

### Read the following sentences:

- (1) The average zoo day begins just before dawn.
- (2) You pass slowly down the house to the big cage at the end where the touracos now live.
- (3) Soon it will be dawn and the chorus of birds will take over.

In sentence 1, there is one subject (i.e. 'The average zoo day') and one predicate (i.e. 'begins just before dawn'). It has one finite verb ('begins'). **A sentence that has one subject, one Predicate and one finite verb is called a simple sentence.**

In sentence 2, there is one principal clause (i.e. 'You pass slowly down the house to the big cage at the end') and one dependent clause (i.e. 'where the touracos now live'). **A sentence that has one principal clause and one or more dependent clauses is called a complex sentence.**

In sentence 3, there are two principal clauses:

- (a) Soon it will be dawn
- (b) the chorus of birds will take over

The two clauses are joined by the conjunction 'and'.

**A sentence that has two or more principal clauses and they are joined by a conjunction is called a compound sentence.**

### Exercise 6

**Identify the following sentences as simple, complex or compound sentence:**

- (i) He is too tired to walk alone.
- (ii) I have a friend who lives in Mumbai.
- (iii) Priyam wrote a letter but he got no reply.
- (iv) Being ill, I could not attend school.
- (v) She told me that she would enter a house which is believed to be haunted.
- (vi) The sun shines brightly and the flowers bloom.

## Composition :

Suppose you live in a school hostel and are under an attack of viral fever. The doctor has prescribed medicines and advised complete bed rest. Therefore you need to go home. Write a letter to the Headmaster/Headmistress of your school seeking leave for the same.

The Headmaster/ Headmistress ①  
XYZ School  
BF Block, Salt Lake  
Kolkata - 700091

Sub: Leave of absence ②

Sir/Madam, ③

④ This is to inform you that I, Srijit Das, a student of class IX A of your school have fallen ill with severe viral fever since last Thursday. The doctor has prescribed medicines and advised complete bed rest.

Since I live in the school hostel, it is my earnest request to you to kindly allow me a week's leave, beginning tomorrow, so that I may go home. The leave will help me recover soon.

I shall be obliged if you kindly grant me permission.

School Hostel ⑦  
ABC School  
BF Block Salt Lake  
Kolkata- 700091  
24<sup>th</sup> of July, 2014 ⑧

Thanking you,  
Yours sincerely, ⑤  
Srijit Das ⑥

A letter to a Headmaster/ Headmistress is a formal letter. It generally has eight main parts:

1. The name, designation and address of the person to whom you are addressing the letter
2. Subject of the letter in brief
3. Greeting/salutation
4. Body of the letter
5. Subscription
6. Signature/name of the person writing the letter
7. The writer's address
8. Date of writing

The name and address of the person to whom the letter is sent is written on the envelope.

### **Exercise 7**

**Write a letter to the Headmaster/Headmistress of your school within 100 words seeking leave for three days to visit your ailing grandmother.**

### **Exercise 8**

**Write a letter to your friend within 100 words narrating your experience of visiting a Wild Life sanctuary.**

## Lesson 5

# All summer in a Day

—Ray Bradbury

### The author and the text :

*Ray Douglas Bradbury (1920 –2012) was one of the most celebrated American fiction writers of the twentieth century. He wrote science fiction, fantasy, horror and mystery stories. His most famous stories are Fahrenheit 451, The Martian Chronicles, The Illustrated Man and It Came from Outer Space. Many of his works have been adapted into comic books, television shows and films.*

*This text is an excerpt from a science fiction which gives us an imaginary account of life on the planet Venus. It touchingly narrates the keen expectations of the children of Venus who eagerly wait for the sun to appear after seven years, but only for an hour. The deviation of the text from what we know as scientific fact only adds to the imaginative element of the tale.*

It had been raining for seven years. Thousands upon thousands of days filled from one end to the other with rain. The days were filled with the gush of water and endless showers. Heavy storms caused tidal waves to come over the islands. A thousand forests crushed under the rain, had grown up a thousand times to be crushed again. This was the way of life forever on planet Venus. Here was located the schoolroom of the children belonging to men and women who came by rockets from Earth. They set up a civilization in this raining world.

“Ready?”

“Ready.”

“Now?”

“Soon.”

“Will it happen today, will it?”

“Look, look, see for yourself.”



The children in the schoolroom **chattered** and pressed to each other like so many roses. They peered out of the window to look at the hidden sun.  
It rained.



