpa that she had to pay fifteen dollars for the jacket.
Grandpa said that he was not ready to pay for a scholarship jacket.
71. The boy asked his grandpa if he had seen white squirrels before.
The grandpa replied that he had never seen white squirrels before in his life.
72. Principal asked Martha what her grandpa had said.
Martha replied that her grandfather would not give the money.
73. Mr. Schmidt told Mr. Boone that Martha had scored the highest marks all those days.
Mr. Boone said that Joann’s father was a board member.
74. The boy asked his grandpa where he had got the white rat from.
The grandfather replied that he had bought it from the bazaar.
75. The doctor’s friend asked him why he looked so frightened.
The doctor replied that a snake had fallen on him.
76. Kiran requested Nilkanta to tell her if he had taken the inkstand.
Nilkanta responded that he had taken it, and he added that he had been thinking to revenge upon Satish.

Q 77 – 81

77. You had better take an umbrella.
78. I had better go to sleep now.
79. We had better leave before the police come.
80. She had better tell everything to the principal.
81. He had better consult a doctor.

Q 82 – 91

82. If you post the letter without writing an address, it will not reach your grandpa.
83. If Vanka’s mother had lived, he would not have been sent to Moscow.
84. Vanka would run away if he had a pair of boots.
85. If the doctor had moved, the snake would have bitten him.
86. If Kiran hadn’t seen the inkstand in Nilkanta’s box, he would not have run away.
87. Jack and Jill would not buy so many things if Aunt Jane did not pay them 200 pounds.
88. It would not have been an award if Martha had paid for it.
89. If the wire is visible, it will spoil the originality.
90. Vanka would run away if he had a pair of boots.
91. If the doctor had moved, the snake would have bitten him.

Q 92

- a. giving me some money? b. How much do you want? c. crying d. will/can own e. pay

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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.

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!

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.

Sentence Analysis

Questions 19 – 25: Analyse the following sentences and identify Noun Phrases, Verb Phrases, Relative Clauses and Prepositional Phrases:

19. *At the same time a mongoose, which was three feet long, emerged from the bushes.*
Noun Phrases (in the subject position): A mongoose, which was three feet long
Total NPs: the same time / a mongoose / three feet / the bushes
Verb Phrase: emerged from the bushes at the same time.
Prepositional Phrases: at the same time/ from the bushes
Relative Clause: which was three feet long.
20. *Immediately I smeared oil all over myself and took a bath.*
Noun Phrase: (Subject) I
Total NPs: I/ oil / myself / a bath
Verb Phrases: smeared oil all over myself (immediately) / took a bath immediately.
Prepositional Phrase: over myself.
21. *A stand-in is usually a person who is physically similar to the real star.*
Noun Phrase: (Subject) A stand-in
Total NPs: A stand-in / a person / the real star
Verb Phrases: is usually a person who is physically similar to the real star.
Prepositional Phrase: to the real star
Relative Clause: who is physically similar to the star.
22. *The cobbler's shop where Ali and the cobbler are sitting can be seen from the street.*
Noun Phrase: (Subject) The cobbler's shop where Ali and the cobbler are sitting
Total NPs: The cobbler's shop/ Ali / the cobbler / the street
Verb Phrase: can be seen from the street
Prepositional Phrase: from the street
Relative Clause: where Ali and the cobbler are sitting.
23. *The three of us, who were the sole witnesses of the tragedy, had the same thoughts in our minds.*
Noun Phrase: (Subject) The three of us, who were the sole witnesses of the tragedy
Total NPs: the three / us/ the sole witnesses / the tragedy / the same thoughts / our minds
Verb Phrases: had the same thought in our minds.
Prepositional Phrases: of us / of the tragedy / in our minds
Relative Clause: who were the sole witnesses of the tragedy.
24. *I grew up under repressive military governments that devalued education.*
Noun Phrase: (Subject) I
Total NPs: repressive military governments / education
Verb Phrase: grew up under repressive military governments that devalued education.
Prepositional Phrases: under repressive military governments
Relative Clause: that devalued education.
25. *My American roommate, who had a single story of Africa, had felt sorry for me.*
Noun Phrase: (Subject) My American roommate, who had a single story of Africa
Total NPs: My American roommate / a single story / Africa / me
Verb Phrases: had felt sorry for me
Prepositional Phrase: of Africa / for me
Relative Clause: who had a single story of Africa

Editing

Questions 26 – 30: There are some errors in the following sentences. Edit them.

26. Though the house and grounds of our home in India **was** (a) **Grandfathers** (b) domain, the magnificent old banyan tree **were** (c) mine - chiefly because Grandfather, at the age of sixty-five, could no longer **climbing** (d) it.
27. **Have** (a) a snake ever coiled itself round any part of your body? A full-blooded cobra? All of **we** (b) fell silent. The question came from the homeopath. The topic came up when we **was** (c) discussing snakes. We listened **attentive** (d) as the doctor continued with the tale.
28. I took a close look at my face in the mirror. I made an important **decisions** (a) - I would **shaved** (b) daily and grow a thin moustache to **looking** (c) more handsome. I was, after all, a bachelor, and **an** (d) doctor!
29. I would **got** (a) married to a **women** (b) doctor **which** (c) had plenty of money and a good medical practice. She had to be fat; **four** (d) a valid reason.
30. If the wire was **enough thin** (a), perhaps it would **remains** (b) invisible to the camera. But it was likely that the **heir** (c) on the tiger's neck would be flattened by the wire, **who** (d) would give the whole thing away.

Questions 31– 35: Fill the dashes in the following sentences using the appropriate words from the brackets:

31. That was -----(a) time I saw a mongoose and ----- (b) cobra fight to death -----(c) the garden, while I sat directly ----- (d) them in the banyan tree.
(a, the, in, under, above)
32. The stub of her pencil breaks. Ali puts his pencil -----(a) the notebook -----(b) her to write. Zahra does not take -----(c) pencil. Close up -----(d) pencil lying on the notebook.
(for, of, the, on, in)
33. We walked the short distance -----(a) silence, even our footsteps muffled -----(b) the fog, and turned -----(c) the narrow entrance of -----(d) old building.
(by, in, a, an, into)
34. On -----(a) second day, out -----(b) New York, while making the round of the promenade deck, I suddenly became aware that one -----(c) the passengers was watching me closely, following me ----- (d) his gaze every time I passed.
(of, from, for, the, with)
35. I was also -----(a) early writer, and when I began to write, at about the age -----(b) seven, stories -----(c) pencil with crayon illustrations that my poor mother was obligated -----(d) read.
(a, an, of, by, in, to)

Answers:

- 26: a. were b. Grandfather's c. was d. climb
- 27: a. Has b. us c. were d. attentively
- 28: a. decision b. shave c. look d. a
- 29: a. get b. woman c. who d. for
- 30: a. thin enough b. remain c. hair d. which
- 31: a. the b. a c. in d. above
- 32: a. on b. for c. the d. of
- 33: a. in b. by c. into d. an
- 34: a. the b. from c. of d. with
- 35: a. an b. of c. in d. to

Profile

- All the hints given with the question should be developed into short sentences.
- Such sentences should be arranged in a way to make a short paragraph.
- The paragraph should have an effective beginning and ending.
- A title should be given. It can be the name of the person whose profile is created.
- {**Note:** the birth date should always be introduced in the *simple past passive form – was born on (with a date and year – on 02 March 2000); was born in (with only month /or year - in March 2000)*. If the person is still alive, we can use the simple present tense to talk about his writing style etc. as *'He writes in a...style'*. Even when the author is dead, we use normally simple present tense to talk about his works, as *'His works are...'*.]

Q 1: Prepare a profile of Vaikom Mohammed Basheer with the help of the hints given.

