

UNIT I

HOURS AND YEARS

Time present and time past
Are both perhaps present in time future,
And time future contained in time past.

- T. S. Eliot



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|--|----------------------|
| <input type="checkbox"/> Half a Day | - Naguib Mahfouz |
| <input type="checkbox"/> Debts of Gratitude | - Selma Lagerlof |
| <input type="checkbox"/> Nothing Twice (Poem) | - Wislawa Szymborska |



Let's log in:

Yesterday is but today's memory,
and tomorrow is today's dream.

- *Kahlil Gibran*

- How does Gibran relate 'yesterday' to the present?
- How is 'tomorrow' presented in these lines?
- What do these lines suggest about the passage of time? Discuss.



Let's read and reflect:

Time moves on constantly, shaping our past, present and future. Memories are like threads woven into the fabric of our lives in moments of joy and sorrow. Do you agree?

Now, let's read a short story portraying a man's journey of life and the changes that take place in his surroundings and society.

Half a Day

- *Naguib Mahfouz*

1 I proceeded alongside my father, clutching his right hand, running to keep up with his long strides. All my clothes were new: the black shoes, the green school uniform, and the red tarboosh. My delight in my new clothes, however, was mixed, for this was no feast day, but the day on which I was to be cast into school for the first time.

2 My mother stood at the window watching us, and I would turn toward her from time to time, appealing for help. We walked along a street lined with gardens; on both sides were extensive fields planted with crops, prickly pears, henna trees, and a few date palms.

"Why school?" I challenged my father openly. "I shall never do anything to annoy you."

3 "I'm not punishing you, am I?" he said, laughing. "School's not a punishment. It's the factory that makes useful people out of children. Don't you want to grow up?"

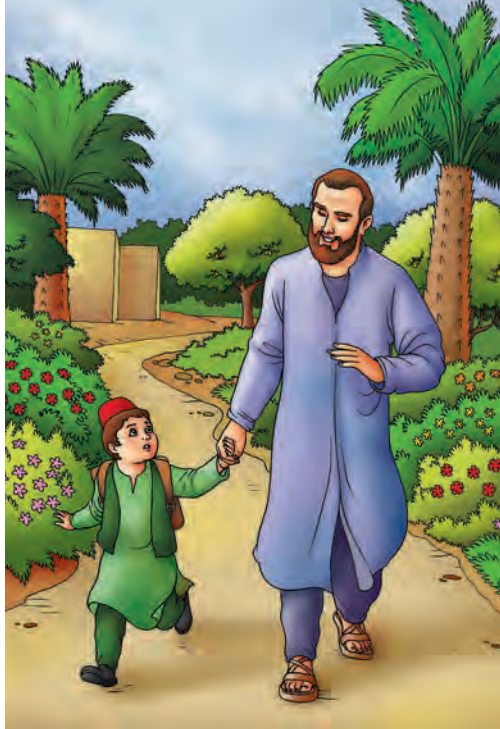
While we read ———

- 'My delight in my new clothes, however, was mixed....' Why does the child have mixed feelings about his new clothes?
- What help does the boy expect from his mother?
- How does the author describe the sights on the way to school?

Describe the sights you see on your way to school.

My words ———

4 I was not convinced. I did not believe there was really any good to be had in tearing me away from the intimacy of my home and throwing me into this building. It looked like some huge, high-walled fortress, stern and grim.



5 When we arrived at the gate, we could see the courtyard, vast and crammed full of boys and girls. “Go in by yourself,” said my father, “and join them. Put a smile on your face and be a good example to others, won't you?”

6 I hesitated and clung to his hand, but he gently pushed me from him. “Be bold,” he said. “Today you truly begin life. You will find me waiting for you when it's time to leave.”

7 I took a few steps, then stopped and looked, but saw nothing. Then the faces of boys and girls came into view. I did not know a single one of them. None of them knew me. I felt I was a stranger who had lost his way. But glances of curiosity were directed toward me, and a boy approached and asked, “Who brought you?”

“My father,” I whispered.

“My father's dead,” he said quite simply.

8 I did not know what to say. The gate was closed, letting out a pitiable screech. Some of the children burst into tears. The bell rang. A lady came along, followed by a group of men. The men began sorting us into ranks.

9 “This is your new home,” said the woman. “Here too there are mothers and fathers. Here there is everything that is enjoyable and beneficial to knowledge and life. Dry your tears and face life joyfully, won't you?”

While we read ———

- d. “School's not a punishment. It's the factory that makes useful people out of children.” Do you agree with these statements? Give reasons.
- e. How does the school appear to the boy from a distance?
- f. What happens when the narrator reaches the school?
- g. What is the effect of the woman's words on the newcomers?

My words ———

My questions ———

-
-

10 We submitted to the facts, and this submission brought a sort of contentment. Living beings are drawn to other living beings, and from the first moment my heart made friends with such boys as were to be my friends, and fell in love with such girls as I was to be in love with. Then it seemed to me my misgivings had had no basis.

11 I had never imagined school would have this rich variety. We played all sorts of games: swings, the vaulting horse, ball games... . In the music room we chanted our first song. We also had our first introduction to language. We saw a globe of the Earth, which revolved and showed the various continents and countries. We started learning the numbers. We ate delicious food, took a little nap, and woke up to go on with friendship and love, play and learning.

12 As our path revealed itself to us, however, we did not find it as totally sweet and unclouded. Dust-laden winds and unexpected accidents could happen suddenly, so we had to be watchful, and very patient. It was not all a matter of playing and fooling around. Rivalries could bring about pain and hatred or give rise to fighting. And while the woman would sometimes smile, she would often scowl and scold. Even more frequently, she would resort to physical punishment.

13 The bell rang announcing the passing of the day and the end of work.

The throngs of children rushed toward the gate, which was opened again. I bade farewell to friends and sweethearts and passed through the gate. I peered around but found no trace of my father, who had promised to be there.

14 I stepped aside to wait. When I had waited for a long time without avail, I decided to return home on my own. After I had taken a few steps, a middle-aged man passed by, and I realised at once that I knew him. He came toward me, smiling, and shook me by the hand, saying, "It's a long time since we last met, how are you?"

With a nod of my head, I agreed with him and in turn asked, "And you, how are you?"

"As you can see, not all that good, the Almighty be praised!"