“It’s stopping, it’s stopping.”

The children were all nine years old. When the sun came out last time seven years ago they were too young. They could not recall the sun when it came out for just an hour and showed its face to the stunned world.

All day yesterday they had read in class about the sun. They learned how like a lemon it was and how hot. They had written small stories, essays or poems about it.

“I think the sun is a flower

That blooms for just one hour.”

That was yesterday. Today, at this moment, the rain was slackening. The children gathered at the great thick windows.

“Where’s our teacher?”

“She’ll be back.”

“She must hurry or she’ll miss it.”

The rain **slackened** still more.

The children were eager to see the sun. They had been on Venus all their lives. They had been only two years old when the sun last came out. They had long since forgotten the colour and the heat of how it really was. They played in the echoing tunnels of the underground city and sang of summer and the sun.

The rain stopped.

It was as if a hurricane had lost its sound. There were no motions or tremor but peace. The world grounded to a standstill. The silence was so immense one would feel as if the ears had been stuffed. The children put their hands to their ears. They stood apart. The door slid back. The smell of the silent, waiting world came to them.

The sun came out.

It was the colour of flaming bronze and it was very large. The sky around it was blazing blue. The jungle burned with sunlight. The children, released from their spell, rushed out, yelling, into the summertime.





“Now, don’t you go too far,” their teacher called after them. “You’ve only an hour, you know.”

The children were running and turning up their faces to the sky to feel the warm sun on their cheeks. They took off their jackets and let the sun warm their arms.

“Oh, it’s better than lamplights, isn’t it?”

“Much, much better.”

They stopped running and stood in the great jungle that covered Venus. The jungle grew and never stopped growing. The jungle had spent years without the sun. It was the colour of rubber, ash and ink.

The children lay out laughing on the jungle mattress. They ran among the trees. They slipped and fell. They pushed each other and played hide and seek. Most of all they **squinted** at the sun until tears ran down their faces. They breathed the fresh air and listened to the silence which held them in a blessed sea of no sound. They looked at everything and **savoured** everything. Then, wildly, like animals escaped from their caves, they ran and ran, shouting, in circles. They ran for an hour and did not stop running.

And then—

In the midst of their running, one of the girls wailed.

Everyone stopped.

The girl, standing in the open, held out her hand.

“Oh, look, look.” She said trembling.

The children gathered slowly to look at her opened palm.

In the centre of it was a single large raindrop.

The girl began to cry, looking at it.

The children glanced quickly at the sky.

A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a cloud of mist. A cool wind blew around them. They turned and slowly walked towards their underground houses. Their smiles had vanished.

A boom of thunder startled them.

They tumbled upon each other and ran.

“Oh, oh”.

Lightning struck all around them. The sky darkened into midnight in a flash.

The children stood at the doorway to the underground houses until it was raining hard. Then they closed the doors and heard the gigantic sound of the rain falling everywhere.

“Will it be seven more years before the sun comes out again?”

“Yes.”

With pale faces they looked out of the window at the world that was raining now, raining and raining steadily.

### Word Nest:

- chattered – talked quickly and continuously
- slackened – slowed down
- squinted – looked at something with eyes partly shut
- savoured – enjoyed the full taste of something

### Textual questions:

#### Exercise 1

**Tick the correct answer from the given alternatives:**

1. Men and women came from the Earth to Venus by

(a) aeroplanes

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(b) helicopters

☐

(c) rockets

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(d) satellites

☐

2. The children learned that the sun was like a/an
- (a) lemon
  - (b) apple
  - (c) orange
  - (d) guava
3. The children had long forgotten the colour of the
- (a) Earth
  - (b) Sun
  - (c) Venus
  - (d) Moon
4. When the children felt warm in the sun they took off their
- (a) jackets
  - (b) sweaters
  - (c) blazers
  - (d) coats
5. The children came to know that the sun would come out after
- (a) two years
  - (b) six years
  - (c) seven years
  - (d) nine years

## Exercise 2

**Answer the following questions within fifteen words:**

- (a) How did the heavy storms affect the islands of Venus?
- (b) What did the children write about the sun?
- (c) Where did the children play?
- (d) How did the jungle in Venus look?

### Exercise 3

**Answer the following questions within twenty-five words:**

- (a) Why were the children eager to see the sun?
- (b) What did the children do immediately after the rain stopped?
- (c) Why do you think that the children were feeling unhappy when it started raining again?