[Birth: January 19th, 1908 at Vaikom, a princely state of Travancore; a novelist, story writer, freedom fighter; Funny stories in simple and open style; famous works: Balyakala Sakhi, Pathummayude Aadu, Mathilukal, Ntuppuppakkoru Aanendaarnnu, Janmadinam, Anargha Nimisham etc.; the Padma Shri award in 1982; Beypore Sultan's death: 05 July 1994 - when 86 years old.]

Vaikom Mohammed Basheer

Shri Vaikom Mohammed Basheer was born on 19 January 1908 at Vaikom, a princely state of Travancore. He was a noted writer and a freedom fighter. He wrote novels and stories in a very simple and open language and in a funny style. His most famous works are Balyakala Sakhi, Pathummayude Aadu, Mathilukal, Ntuppuppakkoru Aanendaarnnu, Janmadinam, Anargha Nimisham etc. He was awarded the Padma Shri in 1982. When he was 86, the Beypore Sultan – so was fondly he called – passed away on 05 July 1994.

Q 2: Prepare a profile of WB Yeats using the hints given below. Use appropriate linkers wherever necessary.

- Birth: June 13, 1865 Sandy mount, Republic of Ireland.
- Spouse: Georgiana Hyde Lees
- Renowned as: Poet, dramatist, senator, founder of Abbey Theatre.
- Major Works: Celtic Twilight, The Tower, A Vision.
- Key traits: Symbolism, allusive imagery.
- Awards: Nobel Prize in literature, December 1923.
- Death: January 28, 1939.

William Butler Yeats

William Butler Yeats was born on June 13, 1865 in Sandy mount, Republic of Ireland. His wife was Georgiana Hyde Lees. He was a renowned poet and dramatist. He was also famous a senator and the founder of the Abbey Theatre. His major works are Celtic Twilight, The Tower, A Vision etc. Symbolism and allusive imagery are the main important characteristics of his writing style. He was awarded the Nobel Prize in Literature in December 1923. Yeats passed away on January 28, 1939.

Q 3: Prepare a short profile of Chimamanda Ngozi Adichie using the hints given below.

- Birth: September 15, 1977
- Nationality: Nigeria
- Education: Drexel University, University of Nigeria, Nsukka
- Known as: novelist, nonfiction writer, short story writer, speaker
- Awards: Caine Prize for African Writing, Booker Prize, etc.

Chimamanda Ngozi Adichie

Chimamanda Ngozi Adichie was born on 15th September 1977 in Nigeria. She had her education in the University of Nigeria located in Nsukka and at the age of 19 she went to the United State to join Drexel University. She is a very popular novelist, non-fiction writer and short story writer. She started writing at the very early age of seven. She is a well-know speaker too. She has won many awards including Caine Prize for African Writing and the very prestigious Booker Prize. She continues the journey of her literary life with all its zest.

Prepared by Mahmud K Pukayoor
English Eduspot Blog (www.englisheduspot.blogspot.com)
English Eduspot Edu-Video YouTube Channel

English Eduspot

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- Satyajith Ray says that no one can defeat the Hollywood in making films with animals.
- Ray remembers some films he saw in his childhood days - films with an **Alsatian Rin-tin-tin** and a **Collie Lassie**.
- These dogs were famous animal stars and their acting was more impressive than a human's.
- The money they earned was no less than what a real film-star got.
- He realized that these animal actors were treated very respectfully in Hollywood.
- It is customary for the actors to be present when the lights are arranged. And in the case of very famous stars, this job is done by their stand-ins.
- Twenty years ago when he saw a film shooting in Disney Studio, he also realized that these animal actors had stand-ins just like the human superstars had.
- In Hollywood, even films with trained ravens have been made possible – for example, *Alfred Hitchcock's film called 'Birds'*.
- In Bombay, Madras and Calcutta many film have been made with trained dogs and horses in them.
- To make a film with a tiger is not an easy task, but Ray had to deal with such a problem when he shot his film **Goopy Gyne Bagha Byne**.
- In the film *Goopy Gyne Bagha Byne*, both heroes Goopy and Bagha were banished by the king and they met a tiger in a forest and froze in fright.
- To shoot this scene, Ray wanted to get a trained tiger.
- He got a trained tiger with its trainer **Mr. Thorat** from the **Bharat Circus Company**.
- They planned to shoot the scene in a bamboo grove in a village called **Shiuri**, and Mr. Thorat and his team reached there with two tigers.
- They put a tiger-skin collar around the tiger's neck and tied one end of a thin-but-strong wire to this collar and the other end to an iron rod fixed to the ground.
- Mr. Thorath opened the cage and called out to the tiger. The tiger misbehaved in the beginning and charged at the audience. Even the trainer Mr. Thorat could not bring it under control, but it calmed down after a while.
- They took the required shots, but later found that the camera had failed to work, and the shots were dark.
- They had to take all the shots again and they reached another location in **Notun Gram** village.
- This time also the tiger charged at the audience, but soon became calm. All the required shots were taken.
- This time camera also worked well, and all the shots were perfect!

The Best Investment I Ever Made

Dr. AJ Cronin

- Dr. AJ Cronin was on a voyage back from New York.
- On the second day he noticed that somebody was watching him earnestly. But he ignored him as he did not want to make any boring and importunate (annoying) ship-board contacts.
- Dr Cronin soon realized that the other man was not importunate, but was suffering from diffidence (lack of confidence/shyness) to approach him.
- On the following afternoon he appeared again on the deck. This time his wife was with him.
- Dr Cronin knew from his steward that they were Mr. and Mrs. John-S from a suburb of London.
- On the final day of the ship journey, urged by his wife, he introduced himself providing his visiting card to Dr Cronin.
- He said that he and his wife had been in the field of social work for the last fifteen years.
- But Dr. Cronin could not still recognize him.
- Then the man said something in the ears of Dr Cronin, which parted the veil of forgetfulness.
- Doctor's thoughts sped back a quarter of a century.
- 25 years ago while Dr. Cronin was practising in London, once a police sergeant took him to attend a suicide case. A young man had inhaled cooking gas and was on the verge of death.
- After hours of strenuous efforts, he was brought back to life. He said his story: ***his name was John, an orphan, found a job in town, engaged with bad companion, gambled, ran after pleasures of life, lost money, borrowed, even stole some money from his work-place, engaged in a final gambling to recoup, but everything lost. Finally being afraid of the legal prosecutions, he decided to end his life.***
- Having heard his story, the trio – Dr. AJ Cronin, the sergeant and the landlady of the lodge – felt pity and decided to help him to make a fresh start in life.
- Dr. AJ Cronin gave him seven pounds and ten shillings to put back in the office safe, the sergeant decided not to register case against for the crime of stealing money and attempting suicide, and the landlady offered him a month's free boarding in the lodge.
- The same young man has now become a great social worker doing unique services for rehabilitating girls and boys from the city slums.
- Recollecting all these incidents, Dr Cronin now realizes that his investment of that meagre amount has turned out to be the best investment he has ever made in his life though it hasn't brought him any worldly profit.

The Danger of a Single Story

Chimamanda Ngozi Adichie

- Chimamanda Adichie Ngozi introduces herself to be a story teller, and she wants to tell a few personal stories about what she likes to call "Danger of a Single Story".
- She was born and brought up in a Nigerian middle class family. Her father was a professor and mother was an administrator.
- She started reading books at an early age of four, and started writing stories with crayon illustrations at the age of seven.
- She read mostly American and British children's books, which created some false assumptions in her mind about books.
- She believed that books by their nature should have foreign characters and the subjects they deal with should be unidentifiable with the writer. But she realised the mistake when she could read books by African writers like Chinua Achebe and Camara Laye.
- When she read African books, she realized that girls like her with kinky hair and chocolate coloured skin could also be characters in books.
- She had a single story about Fide, their house boy. She believed that he and his family had only poverty in life and did not have any other abilities.
- Once she visited his house and found beautifully patterned baskets of dyed raffia made by his brother. She knew her single story about Fide and his family was wrong.
- When she was 19, she went to America to continue her university studies. Her American roommate had a single story about Africa. She thought that Africa was only a land of beautiful landscape and all Africans were poor and uneducated tribal people.
- The roommate did not know English was Nigeria's official language, and she was shocked to hear Adichie's excellent English.
- Adichie's American professor also had a single story about Africa. He believed that Adichie's characters were not authentically African. In his single story, African authors' characters should be uneducated and starving; they should not drive cars.
- Though Adichie had a happy childhood in a close-knit family, she had also some painful life experiences.
- Her grandfathers died in refugee camps. Her cousin Polle died due to lack of enough medical care. Her closest friend Okoloma died in a plane crash.
- Finally Adichie says in her speech that single stories create stereotypes, and the stereotypes are not untrue, but they are incomplete. They make a single story the only story.