While we read _____

- h. How does the narrator's perception of school change when he begins to interact with other children?
- i. "I had never imagined school would have this rich variety." What does the speaker mean by 'rich variety'?
- j. In the beginning, the narrator uses 'I' to refer to himself. Later it changes to 'we'. What do you think is the reason for the shift?
- k. What are the challenges and difficulties the narrator encounters at school?
- l. "It's a long time since we last met, how are you?" Who says this? How does this encounter help the narrator understand the changes around him?

My words _____

My questions _____

- .
- .

15 Again he shook me by the hand and went off. I proceeded a few steps, then came to a startled halt. Good Lord! Where was the street lined with gardens? Where had it disappeared to? When did all these vehicles invade it? And when did all these hordes of humanity come to live upon its surface? How did these hills of refuse come to cover its sides? And where were the fields that bordered it?

16 High buildings had taken over, the street surged with children, and disturbing noises shook the air. Then there was a band announcing the opening of a circus, with clowns and weightlifters walking in front. A line of trucks carrying central security troops crawled majestically by.

17 The siren of a fire engine shrieked, and it was not clear how the vehicle would cleave its way to reach the blazing fire. A battle raged between a taxi driver and his passenger, while the passenger's wife called out for help and no one answered. Good God! I was in a daze. My head spun. I almost went crazy. How could all this have happened in half a day, between early morning and sunset? I would find the answer at home with my father. But where was my home? I could see only tall buildings and hordes of people.

18 I hastened on to the crossroads between the gardens and Abu Khoda. I had to cross Abu Khoda to reach my house, but the stream of cars would not let up. The fire engine's siren was shrieking at full pitch as it moved at a snail's pace, and I said to myself, "Let the fire take its pleasure in what it consumes." Extremely irritated, I wondered when I would be able to cross. I stood there a long time, until the young lad employed at the ironing shop on the corner came up to me.

He stretched out his arm and said gallantly, "Grandpa, let me take you across."

(Slightly adapted)

* Abu Khoda - the name of a street in Cairo, Egypt

While we read _____

- m. What emotions and thoughts run through the narrator's mind as he tries to cross the street?
- n. Is this story about half a day or almost a whole life? Give reasons to support your answer.

My words _____

My questions _____

- .
- .



About the author

Naguib Mahfouz was born in Old Cairo, Egypt in 1911. After receiving his bachelor's degree in Philosophy from Cairo University in 1934, Mahfouz joined the Egyptian Civil Service. He is regarded as one of the most important writers in Arabic literature. He was the first Egyptian and the first Arab writer to win the Nobel Prize in Literature. He published 35 novels, around 350 short stories and 26 screenplays. His most famous works include *The Cairo Trilogy* and *Children of Gebelawi*. Many of Mahfouz's works have been made into films. He died on 30 August 2006.



Let's rewind:

Revisit the story and respond to the following questions.

1. "Go in by yourself." Why does the father say so?
2. How does the narrator's father encourage him as they reach school?
3. What is the initial reaction of the other children at school to the boy?
4. How does the woman reassure the children on their first day?
5. What subjects and activities are introduced to the children?
6. Why does the narrator feel a sense of contentment and belonging while at school?
7. "I proceeded a few steps, then came to a startled halt." Why was the narrator startled?
8. Why is the narrator frustrated while waiting at the crossroads?
9. Who offers to help the narrator cross the street? How does he address the narrator? Why does he address him so?
10. Does the story convey the passage of time and the transition from childhood to a second childhood. Discuss.
11. How does the changing landscape and surroundings represent the narrator's sense of displacement and confusion?
12. There is no reference to the name of the character or the locale of the story. What could be the reason for this?
13. The story 'Half a Day' begins with the portrayal of the central character holding his father's hand as he starts his life's journey. When the story ends he is holding the hand of a boy on whom he depends to cross the road. Do you think these actions symbolise some essential aspect of human life? Why? Is the narrator happy in both situations?

Activity 1

The story 'Half a Day' beautifully unfolds the three phases of human life – the age of innocence, the age of growth and learning, and the age of helplessness and dependence. As time progresses, the surroundings change. The experiences we gather shape our attitudes. Now, revisit the story and complete the table identifying the words/phrases/expressions that denote the changes in the setting and attitudes.

Age of innocence	setting	<ul style="list-style-type: none"> • street lined with gardens • •
	attitude	<ul style="list-style-type: none"> • considers school as a punishment • •
Age of growth and learning	setting	<ul style="list-style-type: none"> • rich variety • games •
	attitude	<ul style="list-style-type: none"> • makes friends with boys • •
Age of dependence	setting	<ul style="list-style-type: none"> • high buildings • •
	attitude	<ul style="list-style-type: none"> • feels disturbed • •

Now, using these words/phrases/expressions, you may narrate to the class the changes in the setting of the story and the attitude of the narrator.

The following questions may help you.

- How does the story highlight the rapid transformation of society?
- How does the story portray the passage of time?
- What is the significance of the title 'Half a Day'?
- What change occurs in the attitude of the central character?

Activity 2

The following table presents a few statements related to the story 'Half a Day'. Find reasons for each event stated in the table and write them down in the space provided. The first one has been done for you.