#### Grammar in use:

**Read the following sets of sentences:**

##### Set 1:

- (a) A cool wind blew around them.
- (b) When the sun came out last seven years ago they were too young.
- (c) They took off their jackets and let the sun warm their arms.

##### Set 2:

- (a) A wind that was cool blew around them.
- (b) The sun came out last seven years ago and they were too young then.
- (c) Taking off their jackets, they let the sun warm their arms.

In Set 1,

sentence (a) is a simple sentence;

sentence (b) is a complex sentence;

sentence (c) is a compound sentence.

In Set 2,

sentence (a) is a complex sentence;

sentence (b) is a compound sentence;

sentence (c) is a simple sentence.

**Note that —**

- (1) **A simple sentence can be converted to a complex sentence** by expanding a word or phrase into a subordinate clause ( noun, adjective or adverb clause).
- (2) **A simple sentence can be converted to a compound sentence** by expanding a word or a phrase into a main clause and the clauses are joined by a coordinating conjunction.
- (3) **A complex sentence can be converted to a simple sentence** by contracting the subordinate clause(noun, adjective or adverb clause) into words or phrases.
- (4) **A complex sentence can be converted to a compound sentence** by replacing the subordinate clause with a main clause and adding a coordinating conjunction.
- (5) **A compound sentence can be converted to a simple sentence or to a complex sentence** by changing the sentence structure accordingly.

### **Exercise 4**

**Do as directed:**

- (a) I have a blue pen.(Change into a complex sentence)
- (b) Seeing a snake, the boy shouted. (Change into a compound sentence)
- (c) I know a man who is very wise.(Change into a simple sentence)
- (d) The girl who is dancing on the stage is my sister.(Change into a compound sentence)



- (e) I met my friend and told her about an incident. (Change into a simple sentence)
- (f) The sky was overcast but it didn't rain. (Change into a complex sentence)

### Composition:

#### Read the following letter carefully:

Imagine that you are interested in enrolling yourself to a basic computer course that has been advertised in an English daily. Now write a letter to the Advertiser/Director of ABC Computer Education Centre asking him/her about some of the important aspects of the course like eligibility, duration, weekly routine and course fees.

To

The Director,<sup>①</sup>

ABC Computer Centre,

3 Chowringee Road,

Kolkata-700001.

Sub: Enquiry for Admission<sup>②</sup>

Sir/Madam,<sup>③</sup>

<sup>④</sup>In response to your advertisement in 'The Telegraph', dated 19<sup>th</sup> July 2014, I wish to get myself enrolled in your institution to pursue the Basic Computer Course. Please let me know the following as soon as possible :

- (a) Eligibility/minimum qualification required.
- (b) Course fees
- (c) Duration of the course
- (d) The probable weekly class-routine.

I hope to receive an early reply from you.

Bishnupur<sup>⑦</sup>

24 Parganas South

23<sup>rd</sup> July, 2014<sup>⑧</sup>

Thanking you,

Yours sincerely,<sup>⑤</sup>

Pradip Sinha<sup>⑥</sup>

A formal letter enquiring about something related to the professional world is a **Letter of Enquiry**.

It has generally eight main parts:

- (1) To whom you are addressing the letter (The name, designation and address of the addressee)
- (2) Subject of the letter in brief
- (3) Greeting/salutation
- (4) Body of the letter
- (5) Subscription
- (6) Signature/name of the person writing the letter
- (7) The writer's address
- (8) Date of writing

The name and address of the person to whom the letter is sent is written on the envelope.

### **Exercise 5**

**Write a letter within 100 words to the postmaster of your locality informing him about the loss of an important letter addressed to you, and requesting him to help you get it.**

## Lesson 6

# Mild the Mist upon the Hill

—Emily Jane Bronte

### The poet and the text :

*Emily Jane Bronte (1818 –1848) was an English poet and novelist, best remembered for her only novel, Wuthering Heights, long considered a classic of English literature.*

*In this poem the blue mist that surrounds the distant mountains reminds the poet of the happy days of youth and childhood that she has left behind. As she describes the landscape, she shifts from the present moment to the past, and then to the present again.*

Mild the mist upon the hill,  
Telling not of storms to-morrow;  
No; the day has wept its **fill**,  
Spent its store of silent sorrow.

Oh, I'm gone back to the days of youth,  
I am a child once more;  
And '**neath** my father's sheltering roof,  
And near the old hall door.