- The small Texas School that Martha went to had a tradition of awarding a scholarship jacket to the class valedictorian every year at the eighth grade graduation.
- The scholarship jacket was a beautiful gold and green jacket with a big gold 'S' on the left front side. The name of the winner was also there printed in golden letters on the pocket.
- Martha's sister Rosie had won it before, and Martha expected to win it this year as she had been a straight 'A' level student since her first grade.
- Martha was a very thin girl so that her friends called her 'string bean' and 'bean pole'. She was the daughter of a poor Mexican farm labourer. She was living with her grandparents due to the poverty in her own family.
- One day while going for the PE period, on the way she remembered that she hadn't taken the PE shorts.
- She walked back to the classroom to take it.
- At the classroom door she overheard a heated argument between her history teacher Mr. Schmidt and math teacher Mr. Boone.
- They were arguing about the scholarship jacket.
- Mr. Boone wanted to falsify the records in order to deny Martha the award only because she was a Mexican-American girl. He also wanted to favour the second student Joann who was an American and the daughter of the school board member.
- But Mr. Schmidt strongly opposed this suggestion as he believed that it was a discrimination against the Mexican-American student. He stood strongly for truth and justice.
- Upon hearing this conversation, Martha became totally upset and disappointed.
- The following day the principal called her and asked to pay 15 dollars for the jacket. He said that it was as per the decision of the school board as a new policy change.
- Martha went home all the way crying, and explained everything to her grandpa.
- Her grandfather was a farmer owning a ranch of 200 acres. Though he was uneducated, he had a strong determination.
- He believed that the scholarship award was the fruit of his granddaughter's hard work.
- The Grandfather refused to pay the money on the ground that 'if she paid, it wouldn't be a scholarship jacket.
- Next day Martha informed the principal about her grandpa's decision, and which made him change his mind.
- The principal informed Martha that he would recommend the management to give her an exemption, and she would get the jacket free of cost.
- Martha became extremely happy and rushed homeward crying – but this time it was a cry of joy and excitement.

- The Never Never Nest is a one-act play by Cedric Mount. The main characters are: Jack and Jill (a couple), Aunt Jane, a Nurse.
- Jack and his wife Jill lead a comfortable and luxurious life in their beautiful villa at New Hampstead.
- One day Aunt Jane came to visit their house. Jack and Jill showed her their house, furniture and all other household things with much pride.
- They had good furniture, a car, a refrigerator, a piano and a radiogram in addition to their beautiful house.
- Aunt Jane was much impressed by the facilities of the house. She thought that they had to pay a huge amount as rent, and she asked how much it was.
- Jack and Jill said that they did not have to pay rent; they owned all the things including the villa as theirs. Aunt Jane could not believe this.
- She doubted whether she wrote by mistake two thousand pounds instead of two hundred in the cheque which she had given them as a wedding gift.
- But when Aunt Jane asked in an insisting manner whether they really owned them, they said that they bought all on instalment system.
- She asked them how much they had to pay as instalments and how much Jack earned weekly.
- Jack replied that he earned six pound and they had to pay seven pounds eight and eight pence a week. They would take loan from certain finance corporations to pay the extra amount, and that also they would pay off in instalments.
- This infuriated Aunt Jane and she refused to sit on somebody else's furniture. She hastened to leave their house saying that her motto was cash down payment. She also advised them to follow her way.
- Jack offered to take her to the station in his car, but she preferred going by a bus to travelling in a car which was not fully owned by him.
- Before leaving she gave Jill a cheque for ten pounds to pay at least one of their bills.
- Jill decided to pay the doctor's bill so that they could own their baby as theirs.
- She put the cheque in an envelope, addressed it to Dr Martin and sent the nurse to post it.
- When Jack asked Jill why she sent the money to the doctor, she told him crying that with that one instalment the BABY WAS REALLY THEIRS!

Vanka

Anton Chekhov

- **Vanka**- a nine year old orphan, was apprenticed to the shoemaker Alyakhin. It was only three months since he reached the shoemaker's house in Moscow.
- The master Alyakhin, the mistress and other senior apprentices treated him cruelly.
- Vanka wanted his grandfather Konstantin Makarich to come and save him from the cruel master.
- He decided to write a letter secretly to his grandpa explaining his miseries and requesting him to come and save him.
- Without going to bed on that Christmas eve, Vanka waited till the master and others had gone to church.
- Then he took from the cupboard a bottle of ink, a pen with a rusty nib and a crumpled sheet of paper to write a letter. He was very much afraid and looked many times anxiously at the door and window before started writing.
- Vanka's grandfather **Konstantin Makarich** was a night watchman at Zhivarev's estate. He was a small, lean, old man about sixty-five, and made company with cooks and kitchen maids. He had two dogs named *Kashtanka* and *Eel*.
- He sent Vanka to Moscow after Vanka's mother **Palegaya's** death to teach him shoemaking.
- But his life in Moscow at the shoemaker's house was worse than a dog's. He didn't get enough food or time to sleep. Once the master beat him with a stirrup-strap because by mistake he slept while he was rocking their baby. The mistress once rubbed the head of a herring on his face. The other apprentices made fun of him, sent him to tavern to buy vodka and forced him to steal the master's cucumber.
- Moscow was a big town, Vanka saw children selling fishing hooks there, shops selling all sorts of guns and butcheries selling meat of hunted birds and animals.
- Vanka was nostalgic of Christmas celebrations at the big house in the village, decorating the Xmas tree.
- He remembered the happy days when he was with his mother and his favourite Olga Ignatyevna, who taught him to read, write, count to a hundred and to dance the quadrille.
- Vanka begged his grandpa to come and save him from the miseries; he offered to help him and pray for him.
- He finished writing the letter and wrote the address 'Grandfather in the Village' 'To Konstantin Makarich' and dropped it in the letter box.
- He slept in the rosy hope of his grandpa coming and taking him back home to the village. He dreamed of his grandpa reading the letter to the cooks sitting on a stove-ledge.