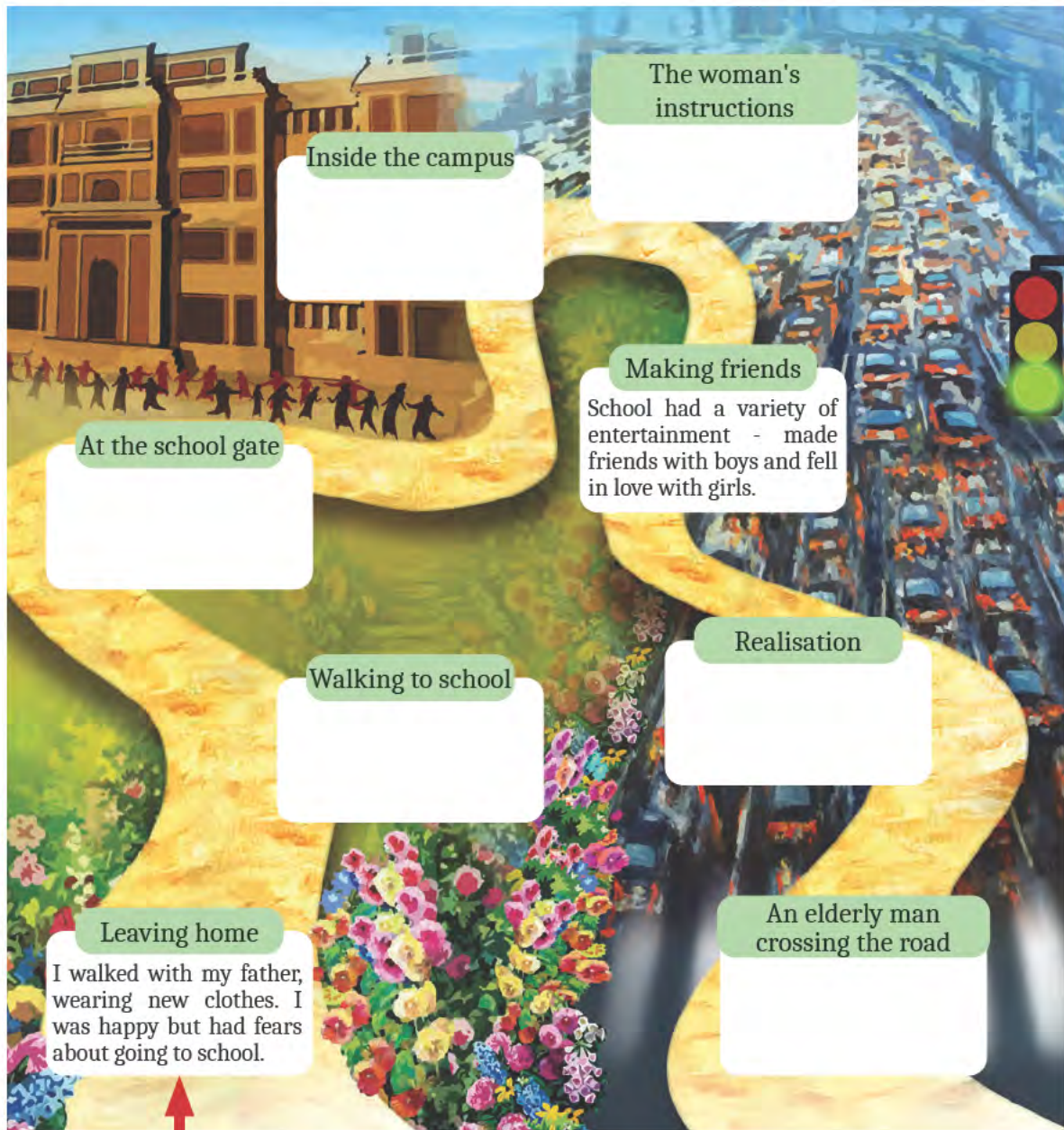
Statement	Reason
The boy was reluctant to go to school.	He was afraid that he would be punished at school.
Father wanted him to go to school.	
School brought him contentment.	
School was not as sweet as he thought.	

Activity 3

Memory Lane

'Half a Day' beautifully illustrates the narrator's journey through time. On the way, he encounters many people, has diverse experiences and undergoes a profound transformation. The following diagram depicts his journey to school as a child and his return as an elderly man.

Look at the diagram carefully and complete the account of Memory Lane suitably, based on your reading of the story. You may make use of the hints.





Let's recall and recreate:

Activity 1

A. Revisit the story 'Half a Day' and complete the following Character Map of the narrator.

Physical Appearance

.....
.....
.....

Personality Traits

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.....
.....

Role in the story

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.....
.....

**Analysis of expressions/
remarks by the author/
other characters**

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.....
.....



Realisation

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.....
.....

B. Now, prepare a character sketch of the narrator.

Introduction:.....
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.....

Character traits:.....
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.....

Character development:
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.....
.....

My opinion:.....
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.....

Conclusion:.....
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.....

2. In the story 'Half a Day', the narrator recalls the memories of his very first day at school. Do you remember your first day at school? **Narrate** your experiences to the class.
3. “Dry your tears and face life joyfully...”, said the woman. These words comforted the narrator. What would be the likely **conversation** between the boy and the woman?



Let's read and reflect:

In 'Half a Day,' we have gone through the narrative of a man's voyage in time. Mahfouz's account of the timeless journey of human experience is followed by a moving speech by Selma Lagerlof, the Nobel laureate, who envisions a significant moment in time with her departed father. Her speech reveals the perennial nature of memory and the eternal value of gratitude, in a dream-like scenario.

Debts of Gratitude

- Selma Lagerlof

1 A few days ago I was sitting in the train, bound for Stockholm. It was early evening. There was little light in my compartment and none at all outside. My fellow passengers were dozing, and I was very quiet, listening to the rattling of the train.

2 And then I began to think of all the other times I had come up to Stockholm. It had usually been to do something difficult – such as to pass examinations. And now, I was coming to receive the Prize in Literature. That, too, I thought would be difficult.

3 Deep within me, however, was a wondrous joy at receiving this Prize. I tried to dispel my anxiety by thinking of those who would rejoice at my good fortune. There were my good friends, my brothers and sisters and, first and foremost, my old mother who, sitting back home, was happy to have lived to see this day. But then I thought of my father and felt a deep sorrow that he was no longer

While we read _____

- How did the speaker's visit to Stockholm differ from her earlier visits?
- How do you spend time when you go on a long journey?
- "I thought of my father and felt a deep sorrow..." Why was she sad at the thought of her father?

My words _____

My questions _____

- .
- .



alive. I could not go and tell him that I had been awarded the Nobel Prize. I knew that no one would have been happier than he to hear this. Yes, it was a deep sorrow to me that I could not tell him.

4 All rustle and bustle ceased and the sound of the wheels became a soothing, peaceful melody. The coaches no longer seemed to run on rails and sleepers, but to glide into space.

5 I sat there and thought how much I should like to see my old father again. So light and soundless was the movement of the train that I could hardly imagine I was on this earth. And so I began to daydream: Just think, if I were going to meet Father in Paradise! I seem to have heard of such things happening to other people – why, then, not to myself? The train went gliding on but it had a long way to go yet, and my thoughts raced ahead of it.

6 Father will certainly be sitting in a rocking chair on a veranda, with a garden full of sunshine, flowers and birds in front of him. He will be reading of course, but when he sees me he will put down his book, push his spectacles high up on his forehead, and get up and walk toward me. He will say, "Good day, my daughter, I am very glad to see you," or "Why, you are here, and how are you, my child?" just as he always used to do.