I watch this cloudy evening fall,  
After a day of rain:  
Blue mists, sweet mists of summer **pall**  
The horizon's mountain-chain.



The damp stands in the long, green grass  
As thick as morning's tears;  
And dreamy scents of **fragrance** pass  
That breathe of other years.

### Word Nest:

- fill – make full
- 'neath – an abbreviated form of beneath
- pall – a thick cloud
- fragrance – sweet smell

### Textual questions:

#### Exercise 1

**Tick the correct answer from the given alternatives:**

(1) The mist was upon the

- (a) grass
- (b) roof
- (c) hill
- (d) leaf

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(2) The sorrow of the day is described as

- (a) silent
- (b) terrible
- (c) overwhelming
- (d) little

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(3) The hall door mentioned in the poem is

- (a) new
- (b) large
- (c) broken
- (d) old

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(4) The poet watches the cloudy

(a) morning

(b) evening

(c) afternoon

(d) night

(5) The colour of the mist is

(a) grey

(b) white

(c) yellow

(d) blue

(6) The damp stands on the

(a) wall

(b) floor

(c) bush

(d) grass

## Exercise 2

**Answer the following questions within twenty-five words:**

(1) Where does the poet see herself when she thinks of her childhood?

(2) What did the poet watch on the 'cloudy evening'?

## Grammar in use:

## Exercise 3

**Identify the following sentences as simple, compound and complex:**

(i) He is too short to climb the wall.

(ii) The sky was blue and the sun shone bright.

- (iii) The old man who lived in a village believed that the earth was flat.
- (iv) Leaving a job midway is not a good practice.
- (v) Last week I met a friend who gave me a bag which is brown in colour.

#### **Exercise 4**

##### **Do as directed:**

- (i) The question was so easy that everyone could answer it. (Change into a simple sentence)
- (ii) A friend in need is a friend indeed. (Change into a complex sentence)
- (iii) Pollution is one of the most severe threats to our beautiful planet. (Change into a compound sentence)
- (iv) Do or die. (change into a complex sentence)
- (v) He was confused and stopped working. (Change into a simple sentence)

##### **Composition:**

#### **Exercise 5**

**Write a letter within 100 words to the Headmaster/Headmistress of your school seeking leave of two days for the purpose of attending the marriage ceremony of your elder sister.**

#### **Exercise 6**

**Suppose you had bought a book from a bookstore. By mistake you left it there instead of bringing it back with you. Providing details of the book and its author, write a letter within 100 words to the owner of the store to find the book and keep it until you come to collect it.**

## Lesson 7

# Tom Loses a Tooth

—Mark Twain

### The author and the text :

*Mark Twain(1835 –1910), pseudonym of Samuel Langhorne Clemens, was an American author and humorist. He wrote The Adventures of Tom Sawyer and its sequel, The Adventures of Huckleberry Finn. He helped to create and popularize a distinctive line of American literature based on American themes and language.*

*This text is an extract from Mark Twain's novel The adventures of Tom Sawyer. The story is about the childhood pranks of a young boy who is looking for ways to avoid going to school but is caught in his own trap.*

Tom always found Monday mornings to be miserable. Monday began another week's slow suffering in school.

Tom lay thinking. Presently, he wished that he was sick: then he could stay home from school. He investigated his body with the hope of finding some ailment. He thought that he had found symptoms of stomach trouble. He began to grow hopeful. However, the symptoms soon grew feeble and wholly went away.

Tom thought further. Suddenly he discovered something. One of his upper front teeth was loose. He felt lucky. He was about to **groan** when it occurred to him that if Aunt Polly was to know she would surely pull it out and that would hurt. Tom thought he would hold the tooth in reserve for the present. He remembered hearing from a doctor that a certain ailment could lay up a patient for three days and make him lose a finger. He eagerly drew his sore toe from under the sheet and held it up for inspection. He did not know the necessary symptoms. However, it seemed like a good chance. Tom fell to groaning. But his brother Sid slept on.

Tom groaned louder. He fancied that he began to feel pain in the toe. No response



came from Sid. Tom then started a succession of groans. However, Sid snored on. Tom became excited. He said, "Sid, Sid!" and shook him. This course worked well.



Sid yawned, then raising himself on his elbow, stared at Tom. Tom went on groaning.

Sid said, "Tom! Say Tom!"

No response.

"Here, Tom! Tom! What's the matter, Tom?"

Sid shook him and looked in his face anxiously.