The Castaway

Rabindranath Tagore

- One evening heavy rain and storm raged with thunderbolts and lightning. It was like a battle between gods and devils. The river Ganges overflowed furiously.
- In one of the riverside houses in the Chandernagore village Sharat and Kiran, a husband and wife, engaged in a verbal battle.
- Kiran had seriously fallen ill and all villagers advised her husband Sharat and mother-in-law to send her to her house for a change.
- But they took her to the riverside house in the Chandernagore village. Thus they came here.
- Kiran believed that she was perfectly recovered and wanted to go back to their native village. The lonely life here without doing anything was a burden for her. But Sharat and his mother wanted her to stay a little longer here as she had not recovered fully.
- This was the subject of their verbal battle.
- Then they heard a call and Sharat went outside and saw a boy in the garden. He was a survivor from an upturned boat in the river.
- Kiran soon showed her hospitality by giving him clothes to change and milk to drink. His name was Nilkanta and he belonged to a drama group. They were going to a neighbouring village and their boat perished in the river. He survived and he had no idea about the others.
- Nilkanta's presence was a boon to the family. Sharat and his mother were happy as Kiran would stay longer here in the company of Nilkanta.
- He soon made bad companion with the naughty boys in the neighbourhood and made a village mongrel dog his pet. He with his companion made all mischief and Sharat and his mother wished for his departure from the house.
- But Kiran enjoyed his company as he performed various theatrical performances to entertain her. Nilkanta was also very happy as he got motherly and sisterly love and care from Kiran. She supported all his naughtiness while Sharat opposed him and punished him.
- Meanwhile Sharat's younger brother Satish came there to spend his vacation. Kiran and Satish were of the same age and they engaged all the time in merry making with peals of laughter.
- Nilkanta felt that Kiran ignored him and this thought infuriated him. He wanted to take revenge upon Satish. He took Satish's favourite inkstand to throw into the river as revenge. Satish quarrelled with Nilkanta over his missing inkstand and called him thief. This incident pained both Kiran and Nilkanta.
- Finally they planned to return to their native village. Kiran wanted to take Nilkanta with them, but all others opposed.
- Kiran wanted to give him some surprise gifts because they were returning to their native village without taking Nilkanta with them. She opened his box to place the surprise gifts and she saw the missing inkstand in it. She sat puzzled for a while not knowing what to do.
- Meanwhile Nilkanta came there and saw Kiran sitting in his room holding the inkstand. He knew that he could not prove his innocence anymore and he left the place. He was nowhere to be found!

Lines Written in Early Spring

William Wordsworth

- The most celebrated nature poet **William Wordsworth** once sat in a grove in a relaxed mood.
- He heard a thousand of varied sounds and saw many pleasant sights in nature, which brought pleasant thoughts into his mind.
- At the same time some sad thoughts also came into his mind.
- He believed that Nature linked human souls to her goodness. But when he thought of the human world - what man has made of man - it grieved him much.
- He saw primrose tufts and periwinkle making wreaths coexisted in the bower there.
- He believed that every flower enjoyed breathing the air. The birds showed their thrill of pleasure by hopping and playing around him.
- Though he could not measure their pleasure, he thought that every motion they made was their thrill of pleasure.
- The budding twigs spread out their leaves to catch the breezy air. He believed that there was pleasure everywhere in nature, and that was the belief sent by heaven.
- The poet always believed that the coexistence in perfect harmony is nature's Holy Plan. But he had many reasons to be sad in the human world and to lament on what man has made of man.

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 also there in "*I heard a thousand of blended notes.*"

Some **Visual Images** are: flowers (primrose, periwinkle), birds, grove, bower, budding twigs, etc. The rhyme scheme of the poem is **ABAB**.

- This poem is a typical **Ballad** by **W B Yeats**.
- It tells the story of an old priest Peter Gilligan, and it is comprised of 12 quatrains (four-line stanzas) of ABCB rhyme scheme.
- The speaker of the poem the priest Peter Gilligan was tired because of his restless work among his parishioners day and night.
- Half of his parishioners were either dead or in sickbed due to an epidemic.
- One evening while he was sitting sleepily in his chair, he was called for attending another dying man's last moments.
- He said in a complaining voice that he had no rest, no joy and nor peace. But soon he realized his mistake and repented. He begged God for forgiveness and knelt in prayer.
- In the prayer he fell asleep leaning over the chair, and he failed to attend the dying man.
- Next morning when the priest reached the man's house, his wife told him that her husband had already died. She also asked him why he came again.
- From her question the priest realized that in his absent God had sent an angel to do his duties.
- He knew that the Almighty God having planets in His control showed mercy upon the least of His creatures. The priest praised God and knelt in prayer.

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 the word 'And' repeats consecutively at the beginning of several lines. This ballad is comprised of 12 quatrains (four-line stanzas) having the **rhyme-scheme** of **ABCB**.

Poetry

Pablo Neruda

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- This poem is written in the **free verse** style, so it does not have a metrical patten, rhyme scheme and a consistent stanza system.
- The poet **Pablo Neruda** talks about the ecstasy he felt when he achieved the poetic inspiration.
- He explains three phases of his poetic life – the time when he wished to be a poet, the time when he was embraced by the poetic inspiration, and the occasion when he composed his first lines.
- He says the poetry arrived in search of him, but he does not know where it came from, how and when.
- He does not know whether it came from winter or a river; nor does he know if it came at night.
- It came not in the form of a voice call or a word call and nor in the form of a silent call.
- He felt like he was summoned abruptly from a street, but he does not know whether he was at that time in any struggles along with others or returning alone from such struggles.
- But he is certain about one thing that when the poetry arrived in search of him and touched him, he was a man without a face – i.e. he did not have any name and fame.
- When the poetry touched him, he did not know what to say as his mouth could not utter words. His eyes became blind.
- But he felt some changes happened in his soul – something like a new poetic passion or some nameless emotions or unknown inborn abilities now waking up.
- Whatever it is, he decided to write his first lines deciphering that poetic passion.
- He composed his first lines which he thinks to be faint and without substance. He calls them to be either complete nonsense or wisdom of a beginner.
- After writing his first lines he felt like the heavens opened completely in front of him.
- He could see planets, palpitating plantations, perforated shadows riddled with arrows, fire and flowers and everything that makes up this universe.
- Though he was an infinitesimal being and a similarity of ignorance, he could enjoy the beauty of the starry sky.
- He felt like he was part of abyss, and he could travel with the stars.
- He believes that his mind broke all chains and became as free as the wind.

Would you mind + -ing Verb

Can't + help + -ing Verb / Can't +(help) + but + base Verb

I am afraid + 'that - Clause'

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(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.

Question Formation

There are mainly two types of questions – Wh-questions and Yes/No answer questions.

1. Wh-questions begin with a question word. [Word order: Question Word + Auxiliary + Subject + Verb....?]
2. Yes/No answer questions begin with an Auxiliary Verb. [Word order: Auxiliary + Subject + Verb....?]

NOTE:

- Where there is no Auxiliary Verb already present in the statement, we use the auxiliary ‘do/does/did’ to form the question.
- When the Question Word (Wh-word) comes in the Subject position of the question sentence, no need to use ‘do/does/did’ as in: ‘What happened? Who told you?’ [NOT what did happen? Who did tell you?]

{ ചോദ്യത്തിലെ Subject ആയി Question Word വരികയോ അല്ലെങ്കിൽ QW ന്റെ answer, answer sentence ലെ Subject ആയി വരികയോ ചെയ്യുമ്പോൾ Do / does / did ഉപയോഗിച്ച് Verb നെ പിരിച്ചെഴുതേണ്ടതില്ല }

Statement Word Order (Sub + (aux) Verb + Object/Complement)	Question Word Order [Wh-QW + Aux + Sub + Verb ... ?] [Aux + Sub + Verb ... ?]
1. No , his Grandfather can't climb trees any longer.	Can his Grandfather climb trees any longer?
2. Yes , the doctor wanted to marry a fat woman doctor.	Did the doctor want to marry a fat woman doctor?
3. Mr. Schmidt supported Martha.	Who supported Martha?
4. Nilkanta disliked Satish's presence .	Whose presence did Nilkanta dislike?
5. Vanka was afraid of his master and mistress .	Whom was Vanka afraid of?
6. Mr. John and Mrs John had been in the field of social work for the last fifteen years .	How long had Mr. John and Mrs John been in the field of social work?
7. Aunt Jane had given Jack and Jill 200 pounds as a wedding gift.	How much had Aunt Jane given Jack and Jill as a wedding gift?
8. The boy's grandfather was 65 years of age .	How old was the boy's grandfather?
9. No, I don't think Martha's grandpa is an educated man.	Do you think Martha's grandpa is an educated man?
10. The boy built a platform half way up the tree .	Where did the boy build the platform?
11. No , Dr AJ Cronin could not recognize Mr. John.	Could Dr AJ Cronin recognize Mr. John?
12. A junk collector took Ali's bag of shoes from the shop.	Who took Ali's bag of shoes from the shop?