7 He will settle again in his rocking chair and only then begin to wonder why I have come to see him. "You are sure there is nothing amiss?" he will ask suddenly. "No, Father, all is well," I will reply. But then, just as I am about to break my news to him, I will decide to keep it back just a while longer and try the indirect approach. "I have come to ask you for advice, Father," I will say, "for I am very heavily in debt."

8 "I am afraid you will not get much help from me in this matter," Father will reply. "One may well say of this place that it has everything except money."

9 "Ah, but it is not money that I owe. Do you remember how you used to play the piano and sing Bellman's songs

While we read _____

- d. "The coaches no longer seemed to run on rails and sleepers, but glide into space." Why does the speaker feel so?
- e. What is your impression of the writer's father?
- f. "I have come to ask you for advice,...." What advice does the speaker request of her father?

My words _____

My questions _____

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-

to us children and how you would let us read Tegner and Runeberg and Andersen? It was then that I first fell into debt. Father, how shall I ever repay them for teaching me to love fairy tales and sagas of heroes?"

10 Father will straighten up in his rocking chair and a look of wonder will come into his eyes. "I am glad that I got you into this debt," he will say.

"Yes, you may be right, Father, but then remember that that is not all of it. Think of those poor, homeless vagabonds who used to travel up and down, playing the fool and singing all those songs. What do I not owe to them, to their mischief and mad pranks! And the old men and women sitting in their small grey cottages telling me wonderful stories of water-sprites and trolls and enchanted maidens. It was they who taught me that there is poetry in hard rocks and black forests. And I am in debt not only to people; there is the whole of nature as well. The animals that walk the earth, the birds in the skies, the trees and flowers, they have all told me some of their secrets."

11 Father will be as carefree and relaxed as he used to be. "Never fear, child, there is a remedy for your trouble."

"I don't think, Father, that you really understand how hard it is for me. I am also in debt to my readers. What would have become of me if no one had wanted to read my books? And don't forget all those who have written of me. Think of all those in foreign lands who have worked for me. I owe them gratitude, Father, both for their praise and for their censure."

"Yes, yes," Father will say, and I shall see him look a little less calm.

12 "Remember all who have helped me, Father!" I shall say. "Think of my faithful friend, Esselde, who tried to open doors for me when no one dared to believe in me. All the love that has come to me, the honours, the distinctions! Do you not understand now that I had to come to you to ask how such debts can be paid?"

While we read ———

- g. "...a look of wonder will come into his eyes." What, do you think, is the reason for the change of expression?
- h. Do you think there is poetry in hard rocks and black forests? State reasons.
- i. How does Selma's father console her?
- j. "I owe them gratitude, Father, both for their praise and for their censure." Why is the speaker thankful even to those who criticised her?
- k. What do you think makes Father 'less calm'?
- l. How did her friends and readers contribute to Selma Lagerlof's journey to the Nobel Prize?

My words ———

My questions ———

-
-

13 Father has lowered his head and does not look so hopeful any more.

"I agree, Daughter, it is not going to be easy to find help for you but, surely, there is nothing more you owe anyone?"

"Yes, Father, I have found it difficult enough to bear all that I owed before, but my biggest debt has not yet come. That is why I had to come to you for advice."

14 "I cannot understand how you could owe still more," Father will say. "Oh, yes," I will reply, and then I will tell him all about this.

"I just cannot believe the Academy..." Father will say but, looking at me and seeing my face, he will know it is all true. And, then, every wrinkle in his face will tremble and tears will come into his eyes.

"Think, Father, it is not only honour and money they are bestowing on me. They have shown that they have trust enough in me to single me out before the whole world. How shall I repay this debt?"

15 Father will sit and still no words will come as he thinks. Then, drying tears of joy from his eyes, he will bang down his fist on the arm of the rocking chair and say, "I will not rack my brains about problems that no one in Heaven or on earth can solve. I am too happy that you have been given the Nobel Prize to worry about anything!"

16 Your Majesties, Your Royal Highnesses, Ladies and Gentlemen – having received no better answer than this to all my questions, it only remains to me to ask you to join me in the toast which I have the honour to propose to the Swedish Academy.

While we read _____

- m. How does Father respond when he discovers his daughter's biggest debt?
- n. "How shall I repay this debt?" What does Selma mean by this?

My words _____

My questions _____

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-



About the author

Selma Lagerlof, the renowned Swedish author, was born on 20 November 1858. She received a private education, which was unusual for girls of her time. Later, she studied at The Royal Advanced Female Teachers' Seminary in Stockholm from 1882 to 1885. She taught at a Swedish high school for girls in Landskrona, Sweden. She was the first woman to win the Nobel Prize in Literature, which was awarded to her in 1909. She was also the first woman to be granted a membership in the Swedish Academy. Two of her notable works are *The Story of Gosta Berling* and *The Invisible Links*. She passed away on 16 March 1940.





Let's rewind:

Read Selma Lagerlof's speech again and respond to the following questions.

1. What is the significance of the journey by train? How does it relate to the narrator's thoughts and reflections?
2. Explain the writer's feelings of indebtedness to nature. Cite instances from the speech.
3. Her father had a prime role in shaping Selma's personality. Describe the role of the following in shaping her life:

a. nature	b. literature	c. art
d. her friends and family	e. her readers	
4. How does Selma express her gratitude?
5. What do you think the speaker means by saying "...my biggest debt has not yet come..."?
6. What, according to you, is Selma Lagerlof's message to her audience and to us?



Let's recall and recreate:

1. Selma Lagerlof has arrived at Stockholm to receive the Nobel Prize in Literature. You are assigned the task of introducing and welcoming her to receive the award. Write the text of the **announcement**.
2. Imagine you are Selma Lagerlof. Write a **letter** to your faithful friend, Esselde, who played a crucial role in your literary journey by opening doors when no one else believed in you.
3. You have been chosen to design a beautifully crafted **certificate of appreciation** to honour Selma Lagerlof, the Nobel Prize winner. The certificate should be visually appealing, highlighting the admiration and gratitude of those honouring her. Use any word processing software available.





Let's read and enjoy :

Selma Lagerlof's banquet speech pays homage to those who helped her along the journey of life. Now, let's read a poem and see how special every moment in life is. Read on.