Tom **moaned** out: "Oh, don't, Sid. Don't shake me."

"Why, what's the matter, Tom? I must call auntie."

"No, never mind. It'll be over by and by, maybe. Don't call anybody."

"But I must! Don't groan so, Tom, it's awful. How long have you been this way?"

"Hours. Ouch! Oh, don't stir so, Sid. You'll kill me."

"Tom, why didn't you wake me sooner? Oh, Tom you aren't dying, are you? Don't Tom, oh don't."

"I forgive everybody, Sid. Tell them so."

Sid had rushed to call help.

Tom's imagination was working perfectly by now and his groans had gathered a genuine tone.

Meanwhile, Sid flew downstairs and said: "Oh, aunt Polly, come! Tom's dying!"

"Dying?"

"Yes. Don't wait, come quick."

"What rubbish! I don't believe it."

She flew upstairs with Sid and Mary, Tom's cousin. Her face grew pale and her lips trembled. When she reached the bedside, she gasped out:

"Tom! Tom, what's the matter with you?"

"Oh, auntie, I'm--"

"What is the matter with you child?"

“Oh, auntie, my toe is paining.”

The old lady sank into a chair. She laughed a little, then cried a little.





Then she said:

“Tom, what a shock you did give me! Now shut up the nonsense and get out of this.” The groans ceased. The toe pain vanished. Tom felt a little foolish and said, “Aunt Polly, how my tooth aches! The pain is more than that in my toe.”

“Your tooth, indeed! What’s the matter with your tooth?”

“One of them is loose and it aches awfully.”

“There, there, now don’t begin that groaning again. Open your mouth. Your tooth is loose but you’re not going to die for that. Mary, get me a silk thread.” Tom said: “Oh, please auntie, don’t pull it out. It doesn’t hurt any more. Please auntie, I don’t want to stay home from school.”

“So all this was because you wanted to stay home from school and go fishing? Tom, Tom, I love you so much and you try to break my heart in every way with your naughtiness!”

By this time the dental instrument was ready. The old lady fastened one end of the silk thread to Tom’ tooth and the other end to the bed-post. She pulled and the tooth hung **dangling** by the bed post. Tom now had a gap in his upper row of teeth. This enabled him to smile in a new and admirable way.

### Word Nest :

- |          |   |                                        |
|----------|---|----------------------------------------|
| groan    | – | to make a long deep sound when in pain |
| moaned   | – | cried out in a prolonged tone          |
| dangling | – | hanging or swinging freely             |

## Textual questions:

### Exercise 1

**Tick the correct answer from the given alternatives:**

- (1) Tom felt miserable on the mornings of
- (a) Sunday ☐
  - (b) Monday ☐
  - (c) Thursday ☐
  - (d) Saturday ☐
- (2) If Aunt Polly was to know that Tom had a loose tooth, she would
- (a) call a doctor ☐
  - (b) bring him some medicines ☐
  - (c) surely pull it out ☐
  - (d) tell him to rest ☐
- (3) Tom drew his sore toe from under the
- (a) sheet ☐
  - (b) blanket ☐
  - (c) pillow ☐
  - (d) mosquito-net ☐
- (4) Sid flew down the stairs to call
- (a) the doctor ☐
  - (b) Mary ☐
  - (c) the nurse ☐
  - (d) aunt Polly ☐
- (5) The thread that Mary got aunt Polly was made of
- (a) cotton ☐
  - (b) jute ☐
  - (c) silk ☐
  - (d) wool ☐

## Exercise 2

**Answer the following questions within fifteen words:**

- (1) Which one of Tom's tooth had come loose?
- (2) How are Sid and Mary related to Tom?
- (3) Why did Tom ask Sid not to stir him?
- (4) Why did Tom pretend his toe was paining?

## Exercise 3

**Answer the following questions within twenty five words:**

- (1) What did Tom remember hearing from a doctor?
- (2) How did Aunt Polly react to the news that Tom was dying?
- (3) How was Tom's loose tooth taken out?

## Grammar in use:

**Read the following sets of sentences:**

**Set 1:**

- (a) Tom is dying.
- (b) Tom groaned louder.

**Set 2:**

- (a) Is Tom dying?
- (b) Did Tom groan louder?

In Set 1, both the sentences are **Assertive sentences**.

In Set 2 both the sentences are **Interrogative sentences**.