Common Question Words

Question Word	Reference	Examples
Who?	Person/Pet animals (subject)	Who supported Martha?
Whom?	Person/Pet animals (object)	Whom did Mr. John meet on the ship?
Whose?	Person/Pet animals (possessive)	Whose inkstand was missing?
Where?	Place	Where did Ray get a trained tiger from?
When?	Time	When do all kinds of birds flock into the branches?
What?	Things/ ideas / actions etc.	What did Ali buy from the bakery?
Which?	Choice (things/animals/ideas etc.)	Which birds did Hitchcock want for his film 'Birds'?
Why?	Reason	Why did Satish call Nilkanta 'thief'?
What kind?	Description	What kind of a jacket was the scholarship jacket?
What time?	Time (specific)	What time did the sergeant knock at the door?
How?	Manner / way	How did Alyakhin and the others treat Vanka?
How many?	Number – countable)	How many tigers did Mr. Thorat bring?
How much?	Amount / price – uncountable)	How much did Mr. John take from his office safe?
How long?	Duration ; length	How long had Vanka been apprenticed to Alyakhin?
How often?	Frequency	How often do Alyakhin and his wife punish Vanka?
How far?	Distance	How far was Vanka's village from Moscow town?
How old?	Age	How old was Konstantin Makacrich?
How come?*	Reason (equivalent to 'why?')	How come the doctor wanted to marry a fat lady?

*Questions with 'How come?' take the normal word order.

Frame questions as directed:

1. Imagine you meet the boy in the story 'Adventures in the Banyan Tree'. You want to ask him some questions about the fight between the cobra and the mongoose. Prepare FIVE questions.
 - a. Where were you when the cobra and the mongoose started fighting?
 - b. Did they not see you?
 - c. Who won the fight?
 - d. Had you ever seen a similar fight before?
 - e. Do you love the winner mongoose?

2. Now you want to know more about the white squirrel babies from the boy. Ask him SIX questions about the squirrel babies.
 - a. How did you come across the squirrel babies?
 - b. Have you seen or heard about white squirrels before?
 - c. What did you feel when you saw them for the first time?
 - d. How often do you visit them?
 - e. Are they completely white in colour?
 - f. Can I come and see them?

3. Imagine that Kiran asks many questions to Nilkant about his past life and the boat accident. You may frame at least SIX such questions.
 - a. How old were you when you joined the theatrical group?
 - b. Why did you join the group at a very young age?
 - c. What happened to your parents?
 - d. Don't you have any brothers or sisters?
 - e. How could you survive the boat accident?
 - f. When did you learn swimming?

4. Imagine that you meet Martha after she won the Scholarship Jacket, and you ask many questions. Prepare SIX questions that you want to ask her.
 - a. Are you happy now, Martha?
 - b. Who actually supported you to overcome the problems?
 - c. Why did Mr. Boone oppose you?
 - d. Whose encouragement helped you to become a class valedictorian?
 - e. Are you still living with your grandparents?
 - f. How often do you visit your parents?

5. Suppose you meet Mr. Thorat after the first shooting attempt, which hasn't been successful. You want to ask him some questions about their next plan. Frame SIX questions to ask Mr. Thorat.
 - a. When and where are you going to take the next shooting?
 - b. Will you change the tigers?
 - c. Do you think Mr. Ray should change the camera?
 - d. What will you do to keep the audience away from the location?
 - e. How far is your new shooting location?
 - f. How long will it take to reach the new location?

6. Imagine that you are a representative of an instalment company. Jack and Jill are your clients and you ask them some questions. Prepare at least SIX likely questions.
 - a. Do you need any more household appliances?
 - b. Do you pay your instalment amounts regularly?
 - c. How often do you make your payments?
 - d. Are you happy with the items you purchased from us?
 - e. What do you like to buy next?
 - f. How much do you pay now as the down payment?

Using Language Elements

1: Completing Conversation

After the death of Vanka's mother, Constantin Makarich became more worried about the future of Vanka. He decided to send him somewhere else to train him a job. He wanted to know Vanka's mind and accordingly they engaged in a conversation. Prepare the likely **conversation** filling the dashes suitably.

Vanka: Good morning grandpa.

Grandpa: Good morning. I was looking for you.(a).....?

Vanka: I was in the kitchen.

Grandpa: I've an important matter to tell you.

Vanka:(b).....?

Grandpa: My son, with your mother's death you've become an orphan,(c).....?

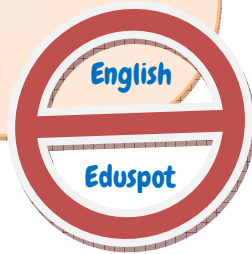
Vanka: So what? I've you, grandpa. Have I become a burden for you?

Grandpa: Never dear. I'm old, how long can I look after you? You had better.....(d)..... .

Vanka: A job! If you order me,.....(e)..... .

Grandpa: Good boy. Let me contact my friend in Moscow, and I'll let you know. Now you go and help the cook.

Vanka: Okay. Bye grandpa!



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2: Completing Conversation

Konstantin Makarich met his old friend Alyakhin and sought his help for finding a job for Vanka. Alyakhin agreed to appoint Vanka as an apprentice at his shoe company. Prepare the likely **conversation** between them filling the dashes properly.

Makarich: Hello, Alyakhin, good morning!

Alyakhin: Good morning Makarich! I think you need something from me,.....(a).....?

Makarich: Yes, I need your help. I've an orphaned grandson.(b).....?

Alyakhin: Yes, I'll apprentice him in my shoe company. Actually I'm in need of some workers.(c).....?

Makarich: He's only nine years old. Is that a problem?

Alyakhin: No, that's not a problem. If we teach him a profession now,.....(d).....

Makarich: When should I bring him here?

Alyakhin: The sooner,.....(e).....

Makarich: Thank you. Let me leave now and see you soon. Good bye!

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3: Completing Conversation

Makarich came to know about Vanka's miserable life at Alyakhin's shoe company and he decided to save Vanka as fast as he could. He had a heated conversation with Alyakhin and he decided to sue him with the Child Welfare Department. Prepare the likely Conversation filling the dashes suitably.

Alyakhin: Hello, Makarish welcome! How are you?

Makarich: I'm much worried about my grandson.(a).....?

Alyakhin: He will be in the workshop. Why are you so upset?

Makarich: You treat him like an animal,.....(b).....? I didn't expect such cruelties from you.

Alyakhin: If he didn't obey me,.....(c)..... That's quite natural. What else have I done?

Makarich: You give him.....(d).....good food nor enough time to take rest, and you made him do all your household work.

Alyakhin: This is not a place to eat and rest. Here everyone should work hard.

Makarich: I don't want to keep him with you anymore. I had better.....(e)..... But before that I'm going to file a suit against you with the Child Welfare Department.

Alyakhin: You do whatever you want. I don't care.

4: As if / as though

As if and as though are used in different contexts in our daily English usage. As if and As though mean the same and they are interchangeable. In the high school class tests, they are mainly used in the following contexts. If we are uncertain about a comparison which we express using as if/as though, we use a simple present tense verb after as if/as though. Whereas, when we want to talk about an unreal comparison, we use a simple past verb after them. E. g. (He behaves as if he **were** rich. – he is not actually rich.) (She talks as if she **knows** everything – Perhaps she knows everything.)

- (Alyakhin was a cruel person, but he talked and behaved like a gentleman)
Alyakhin talks and behaves as though.....
- (The Moscow city police commissioner responded as he knows about the child labour issues. But we are not sure about it.)
The Moscow city police commissioner responds as if.....
- (The homoeopath was very much frightened when the cobra landed on him, but he handled the situation boldly.)
The homoeopath handles the situation as if he.....(is not, was/were not) afraid of the snake.
- (The principal's stand is doubtful. We don't know whether he wants actually to favour Joan.)
The principal talks about the scholarship policy as though.....
- (The narrator's mother appears to be opposing the idea of keeping wild creatures as pets. But we are not sure about her concept.)
The narrator's mother behaves as if.....