Nothing Twice

- Wislawa Szymborska



Nothing can ever happen twice.
In consequence, the sorry fact is
that we arrive here improvised
and leave without the chance to practise.

Even if there is no one dumber,
if you're the planet's biggest dunce,
you can't repeat the class in summer:
this course is only offered once.

No day copies yesterday,
no two nights will teach what bliss is
in precisely the same way,
with precisely the same kisses.

One day, perhaps some idle tongue
mentions your name by accident:
I feel as if a rose were flung
into the room, all hue and scent.

The next day, though you're here with me,
I can't help looking at the clock:
A rose? A rose? What could that be?
Is it a flower or a rock?

Why do we treat the fleeting day
with so much needless fear and sorrow?
It's in its nature not to stay:
Today is always gone tomorrow.

With smiles and kisses, we prefer
to seek accord beneath our star,
although we're different (we concur)
just as two drops of water are.

About the author

Maria Wislawa Anna Szymborska, the renowned Polish poet and essayist, is known for her profound and thought-provoking works. She was born in Prowent, Western Poland, on 2 July 1923. Her poetry is celebrated for its intellectual depth, wit, and precision. Some of her most notable works include *Calling Out to Yeti*, *Salt*, *No End of Fun*, *People on a Bridge*, etc. She was awarded the Nobel Prize for Literature for her outstanding contributions to world literature in 1996.



Let's rewind and rejoice:

1. What is the significance of the line 'Nothing can ever happen twice'?
2. What does the word 'course' refer to in the second stanza?
3. What does the poet mean by the words 'this course is only offered once'?
4. How does the poem reveal the uniqueness of each day?
5. When does the poet feel that a rose has been flung into the room?
6. Why can't the poet help looking at the clock?
7. Why does the poet ask us not to treat the fleeting day with fear and sorrow?
8. What does the line 'Today is always gone tomorrow' tell us about the nature of time?
9. How does the poet establish the uniqueness of each individual?



Let's appreciate:

1. How is time portrayed in the poem?
2. What feeling does the mention of 'your name' evoke?
3. What does the clock symbolise?
4. How does the poem view human relationships?

5. What is the tone of the poem, and how does it contribute to the theme?
6. The poem emphasises the importance of enjoying every moment in life. Do you agree? Discuss.



Let's recall and recreate:

Activity 1

Poets use different kinds of images to enhance the meaning of poems. These can be visual, auditory, olfactory, tactile, gustatory, kinaesthetic, etc.

A few examples from the poem 'Nothing Twice' are given below.

- Visual - rose 
- Auditory - some idle tongue, mentions your name 
- Olfactory - scent 
- Kinaesthetic - fleeting day 
- Tactile - kisses 

A. Now, list the instances of imagery and mention their significance in the poem. One has been done for you.

Type of image	Instance	Significance
Visual		
Auditory		
Olfactory		
Kinaesthetic	If a rose were flung into the room	It symbolises unique and unrepeatable moments.
Tactile		

B. Now, write a paragraph about the imagery in the poem.

.....

.....

.....

.....

Activity 2

A. Complete the following worksheet.

Title of the poem.....		
Introduction	About the poet	
	Theme of the poem	
Summary of the poem		
Structure of the poem		
Poetic devices	Instances of alliteration	
	Instances of assonance	
	Rhyme scheme	
	Rhyming words	
	Images	Type of image, the possible symbolism
	Figures of speech	
Message of the poem		
Your views on the poem		

B. Now, write a note of appreciation of the poem using the details in the worksheet.



Let's analyse:

Activity 1

Read the following sentences from the story 'Half a Day'.

I am not punishing you, am I?

Put a smile on your face, won't you?

Why do you think the speaker added these short questions at the end of the sentences above?

.....

We use question tags to seek confirmation from the listeners.

Now, analyse the following sentences and find the relation between the verb phrase in each statement and the question tag. Note these in the space provided. One has been done for you.

No	Statement	Verb/Verb phrase in the statement	Verb/ Verb phrase in the tag
1	This is your new home, isn't it?	is	isn't
2	There is nothing amiss, is there?		
3	My mother stood at the window watching our progress, didn't she?		
4	All my clothes were new, weren't they?		
5	I am in debt, aren't I?		
6	Today you truly begin life, don't you?		
7	Father has lowered his head, hasn't he?		
8	The lady in the school cares for children, doesn't she?		
9	Father will settle again in his rocking chair, won't he?		
10	We also had our first introduction to language, didn't we?		
11	Be a man, won't you?		
12	Let me take you across, shall I?		
13	The coaches no longer seemed to run on rails, did they?		
14	She could hardly imagine she was on this earth, could she?		

Now, complete the conversation.

- Narrator : Our school is a beautiful place,.....?
- Friend : Really. I love it. You too like it,.....?
- Narrator : Yes, I do. Our teachers care for us.
- Friend : They will not let anything amiss happen to us,.....?
- Narrator : The Head Lady really cares for us,.....?
- Friend : Yeah. We have different kinds of toys here. They let us play with them,?
- Narrator : Yes, but only during leisure time. Let's go and play,?

Activity 2

Nainika, a Class IX student, went home and narrated the story 'Half a Day' to her younger brother. The first few sentences of Nainika's narration are given below. Read them carefully.

Nithin, I read an interesting story today.

It's the story of a little boy.

He was taken to school for the first time by his father. All his clothes, the black shoes, the green school uniform, and the red tarboosh were newly bought for the special day.

While he was walking to school he was being watched by his mother. His father and he had walked along a street lined with gardens on both sides. Extensive fields that had been planted with crops, prickly pears, henna trees and a few date palms could be seen on either side of the street.

A. Now, read the story 'Half a Day' again and identify the sentences in the story that convey the same meaning. Write the sentences in the table given below.

A. Sentences from the story	B. Sentences in Nainika's version

Now, let's analyse the sentences.

What difference do you notice between the two sets of sentences in the table?

Which of these sentences express the active role of the doer of the actions mentioned?

The sentences in Column B do not emphasise the doer. These sentences emphasise the action rather than the agent. It is not always necessary to mention the doer of the action, especially if this can be understood or is unknown or unimportant.

Such sentences are in the passive voice.

Where do we use the passive voice?

.....

B. The following sentences are taken from a few real life situations in which the passive voice is used.

Match the sentences in passive voice to the corresponding situation.