**Assertive sentences are transformed into Interrogative sentences by placing the auxiliary verb before the subject and the main verb immediately after the subject.**

**Assertive sentences that do not have an auxiliary verb are transformed into Interrogative sentences by providing an auxiliary according to the sense of the sentences.**

**Now, read the following sets of sentences:**

**Set 3:**

- (a) Tom, what a shock you gave me!
- (b) Tom said, please auntie, don't pull it out.

**Set 4:**

- (a) Tom, you gave me a great shock.
- (b) Tom requested his auntie not to pull it out.

In the sentences of Set 3, the first sentence is Exclamatory and the second sentence is Imperative.

In Set 4, both the sentences are **Assertive**.

**Exclamatory sentences are transformed into Assertive sentences by decreasing the emotional content of the sentences and removing the Exclamatory mark to give the sentences the form of a statement.**

**Set 5:**

- (a) He wished that he was sick.
- (b) Tom, you will not die.

**Set 6:**

- (a) He wished that he was not well.
- (b) Tom, you will remain alive.

In set 5, the first sentence is an Affirmative sentence and the second sentence is a Negative sentence.

In set 6, the first sentence is Negative and the second sentence is an Affirmative sentence.

**Affirmative sentences are transformed into Negative sentences with certain modifications, like using words as 'not', 'no', 'never' etc., without effecting any change in meaning.**

**Negative sentences are transformed into Affirmative sentences with certain modifications, by removing words as 'not', 'no', 'never' etc., without effecting any change in meaning.**

#### **Exercise 4**

**Do as directed:**

- (a) Rafique was running fast. (change into an interrogative sentence)
- (b) The boy would never forget the exciting incident. (change into an affirmative sentence)
- (c) We had a wonderful time last evening. (change into an exclamatory sentence)
- (d) He loves to play football. (change into an interrogative sentence)
- (e) Rina tried all her plans. (change into a negative sentence)
- (f) Shut the door, Robin. (change into an assertive sentence)

**Read the following sentences:**

**Set 7:**

- (a) A certain ailment could lay up a patient on bed for three days.
- (b) This year in the month of June the monsoon has set in.
- (c) I cannot put up with such rude behaviour.

**Set 8:**

- (a) A certain ailment could confine a patient to bed for three days.
- (b) This year in the month of June the monsoon has begun.
- (c) I cannot tolerate such rude behaviour.



In set 7, the underlined verbs of each sentence combine with prepositions or adverbs, or in some cases, both. Such combinations are called **Phrasal Verbs**.

**In set 8, we see that the underlined verbs substitute the phrasal verbs mentioned in set 7.**

### Exercise 5

**Replace the underlined words with suitable phrasal verbs from the list given below. Change the form of verbs where necessary. There is one extra phrasal verb in the list:**

- (a) The enemy surrendered without a fight.
- (b) The child recovered in a month.
- (c) The police investigated the case.
- (d) Puja could understand what her sister said.
- (e) The old man could not remember his childhood experiences.

**List of phrasal verbs:** look into, make out, look for, come round, give in, call up

### Composition:

**Write a report within 100 words for an English daily using the given information:**

Incident : Severe cyclone(80km/hr)

Date : 11 June, 2013

Time : 6-45 P.M.

Place : Coastal areas of West Bengal

Cause : Depression in Bay of Bengal

Result : 60 people died, many homeless, train services disrupted

Relief : State government provided immediate relief

## **Cyclone hits Coastal West Bengal<sup>①</sup>**

—By a Staff Reporter<sup>②</sup>

Kolkata, June 12, 2013:<sup>③</sup> A severe cyclone with a speed of 80 km. per hour hit the coastal areas of West Bengal yesterday evening at about 6-45 p.m. Caused by a deep depression in Bay of Bengal, the cyclone ripped through the state resulting in huge damage to life and property. 60 persons have died and thousands have been rendered homeless. Train services have been disrupted leaving a number of people stranded. The state government has taken immediate steps to provide relief to the victims. More than 5000 people have been evacuated to temporary relief shelters. The Chief Minister has reviewed the situation and assured the people of all help.

Note that in writing a newspaper report the following points must be kept in mind:

- (1) There must be a heading .
- (2) Write: 'By a Staff Reporter' either at the top right hand corner below the heading or at the right hand corner below the report.
- (3) Place and date must be mentioned.