5: Completing Conversation

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!



6: Had better

We use **had better** to talk about actions which are desirable to do in a specific situation. It is used to give specific advice, not to talk about general obligations or requirements. It should be followed by a **bare infinitive** (base form Verb). The negative form of it is "**had better not**".

- Vanka:** I cannot stay any longer here with these Master and Mistress.
Friend: You had better.....(a).....
Vanka: But if I travel on foot, it will take many hours to reach the village.
Friend: Be careful! It's very cold outside. You had better.....(b).....
- (After the snake incident, the homoeopath was not ready to stay any more in the same house. He thought...) "I had better.....(c)....."
- Mr. Schmidt:** Martha, what did the principal tell you?
 Martha: He told me to pay 15 dollars. I don't know what to do.
Mr. Schmidt: You had better.....(d).....
- The sergeant:** Doctor, a young man attempted to commit suicide in the nearby lodge. His condition is critical.
Doctor: Oh God, we can't waste the time. If we walk, we'll be late. We had better....(e).....

7: Would rather

We use **would rather** to talk about preferring one thing to another. '**Would rather**' has two different constructions. When the subject is the same person in both clauses, we use **Would rather** followed by **the base form of the verb**. The negative form of would rather is '**would rather not**'.

When the subjects of the two clauses are different, we use '**Would rather**' followed by a **simple past tense verb**. When the subjects are different, the negative form is '**would rather + the second subject + did not + verb...**'

- (The homoeopath prefers to marry a fat lady for a valid reason. He says to himself...)
"I would rather.....(a)....."
- (The Bharat Circus manager has no objection in giving Ray a tiger. But he prefers Mr. Thorath to take the decision, and he says to Ray...)
"I would rather Mr. Thorath.....(b)....."
- (Ali wants Zahra not to tell their father about the loss of the shoes. So, he says to his sister...)
Zahra, if you tell dad, he will beat me. I would rather you.....(c).....
- (The younger brother always likes to take adventure. So he says to the elder brother...)
"I would rather.....(d)....."
(The narrator's mother doesn't like Adolf puts his nose in the food. She thinks that it's better for them not to allow Adolf to sit on the dining table, and she says....)
- "We would rather not.....(e)....."

8: Conditional Sentences

Conditionals	If-Clause	Main Clause
First Conditional	Simple Present Tense (Base/ -S form Verb)	Will + Base Verb (Bare infinitive)
Second Conditional	Simple Past Tense	Would + Base form Verb
Third Conditional	Past Perfect Tense (had + V3 verb form)	Would + have + V3 verb form

Exercises: Use the bracketed words appropriately in the following sentences.

- If you post the letter without writing an address, it...(reach) your grandpa.
- If Vanka's mother...(live), he would not have been sent to Moscow.
- Vanka would run away if he...(have) a pair of boots.
- If the doctor had moved, the snake...(bite) him.
- If his wife were fat, she...(not be) able to run after him and catch him.
- If the wire is visible, it... (spoil) the originality of the scene.
- If Martha...(pay) the money, it would not have been an award.
- If you took the bear cub, the mother bear...(attack) you.
- If you took the bear cubs, the she-bear...(attack) you.
- It would not have been an award if Martha...(pay) for it.

9: Reported Speech

Tense Changes [If the reporting is in the past tense]

Direct Speech	Reported/indirect speech
Simple present	Simple past
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Simple past	Past perfect
Past continuous	Past perfect continuous
Past perfect	No change
Past perfect continuous	No change
Will/shall/can/may + base	Would/should/could/might + base verb

Adverbial/Adjectival Changes

Direct speech	Reported speech
This, these	That, those
Now, here	Then, there
Today	That day
Yesterday	The day before
„	The previous day
Tomorrow	The following day
„	The next day
The next day	The following day
Ago	Before
Hence	Thence

Linking Words

- For statements: → That
- For Wh-questions: → The same QW
- For Yes/No questions: → Whether/ If
- Commands/requests: → To infinitive (to + base verb)
Negative Commands/requests: → Not + to infinitive (not + to + base verb)

This equation can be applied in most cases: RC + LW + Sub + Verb...

Reporting Clause (RC)	Linking Word (LW)	Subject	Verb
Mother asked Tagore	why	he	was crying.
Tagore replied	that	Sathya	had frightened him.
Mother advised Tagore	not to go out	and asked him to sit there	
Tagore agreed and said	that	he	would read the Ramayana.

Report the following:

(Reporting Clause + Linking Word + Subject + Verb...)

- Vanka: Where can I post the letter?
The man: You can post it in the post box.
- Satyajit Ray : Why did you bring two tigers?
Mr Thorat: I decided to play it safe.
- Ali: Can I take these potatoes?
Akbar: Take the potatoes kept on the floor.
- Zahra: Where are my shoes?
Ali: I lost it somewhere in the store.
- Doctor: What are you doing?
Mr John: I am a solicitor by profession.
- Martha: Grandpa, I've to pay fifteen dollars for the jacket.
Grandpa: I'm not ready to pay for a scholarship jacket.
- Principal: What did your grandfather say?
Martha: Grandfather will not give the money.
- Mr Schmidt: Martha has scored the highest marks all these years.
Mr Boone: Joann's father is a board member.
- Boy: Where did you get the rabbit from?
Father: I picked it up from the forest.
- The doctor's friend: "Why do you look so frightened?"
Doctor: "A snake fell on my shoulder"

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10: Question Tag

- ❖ Negative Sentences will take Positive Tag Question.
- ❖ Positive Sentences will take Negative Tag Question.

Primary Auxiliaries

Am/is/are

Was/were

Do/does/did

Have/has/had

Modal Auxiliaries

Shall-should

Will-would

Can-could

May-might

Must, need, dare

Ought to

Used to

Negative Tag is Created by adding **n't** to the Auxiliary Verb.

If there is no Auxiliary Verb in the sentence, **do/does/did** is used appropriately.

Format
Aux + Subject pronoun + ?
Aux n't + Subject pronoun + ?

Do + Base= Base
Does + Base= -\$ form
Did + Base= Past

Do + eat = eat
Does + eat = eats
Did + eat = ate

Some negative words that can make sentences negative:

No, never, nothing, nobody, none, nowhere, little(as a quantifier/pronoun), few(as a quantifier/pronoun), rarely, seldom, scarcely, barely, hardly etc.

Special Rules of Tag Questions

	Special rules / Exceptions	Examples
1.	A positive sentence beginning with 'I am' takes 'aren't I?' as tag	1. I am a student, aren't I?
2.	Sentences beginning with 'Let's' take 'shall we?' as tag	2. Let's go home, shall we?
3.	Sentences with 'This/that' as subject will have 'it' as the subject in tag	3. This is beautiful, isn't it?
4.	Sentences with 'These/those' as subject will have 'they' as tag's subject	4. Those are good, aren't they?
5.	Sentences with 'There' as subject will take 'there' as the subject in tag	5. There aren't much, are there?
6.	Sentences with 'somebody/someone/nobody/no one /everyone /everybody' as subject will take 'they' as tag's subject.	6. Nobody came, did they?
7.	Sentences with 'Something/Nothing' as subject will take 'it' as tag's subject.	7. Nothing happened, did it?
8.	We use 'will you?' or 'won't you?' as the tag question of an imperative sentence (command or request etc.)	8. Open the door, won't you?
9.	We use 'should' in tag question with sentences having 'ought to' as the auxiliary verb.	9. We ought to obey the traffic rules, shouldn't we?
10.	We use 'did' or 'didn't' in tag question with sentences having 'used to' as the auxiliary verb.	10. When we were students, we used to play here, didn't we?