Sentences in passive voice	Situations where passive voice is used
The Women's Reservation Bill was passed by the Lok Sabha.	Official announcement
The decision to conduct the tour was taken by the Headmistress.	Business correspondence
The software was installed on the computer.	Reporting an event
The patient was examined by a team of doctors.	Technical documentation
The contract was signed by both parties.	Healthcare and medical reports
The order was accepted by the vendor.	Legal document

Passive voice shifts the focus from the doer to the action. Passivisation involves changing the structure of the verb and its order.

C. A few statements based on the story 'Half a Day' are given below. Analyse them and note the change in the form of the verb.

Sentences in active voice	Sentences in passive voice	Verb/verb phrase in active voice	Verb/verb phrase in passive voice
I challenged my father openly.	My father was openly challenged by me.	challenged	was challenged
He is throwing me into this building.			
Father was tearing me away from my home.			
The men were sorting us.			
He has played all sorts of games.			
We have chanted our first song.			
They had introduced language to us.			
I shall not annoy you.			

D. Your school has won the first prize for one-act play in the District English Olympiad. A journalist noted the following points for a news report.

'Half a Day' — Kannanthali HSS — class IX students — Olympiad name, date, and location — plot of the play—hard work and talent of performers — guidance and support of teachers— audience and judges— appreciation of the efforts of the students and faculty

Help the journalist develop the hints into a **news report**.

Activity 3

A. Here is a retold version of the first part of the story 'Half a Day'. Go through it.

The boy was walking to school with his father. His mother was standing at the door watching them. They walked through a street lined with gardens. Beyond the gardens there was a vast field. The boy thought his father was punishing him by taking him to school. On the way to school he was arguing with his father and his father was trying to convince him that school would be good for him. When they came to the school gate, a few children were playing in the garden.

When do the actions mentioned in the narration take place?

.....

Which of these actions were already complete when they were narrated?

.....

Which of these actions were in progress at the time of narration?

.....

B. Now, pick out the sentences from the passage and complete the table. One has been done for you.

Completed actions		Actions in progress	
Sentence	Verb/verb phrase	Sentence	Verb/verb phrase
They walked through a street lined with gardens.	walked	The boy was walking to school with his father.	was walking

How did you differentiate between the two types of sentences?

.....

What difference do you find in the form of the verbs used in the sentences?

.....

Both sentences are in the past tense.

We use the past form of the verb to state actions completed in the past. Such sentences are said to be in Simple Past Tense.

We use 'was/were + -ing' form of the verb to denote actions in progress in the past.

Such sentences are said to be in the Past Continuous Tense.

Now, retell the story 'Half a Day' in your words. You may use Simple Past Tense or Past Continuous Tense or combinations of these in your narrative.

Activity 4

A. Look at the following sentences and underline the Noun Phrases in the subject position. One has been done for you.

All rustle and bustle ceased.

The coaches glide into space.

My father felt a deep sorrow.

All sentences consist of a Noun Phrase(NP) and a Verb Phrase(VP).

B. Now, mark the Noun Phrases and the Verb Phrases in each of the following sentences:

The sound of the wheels becomes a soothing, peaceful melody.

Father will straighten up in his rocking chair.

I was coming to receive the Nobel Prize in Literature.

The coaches no longer run on rails and sleepers.

My fellow passengers were dozing in their respective corners.

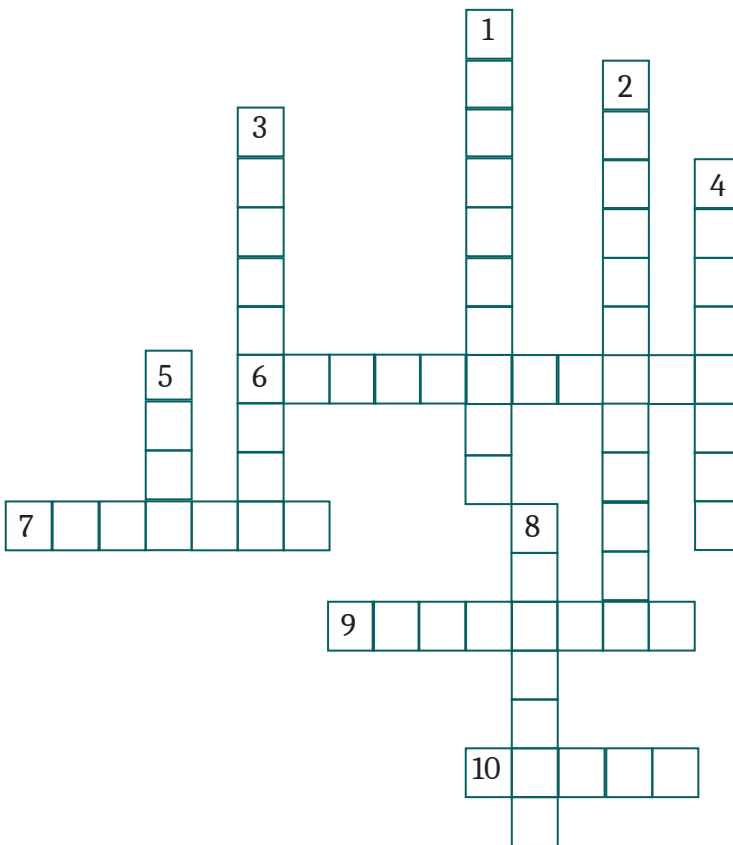
I was listening to the rattling of the train.



Let's play with words:

Activity 1

Solve the word puzzle. The clues given below will help you.



DOWN

1. doubts, apprehensions (10)
2. the quality of continuing with determination (12)
3. very complex (9)
4. leaping or jumping(8)
5. serious, severe, or harsh in appearance (4)
8. a high-pitched, shrill, and loud sound often associated with tyres or brakes (7)

ACROSS

6. A state of happiness, satisfaction, and peace (11)
7. filled or crowded (7)
9. not spoilt or damaged (8)
10. an angry or bad-tempered look (5)

Activity 2

Read the following sentences.

Deep within me there was a **wondrous** joy at receiving the Nobel Prize.

So **light** and **soundless** was the movement of the train.

A **wonderful** look will come into his eyes.

How do the highlighted words add meaning to the sentences?

.....

They provide more information about the nouns that follow them. Such words are called adjectives. Adjectives make descriptions richer and more effective.