### **In newspaper reporting:**

- past and present form of verbs are generally used
- according to the sense of the sentences, the use of voice and tense may vary

### **Exercise 6**

**Write a newspaper report on a road accident within 100 words. Use the following hints:**

brake failure of a bus—collided with a truck—5 injured including a child and a woman—injured sent to hospital—released with first aid—traffic disrupted—police intervened—normalcy restored

## Lesson 8

### His first flight

—Liam O’Flaherty

#### The author and the text :

**Liam O’Flaherty** (1896 –1984) *was a significant Irish novelist and short story writer and a major figure in the Irish literary renaissance. His most famous books include The Informer, Return of the Brute, House of Gold etc. His First Flight, a short story which symbolizes the nervousness one experiences before doing something new, is regarded as one of his most famous works.*

*The following text, an abridged version of this short story, is about a young seagull and his experience of learning how to fly. The story focuses on how fear must be conquered before one may achieve anything of significance, like the young seagull, who had to be brave in order to fly.*

The young seagull was alone on his **ledge**. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. When he had run forward to the **brink** of the ledge he became afraid. The great expanse of the sea stretched down beneath, and it was miles down. He felt certain that his wings would never support him. So he bent his head and ran away back to the little hole where he slept at night. His father and mother had come around calling to him shrilly. But for the life of him he could not move.

That was twenty-four hours ago. Since then nobody had come near him. The day before, he had watched his parents flying about with his brothers and sister. They were teaching them the art of flight and how to dive for fish. He had seen his elder brother catch his first **herring**, while his parents circled around proudly.

The sun was now ascending the sky, blazing warmly on his ledge that faced the south. He felt the heat because he had not eaten since the previous nightfall. Now there was not a single scrap of food left in the straw nest. His little grey body trotted back and forth on the ledge. He was trying to find some means of reaching his parents without having to fly. But on each side of him the ledge ended in a



sheer fall, with the sea beneath. He could surely reach them without flying if he could only move northwards along the cliff. But then on what could he walk? There was no ledge, and he was not a fly.

He stepped slowly out to the brink of the ledge. He stood on one leg with the other leg hidden under his wing. Closing one eye and then the other, he pretended to be falling asleep. Still his parents took no notice of him. He saw his two brothers and his sister lying on the plateau. They were dozing, with their heads sunk into their wings. His father was **preening** his feathers on his white back. Only his mother was looking at him. She was standing on a little high **hump** on the plateau, eating a piece of fish. The sight of the food maddened him.

“Ge, ga, ga,” he cried, begging her to bring him some food. “Gaw-ool-ah,” she screamed back. He kept calling, and after a minute or so, he uttered a joyful scream. His mother had picked up a piece of fish and was flying across to him with it. But when she was just opposite to him, she halted, her wings motionless. The piece of fish in her beak was almost within reach of his beak. He waited a moment in surprise, wondering why she did not come nearer. And then, maddened by hunger, he dived at the fish.

With a loud scream he fell outwards and downwards into space. Then terror seized him and his heart stood still. But it only lasted a moment. The next moment he felt his wings spread outwards. The wind rushed against his breast feathers, then under the stomach and against his wings. He could feel the tips of his wings cutting through the air. He was not falling headlong now. He was **soaring** gradually downwards and outwards. He was no longer afraid. Then he flapped his wings once and he soared upwards. He uttered a joyous scream and flapped them again. He soared higher. His mother flew past him, her wings making a loud noise. He answered her with another scream. Then his father flew over him, screaming. Then he saw his two brothers and his sister flying around him.

He saw a vast green sea beneath him, and he turned his beak sideways and crowed amusedly. His parents and his brothers and sister had landed on this green floor in front of him. They were **beckoning** to him, calling shrilly. He dropped his legs to stand on the green sea.



His feet sank into the sea, and then his belly touched it and he sank no further. He was floating on it. And around him his family was screaming, praising him. He had made his first flight.