Note: When we have to add a tag question to a complex sentence (a sentence having a main clause and a subordinate clause), preference is normally given to the main clause and the tag is created accordingly. If the main idea conveyed by the sentence is in the subordinate clause, or the main clause is something like 'I think/ I believe /I heard etc.', the tag question should be created in accordance with subordinate clause.

E.g. I believe you are Dr. A J Cronin, **aren't you?** (NOT 'don't I?')

When you were in trouble, we helped you many times, **didn't we?** (NOT 'weren't you?')

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Tag Questions

Study the following table to know about the special rules about Tag Questions.

Add suitable tag questions to the followings sentences.

1. Vanka was an orphan,.....?
2. His life has been worse than that of a dog,.....?
3. I am a handsome and young bachelor,.....?
4. Someone would act as a stand-in for the dog,.....?
5. Martha never thought that she had to pay for the jacket,.....?
6. Someone replied within a few days,.....?
7. Mr.Thorat's men had fixed a five foot iron rod to the ground,.....?
8. Let me do it first,.....?
9. We don't have any formula left,.....?
10. Go to your company store,.....?
11. Let's start the shooting,.....?
12. Again the younger brother became a wanderer,.....?
13. He told us his story,.....?
14. There are remedies for all maladies,.....?
15. She is hardly ever late,.....?

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11: The more..., the more...

(Here 'more' stands for the comparative form of Adjectives/adverbs. It can be 'more' alone, more + adj/adv, -er forms or 'less' forms). The shortest form of this structure is something like 'The earlier, the better'. In an elaborate form of this structure, in order to keep the parallelism, the following word-order should be followed, and the same tense form should be used in both clauses.

The	comparative	subject	Verb,	the	comparative	subject	verb
The	less	you	spend,	the	more	you	save.
The	more	he	works,	the	more	he	earns.
The	longer	I	stay here,	the	more worried	I	become.

The	comparative	subject	verb...,	the	comparative	subject	Verb...
The	faster	you	walk,	the	earlier	you	reach.
The	less	he	spent,	the	more	he	saved.
The	harder	you	work,	the	brighter	your future	is.
The	larger	the crowd	were,	the	angrier	the tiger	became.

Exercises:

Complete the following sentences using the structure “**the more...,the more...**”.

- (When Vanka thought of escaping from Alyakhin, he became very frightened.)
The more Vanka thought of escaping from Alyakhin,
- (The doctor sat for a long time looking into the mirror, and he became very much excited.)
The longer the doctor sat looking into the mirror,.....
- (When the spectators’ made loud noise, the tiger became angrier.)
The louder the spectators made noise,
- (Adichie didn’t know much about Fide so that her single story about him was more dangerous.)
The less Adichie knew about Fide,
- (When Father Gilligan thought more about his mistake, he became very repentant.)
The more Father Gilligan thought about his mistake,.....

12: Active and Passive Voice

Various verb forms with conjugation of the verb ‘Write’

<i>Tense</i>	<i>Active</i>	<i>Passive</i>
1. Simple Present	Write / Writes (Base/-S form)	Am/is/are + written
2. Present continuous	Am/is/are + writing	Am/is/are + being + written
3. Present Perfect	Have/has + written	Have/has + been + written
4. Present perfect continuous	Have/has + been + writing	Have/has + been + being + written
5. Simple past	Wrote	Was/were + written
6. Past continuous	Was/were + writing	Was/were + being + written
7. Past perfect	Had + written	Had + been + written
8. Past perfect continuous	Had + been + writing	Had + been + being + written
9. Simple Future	Shall/will + write	Shall/ will + be + written
10. Future continuous	Shall/will + be + writing	Shall/will + be + being + written
11. Future perfect	Shall/will + have + written	Shall/will +have + been + written
12. Future perfect continuous	Shall/will + have + been + writing	Shall/will + have + been + being + written
13. Modal Auxiliaries + Verb	Can/may/must/could etc. write	Could/may/must/could etc. +be+ written
14. To infinitive	To + write	To + be + written
15. Perfect infinitive	To + have + written	To + have + been + written

Exercises:

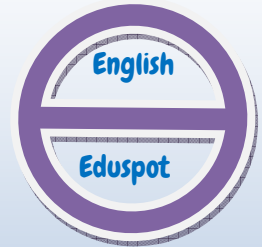
- Vanka wrote and posted a letter. (Rewrite beginning with ‘A letter...’)
- I would marry a woman doctor. (Rewrite beginning with ‘A woman doctor...’)
- He was asked to bring his birds by Hitchcock. (Rewrite beginning with ‘Hitchcock...’)
- The camera man was arranging the studio floor. (Rewrite beginning with ‘The studio floor...’)
- We keep Adolf inside our house. (Rewrite beginning with ‘Adolf...’)

13: As soon as

'As soon as' is a conjunction used to talk about two actions – one happens immediately after the other. 'As soon as' is used with the first action. When combining two sentences with 'as soon as', words and expressions having similar meaning to 'as soon as' should be omitted.

Combine the following sentences using 'as soon as'.

1. Vanka finished writing the letter. Immediately he went out to post the letter.
2. Mr. Thorat opened the cage. The tiger dashed out at once.
3. The snake turned to the mirror. Soon the doctor ran out of the room.
4. The principal asked Martha to pay for the jacket. Soon she left the room crying.
5. The tiger became calm soon. Without any delay they started the shooting.
6. The young brother went into the forest. Soon he found the river.
7. Immediately after he crossed the river, he took the bear cubs.
8. When the father brought home a wild rabbit, the mother started complaining.
9. A J Cronin boarded the ship. Without much delay he noticed someone watching him.
10. He heard someone knocking at the door. He opened the door immediately.

**14: No sooner...than/ Hardly...when/ Scarcely...when.**

These expressions are used to say that one thing happened immediately after another one. The first event is expressed using '*no sooner/hardly/scarcely*' and the second event follows the connectors '*than/when*'. The past perfect or simple past tense can be used along with these expressions. **Note:** *If any of these expressions are used to start a sentence, the inverted word-order (auxiliary + subject + verb) should be used in the first part.*

Examples:

1. *No sooner had I reached the station than the train left.*
No sooner did I reach the station than the train left.
2. *Hardly had we heard the sound when we rushed to the spot.*
Scarcely did we hear the sound when we rushed to the spot.

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

Exercises: Combine the following sentences using 'no sooner...than' or 'hardly/scarcely...when'.

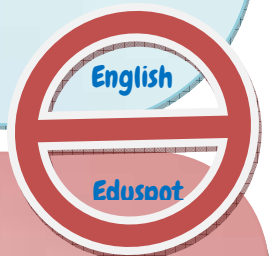
1. Mr. Thorat opened the cage. The tiger dashed out at once.
2. The tiger became calm soon. Without any delay they started the shooting.
3. Dr. A J Cronin heard someone knocking at the door. Immediately he opened the door.
4. Dr. Cronin boarded the ship. Soon he realized that someone was watching him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

15: Enough

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

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

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



16: Question Formation (Yes/No Answer Questions)

Questions starting with an auxiliary verb are known as *Yes/No answer questions*.

- **Word-order: YES / NO Answer Questions**

<i>Auxiliary + Subject + Verb + Object...?</i>	<i>Auxiliary + Subject + Complement...?</i>
Do you like oranges?	Are they Indians? Is she beautiful?

- If there is no auxiliary verb in a sentence, and we want to make a *yes/no question* from such a sentence, we use an appropriate form of **do** (*do/does/did*).

{do + like = like} {does + like = likes} {did + like = liked}

I like oranges.	Do you like oranges?
They go to a nearby school.	Do they go to a nearby school?
He hates tea.	Does he hate tea?
Manu needs books every day.	Does Manu need books every day?
She did the homework.	Did she do the homework?
Ram went to his uncle's house.	Did Ram go to his uncle's house?