A. Now, go through the following passage, identify the adjectives, and note them down.

Imagine those pitiful, penniless wanderers who once roamed the expanse of Varmland in your youthful days, embracing their carefree, playful pranks and melodious tunes. How much I owe to them—all the laughter, the playfulness, the craziness—they painted my youth with vivid hues!

.....
Have you ever wondered if it might be possible for words to put on different hats in different contexts? Would it be possible for a noun or an adverb to turn into an adjective, for example?

B. Now, look at the following sentence from the story 'Half a Day'.

'Dust-laden winds and unexpected accidents came about suddenly, so we had to be watchful and very patient.'

In this sentence, 'dust' and 'laden' are combined to create a single descriptive term to give more information about the noun.

What are such descriptive terms called?

.....
'Dust-laden' is a compound adjective.

A compound adjective is made up of two or more words that work together to describe a noun.

There are other compound adjectives in this unit. Find and note them in the space below.

Compound adjectives	

Now, make a few compound adjectives using the words given in the boxes and complete the story. One has been done for you.

double	spoken
red	hearted
kind	lined
tree	storeyed
soft	bricked

A *soft-spoken* girl lived in a small,house on a quietstreet. Every day, she walked to the nearby..... school where she was taught by a.....teacher.

Activity 3

Read the following paragraph about the story 'Half a Day'.

The boy initially fears that life in school will be an unbearable and fearful experience. On the way to school, his father convinces him that school is quite enjoyable and that there is nothing to fear. Later, at school, he talks to the woman in charge and plays with his friends, finding the experience extremely enjoyable and engaging. Over time, he comes to believe in the value of education.

Do the words 'unbearable', 'enjoyable', and 'extremely' convey the same meaning as their root forms 'bear', 'enjoy', and 'extreme'?

The addition of 'un-', '-able', '-ably', etc., at the beginning or end of a word adds shades of meaning to a word. This is called affixation.

A letter or group of letters added to the beginning of a word to make a new word is a **prefix**.

A letter or group of letters added to the end of a word to make a new word is a **suffix**.

Now, complete the table by adding suitable affixes to the words taken from the above passage.

Affixes		
Prefix	Word	Suffix
	<i>fear</i>	<i>ful</i>
.....	<i>value</i>
<i>un</i>	<i>bear</i>	<i>able</i>
	<i>enjoy</i>
	<i>extreme</i>
.....	<i>believe</i>

What happens when affixes are added to words?

Prefixes	Suffixes
change the meaning of the word	change tense/verb forms
•	•
•	•
•	•

Now, create new words by adding the affixes in the box to the words given.

Words		Affixes	
agree	enjoy	dis-	un-
quick	flex	-ible	re-
play	happy	-ly	-able
merge	build	non-	sub-
afford	existent	-ful	-ness
		-ing	-s
		-ed	

Can all affixes be added to all words?

Discuss with your friends and try adding affixes to different words and see if they are appropriate. Also, find out what other changes occur.

Now, complete the given narrative adding appropriate affixes to the words given in the box.

In her vivid dream, Selma Lagerlof met her late father in his..... abode with emotions, she..... discussed with him the immense gratitude she had for every aspect of life that had helped her achieve the..... Nobel Prize.

struggle, prestige, flow, thank, enthusiastic, passionate, heaven



Let's converse:

Activity 1

While walking to school, the boy expresses his fears about school. Father tries to convince him about the importance of education. Read the following conversation between the boy and his father.

“Why school?” I challenged my father openly. “I shall never do anything to annoy you.”

“I’m not punishing you, am I?” he said, laughing. “School’s not a punishment. It’s the factory that makes useful people out of children.” I was not convinced.

“I value your opinion, father. How did you feel when you first went to school?”

“To be honest, I too had the same questions in my mind when I walked to school with my father.”

"How did you feel after joining school, father?"

"Shortly after I joined school, I began to love it, and with every passing day, I loved it all the more."

a. Here, the boy is seeking his father's opinion about school life. The father is trying to convince him by stating his opinion. What are the expressions used in the conversation to seek the opinion of another person and to state one's own opinion? Write them down.

-
-
-
-

b. A few expressions for seeking and stating opinions are given below. Read them.

I'm of the opinion that...	I reckon...
How would you...	I guess...
It's my belief that...	What's your viewpoint on...
I'd say that...	In my opinion...
What's your stance on...	To be honest
It seems to me...	I would like to say...
From my perspective...	As far as I'm concerned...
From where I stand...	To my way of thinking...
In my view...	If you ask me...

Now, arrange them in the respective columns. One has been done for you.

Seeking opinion	Stating opinion
How would you...	In my opinion...

- c. 'I stood there a long time, until the young lad employed at the ironing shop on the corner came up to me. He stretched out his arm and said gallantly, "Grandpa, let me take you across." This is how the story 'Half a Day' ends.

What is your opinion about the ending of the story? Seek the opinion of your friends too. You may use the expressions given above (in Activity 1b.)

Activity 2

- A. Read the following sentence from Selma Lagerlof's banquet speech.

"Think of all those in foreign lands who have worked for me. I owe them gratitude, Father, both for their praise and for their censure."

Note the expression the speaker uses to show her gratitude.