### Word Nest :

- ledge – a flat rock surface sticking out from a cliff
- brink – edge
- herring – a kind of sea fish
- preening – smoothening feathers
- hump – a raised portion of land
- soaring – rising upward while flying
- beckoning – calling by using signals

### Textual questions:

#### Exercise 1

**Tick the correct answer from the given alternatives:**

(1) At night the seagull slept in a little

- (a) nest ☐
- (b) hole ☐
- (c) turret ☐
- (d) burrow ☐

(2) The ledge faced the

- (a) north ☐
- (b) south ☐
- (c) east ☐
- (d) west ☐

(3) The colour of the seagull's body was

- (a) red ☐
- (b) black ☐
- (c) blue ☐
- (d) grey ☐

(4) The two brothers and sisters of the seagull were lying on the

- (a) plain
- (b) plateau
- (c) valley
- (d) hill

  
  
  

(5) The mother seagull had picked up a piece of

- (a) meat
- (b) insect
- (c) fish
- (d) straw

  
  
  

### Exercise 2

**Answer the following questions within fifteen words:**

- (a) What was the first catch of the seagull's older brother?
- (b) Why did the seagull feel the heat?
- (c) Why did the seagull dive at the fish?
- (d) What happened when the seagull soared upwards?

### Exercise 3

**Answer the following questions within twenty-five words:**

- (a) Why was the seagull afraid when he ran forward to the brink of the ledge?
- (b) What were the seagull's two brothers and sister doing on the plateau?
- (c) What happened after the seagull's feet sank into the sea?

### Grammar in use:

**Read the following sets of sentences:**

#### Set 1

- (a) He uttered a joyful scream. ( adjective)
- (b) He screamed with joy. (noun)
- (c) He screamed joyfully. (adverb)



## Set 2

- (a) He pretended to be falling asleep. (verb)
- (b) He made a pretension of falling asleep. (noun)
- (c) He made a pretentious posture of falling asleep. (adjective)

In Set 1, the adjective 'joyful' is changed to its noun form 'joy' and to its adverb form 'joyfully'.

In Set 2, the verb 'pretend' has been transformed to its noun form 'pretension' and to its adjective form 'pretentious'.

We can transform a sentence by interchanging parts of speech without changing its meaning.

## Exercise 4

Change the parts of speech of the given words in the chart :

Noun	Verb	Adjective	Adverb
beauty			
			dangerously
	care		
			strongly

## Exercise 5

Rewrite the sentences changing the form of the underlined words as directed:

- (1) He is known for his honesty. (change into adjective form)
- (2) She spoke with kindness. (change into adverb form)
- (3) The sun shone brightly. (change into noun form)
- (4) She gave a wise judgment. (change into verb form)

## Composition:

### Exercise 6

**Write a paragraph within 100 words on the water cycle, using the following flow-chart :**

water evaporates from water bodies—rises as vapour—gets heavier—condenses, forms clouds—falls to earth as rain

### Exercise 7

**Write a summary of the following passage within 100 words :**

Communication is part of our everyday life. We greet one another, smile or frown, depending on our moods. Animals too, communicate. Just like us, interaction among animals can be both verbal and non-verbal. Singing is one way in which birds can interact with one another. Male blackbirds often use their melodious songs to catch the attention of other blackbirds. These songs are usually rich in notes, encoding various kinds of messages. Songs are also used to keep off other birds from their territory, usually a place where they dwell. Large mammals in the oceans sing too, according to adventurous sailors. Enormous whales groan and grunt while smaller dolphins and porpoises whistle and click. These sounds are surprisingly received by other mates as far as several hundred kilometers away. Besides singing, body language also forms a large part of animals' communication mode. Dominant hyenas exhibit their power by raising the fur hackles on their necks and shoulders, while the submissive ones normally surrender to the powerful parties by crouching their head low and curling their lips a little, revealing their teeth in friendly smile. Insects such as wasps armed with poisonous bites or stings usually have brightly painted bodies to remind other predators of their power.

(206 words)

## Lesson 9

# The North Ship

—Philip Larkin

The poet and the text :

**Philip Arthur Larkin** (1922 –1985) *was a renowned English poet and novelist. His first book of poetry was The North Ship, followed by two novels, Jill and A Girl in Winter. He came to prominence in 1955 with the publication of his second collection of poems, The Less Deceived, followed by The Whitsun Weddings and High Windows. He was offered the position of Poet Laureate in 1984 but he declined it.*

*This poem describes the journey of three ships that head to different destinations. While two ships return, one presses forward and faces perils to continue its long onward journey, almost like a symbol of aspiration that overcomes all obstacles.*

I saw three ships go sailing by,  
Over the sea, the lifting sea,  
And the wind rose in the morning sky,  
And one was **rigged** for a long journey.  
The first ship turned towards the west,  
Over the sea, the running sea,  
And by the wind was all possessed  
And carried to a rich country.  
The second turned towards the east,  
Over the sea, the **quaking** sea,  
And the wind hunted it like a beast  
To anchor in **captivity**.