Frame yes/no answer questions for the following sentences.

It is snowing.	Is it snowing?
He can speak German.	Can he speak German?
They have lived here a long time.	Have they lived here a long time?
She will arrive at 10 o'clock.	Will she arrive at 10 o'clock?
He was driving fast.	Was he driving fast?

17: Formation of Questions (Wh-questions)

There are mainly two kinds of questions in English – **Question Word (QW)** questions and **Yes/ No** answer questions. The Question Word questions are also known as **Wh-questions**, because almost all question words begin with or contain letters W and H.

- (A complete list of common Question Words can be seen in the X Standard English textbook, page 65).

- **Word-order: (Wh-Questions) QW + Auxiliary + Subject + Verb...?**

Where can we find some water?

Note: If there is no auxiliary verb already available to form a question, an appropriate form of DO (do, does, did) is used in accordance with the tense form of the main verb.

Why don't you try? Why doesn't he try? Why didn't he try?

- **Who can ask questions? Who told you? What happened?** In these questions, the normal word-order (Subject + (auxiliary) verb + object) is used.

Note: If the QW itself serves as the subject of an interrogative sentence, the word-order need not be inverted and the forms of **Do (do, does, did)** are not required.

Who did tell you? (Incorrect)

Who told you? (Correct)

What did happen? (Incorrect)

What happened? (Correct)

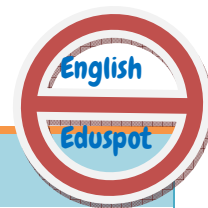
(Here Who and What are subjects of the questions)

Frame 'Wh-questions' so as to get the words in bold as answers.

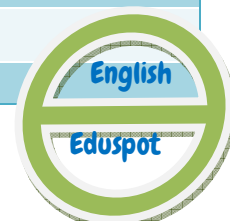
These are Mohan's books.	Whose books are these?
I want a pencil .	What do you want?
We will stay in our uncle's house .	Where will you stay?
I am going with my aunt .	With whom are you going?
I went there to meet James .	Why did you go there?
My boy is the one in the red shirt .	Which is your boy?
I come from Bihar .	Where do you come from?
I met him last week .	When did you meet him?
This bridge is fifty feet long .	How long is this bridge?
My father is sixty years old .	How old is your father?
I have two brother and two sisters .	How many brothers and sisters do you have?
We come to this place once a week .	How often do you come to this place?

- **How come?** is a question somewhat equivalent to **Why** used to ask how or why something has happened. Normal word-order of a statement is used in questions with **how come**.

18: Some Phrasal Verbs and their meanings



<i>Phrasal Verbs</i>	<i>Meaning</i>	<i>Phrasal Verbs</i>	<i>Meaning</i>
put up with	Tolerate, endure	turn down	Refuse, reject, decline
get away	Escape	get in	Arrive
get over	Recover (from an ailment) Overcome (a difficulty)	let off	Allow to be free , release from a charge
give up	Stop making an effort, admit defeat	make out	Understand
put across	Explain, describe	went off	Exploded, burst, blasted
get off	Escape a punishment, to leave a place, to leave work etc.	came across	Met accidentally
turn up	Arrive, be found by chance	Go on	Continue
keep away	Stay away	Call on	Visit someone, Officially ask someone to do something
look after	Protect, take care of	Call at	Visit a place
go on	continue	Call for	Publically demand or ask for.
make it	Succeed in a particular activity, Be able to be present, manage to arrive etc	look out for	Search or look carefully to find out. Be vigilant and take notice,
put on	wear	give in	Admit defeat, yield or surrender
come across	Meet someone/something by chance	set out/set off	Begin a journey
put off	Postpone, to delay doing something	went on	continued
put in	Spend time or effort, interrupt someone etc	put down	Suppress, record or register
taken aback	Shocked, frightened, surprised	take off,	Remove clothing etc., Leave the ground and fly(an aircraft, birds etc
run into	Collide with, hit	went out,	Left room/home etc. for entertainment, travelled
Find out	Discover	Go for	Attack
Go through	Examine	Look into	Investigate
Look over	Examine	Look up	Search
Make up one's mind	Decide	Make up	Forgive and become friends again after a quarrel
Put an end to	Stop	Put aside	Keep something for a purpose
Put out	Extinguish, publish a book etc.	Put up	Build, construct
Set up	Establish		



Answers:

1. a) Where were you? b) What's the matter? c) haven't you? d) find a job / learn to do a job e) I'll obey.
2. a) don't you? b) will you apprentice him in your shoe company? C) How old is he? d) he will learn it fast e) The sooner, the better.
3. a) Where is he? b) don't you? c) he would get the punishment. d) neither e) take him with me back home
4. 1. he were a gentleman. 2. he knows about the child labour issues. 3. he were/was not afraid of the snake
4. wants to favour Joann. 5. she is against the idea of keeping wild creatures as pets.
5. 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.
6. a) escape from them b) wear overcoat and boots. c) shift to a new house d) ask your grandfather for Advice.
7. a) marry a fat woman b) took the decision c) didn't tell father about it d) go into the forest e) allow Adolf to sit on the dining table.
8. 1) won't 2) had lived 3) had 4) would have bitten 5) wouldn't be 6) will spoil 7) wouldn't flatten
8) would have 9) would attack 10) had paid

9.

1. Vanka asked the man where he could post the letter.
The man replied that he could post it in the post box.
 2. Satyajit Ray asked Mr Thorat why he had brought two tigers.
Mr Thorat replied that he had decided to play it safe.
 3. Ali asked Akbar if he could take those potatoes.
Akbar told Ali to take the potatoes kept on the floor.
 4. Zahra asked Ali where here shoes were.
Ali replied that he had lost them somewhere in the store.
 5. Doctor asked Mr. John what he was doing.
Mr John replied that he was solicitor by profession.
 6. Martha told her Grandpa that she had to pay fifteen dollars for the jacket.
Grandpa said that he was not ready to pay for a scholarship jacket.
 7. Principal asked Martha what her grandfather had said.
Martha replied that her Grandfather would not give the money.
 8. Mr Schmidt told Mr. Boone that Martha had scored the highest marks all those years.
Mr Boone said that Joann's father was a board member.
 9. Boy asked his father where he had got the rabbit from.
Father replied that he had picked it up from the forest.
 10. The doctor's friend asked why he looked so frightened.
Doctor replied that a snake had fallen on his shoulder.
10. 1. wasn't he? 2. hasn't it? 3. aren't I? 4. wouldn't they? 5. did she? 6. didn't they? 7. hadn't they?
8. won't you? 9. do we? 10. won't you? 11. shall we? 12. didn't he? 13. didn't he? 14. aren't there?
15. is she?
 11. 1. the more frightened he became. 2. the more excited he became. 3. the angrier the tiger became
4. the more dangerous her single story about him was. 5. the more repentant he became.
 12. 1. A letter was written by and posted by Vanka. 2. A woman doctor would be married by him.
3. Hitchcock asked him to bring his birds. 4. The studio floor was being arranged by the cameraman.
5. Adolf is kept inside our house by us.

13

1. As soon as Vanka finished writing the letter, he went out to post it.
2. As soon as Mr. Thorath opened the cage, the tiger dashed out.
3. As soon as the snake turned to the mirror, the doctor ran out of the room.
4. As soon as the principal asked Martha to pay for the jacket, she left the room crying.
5. They started the shooting as soon as the tiger became calm.
6. As soon as the young brother went into the forest, he found the river.
7. He took the bear cubs as soon as he crossed the river.
8. As soon as the father brought home a wild rabbit, the mother started complaining.
9. As soon as A J Cronin boarded the ship, he noticed someone watching him.
10. As soon as he heard someone knocking at the door, he opened the door.

14.

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