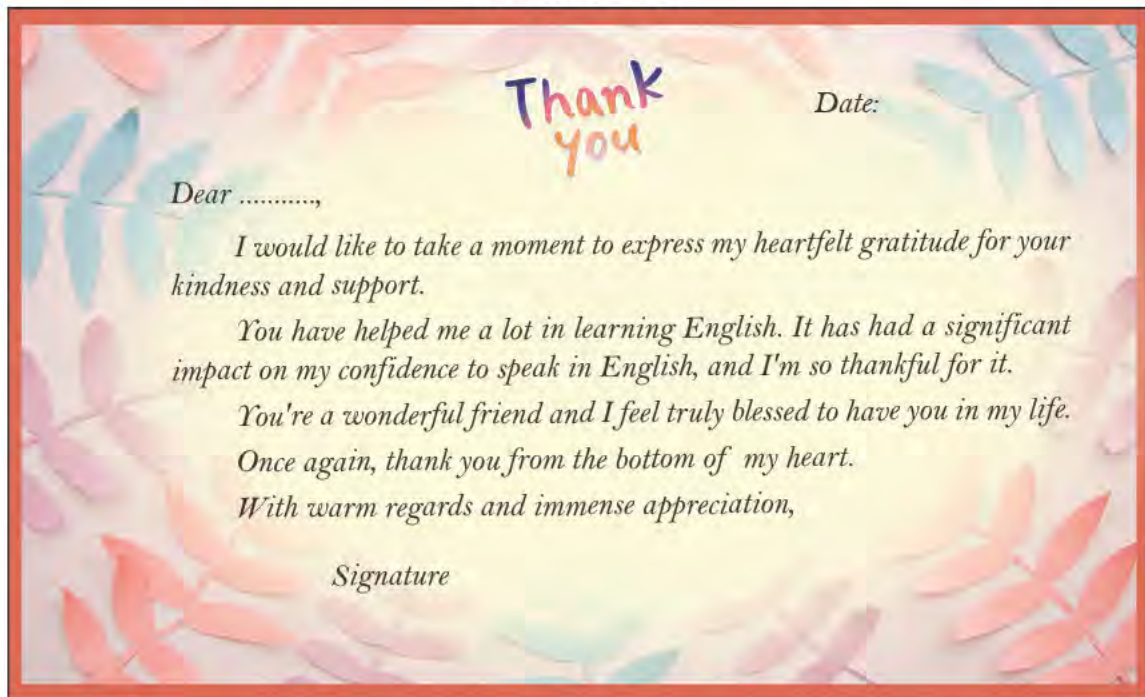
.....

- B. What other expressions can we use to show gratitude? A few are given in the box below. Find more and add them to the list.

Expressions of gratitude
• I'm so thankful
• You've been so kind
• I'm grateful...
• You've been a great help...
• You've been amazing
• I appreciate it
• You've made my day
• I'm in your debt
• I'm so touched by your generosity
• I couldn't have done it without you
• I'm so grateful for your support
•
•
•
•

- C. We can use Gratitude Cards to express our appreciation of any act of kindness and assistance. Here is a sample card.

Gratitude Card



Thank you

Date:

Dear,

I would like to take a moment to express my heartfelt gratitude for your kindness and support.

You have helped me a lot in learning English. It has had a significant impact on my confidence to speak in English, and I'm so thankful for it.

You're a wonderful friend and I feel truly blessed to have you in my life.

Once again, thank you from the bottom of my heart.

With warm regards and immense appreciation,

Signature

Prepare a Gratitude Card thanking your parents/friends for their love and support.



Let's team up (Group project) :

Read the screenplay of the opening scene of 'Half a Day' given below. Go through it carefully and identify its features.

EXT. VILLAGE-STREET-MORNING

VERY LONG SHOT

The sun hangs low on the horizon, casting long shadows over a picturesque village street. A YOUNG BOY, around six years old, clutches his father's hand as they walk side by side. The boy is dressed in glossy black shoes, a green school uniform, and a vibrant red tarboosh. He is excited about his new clothes, but seems reluctant somehow.

The camera is at ground level, capturing the boy's quick, small steps as he struggles to keep up with his father's long strides.

FATHER, a tall, sturdy man with a warm smile, leads the way.

The camera pans up slightly, showing the boy's innocent face, curious and worried.

MEDIUM SHOT

YOUNG BOY: Why school, *Baba*? I shall never do anything to annoy you.

FATHER : (warmly) I'm not punishing you, my son. School's not a punishment. It's the factory that makes useful people out of children. Don't you want to grow up?

OVER-THE-SHOULDER SHOT

The camera places the viewer behind the boy's shoulder, looking at his mother as he turns towards her.

The young boy raises his brow, not entirely convinced.

LONG SHOT

He glances back towards their home where his MOTHER stands at the window, watching them. The boy turns back to his father, as if appealing for help.

CLOSE-UP SHOT

The camera focuses on the father's smiling face as he tries to explain.

YOUNG BOY: But I promise, I'll never do anything to annoy you. *As they continue to walk, they pass by gardens on both sides of the street.*

MEDIUM SHOT

They approach a formidable building at the end of the road.

WIDE SHOT

The school building looms like a high-walled fortress, its stern and grim appearance contrasting sharply with the warmth of the village.

CLOSE-UP SHOT

YOUNG BOY: Why tear me away from home and throw me into that place?

Camera pans from the boy's face to the father.

MIDDLE SHOT

The father, sensing his son's hesitation, stops and kneels down to the young boy's eye level. He places a reassuring hand on the boy's shoulder.

CLOSE-UP SHOT

FATHER: My son, you'll see that this place will open doors to a world of knowledge and opportunities you can't even imagine now. Trust me, it's a gift we give you, to help you become the best version of yourself.

Camera focuses on the child's face. The young boy looks up at his father, a mixture of fear and hope in his eyes. He takes a deep breath and nods, determined to face this new chapter in his life.

LONG SHOT

The father smiles warmly, his eyes filled with pride and love for his son. Together, they continue their journey towards the imposing school building, a symbol of new beginnings and endless opportunities.

FADE OUT

- a. Now, sit in groups and prepare the screenplay of 'Half a Day'. Make it into a film and screen it. Your teacher will help you.



Glossary

accord (n)	:	peaceful agreement
at a snail's pace	:	moving very slowly
censure (n)	:	criticism
cleave (v)	:	(here) to move quickly through something
conjuror (n)	:	magician
contentment (n)	:	a state of happiness and satisfaction
crammed (adj)	:	filled or crowded
daydream(n)	:	a pleasant fantasy
dispel (v)	:	to eliminate
distinction (n)	:	honour
dundee (n)	:	a person who is slow at learning
enchanted (adj)	:	placed under a magical spell
fleeting (adj)	:	lasting for a very short time
gallantly (adv)	:	in a brave manner
grim (adj)	:	severe in appearance
hordes (n)	:	unruly groups of people
improvise(v)	:	to create and perform spontaneously or without preparation
intricate (adj)	:	very complex
manuscript (n)	:	a hand-written work
melody (n)	:	a pleasing tune
misgivings (n)	:	doubts
perseverance (n)	:	the quality of continuing with determination
rejoice (v)	:	to feel joy or happiness
scowl (v)	:	to show an angry or bad tempered expression
screech (v)	:	to produce a high-pitched, shrill, and loud sound
surge (v)	:	to move rapidly
throng (n)	:	crowds
unmarred (adj)	:	not spoilt/damaged
vagabond (n)	:	wanderer
vaulting (adj)	:	leaping/jumping