

BLISS

English Textbook for Class IX Second Language



West Bengal Board of Secondary Education
77 / 2, Park Street, Kolkata - 700016

According to New Syllabus

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THE CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens : JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity and to promote among them all – FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

ভারতের সংবিধান

প্রস্তাবনা

আমরা, ভারতের জনগণ, ভারতকে একটি সার্বভৌম সমাজতান্ত্রিক ধর্মনিরপেক্ষ গণতান্ত্রিক সাধারণতন্ত্র রূপে গড়ে তুলতে সত্যনিষ্ঠার সঙ্গে শপথ গ্রহণ করছি এবং তার সকল নাগরিক যাতে : সামাজিক, অর্থনৈতিক ও রাজনৈতিক ন্যায়বিচার; চিন্তা, মতপ্রকাশ, বিশ্বাস, ধর্ম এবং উপাসনার স্বাধীনতা; সামাজিক প্রতিষ্ঠা অর্জন ও সুযোগের সমতা প্রতিষ্ঠা করতে পারে এবং তাদের সকলের মধ্যে ব্যক্তি-সম্মম ও জাতীয় ঐক্য এবং সংহতি সুনিশ্চিত করে সৌভ্রাতৃত্ব গড়ে তুলতে; আমাদের গণপরিষদে, আজ, ১৯৪৯ সালের ২৬ নভেম্বর, এতদ্বারা এই সংবিধান গ্রহণ করছি, বিধিবদ্ধ করছি এবং নিজেদের অর্পণ করছি।

PREFACE

Secondary Education is meant for the students who have entered the arena of education from the Primary level. In this arena the utmost need is to help the young buds to flower, to extend their knowledge and to explore their aptitudes, potentials towards different streams of learning for their further education. Keeping this concept in mind the new series of English textbooks for Secondary education named 'BLISS' has been prepared. This series of textbooks is based on the new curriculum and syllabus framed and recommended by the 'Expert Committee' comprising of eminent academicians. The books are in the line with the vision of NCF 2005.

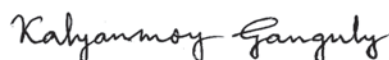
The new textbook for Class IX is meant for the learners of English as second language. The pieces selected in the series are aimed to expose the learners to the thoughts and writings of the world's best writers and thinkers. The pieces are arranged in a graded manner so as to ensure a smooth progress to the next level. At the end of each lesson sufficient exercises have been provided to measure and reinforce language skills. The practice tests are designed to encourage students' participation. After completion of each exercise the learner will feel a sense of achievement which will motivate the young learners to go for the next. "BLISS" aims to inculcate in learners, particularly the first-generation institutional learners, love for the richness and variety of English language and literature.

It is hoped that the new series will be able to replace the fear of learning English with an eagerness to learn a language which is not foreign any more but a language of modern communication and trade.

A group of eminent educationists, teachers and subject experts worked hard to develop the textbook. The book has been illustrated by the renowned artist Ashok Bhowmik. I thank him for his notable work.

All suggestions to improve the series are welcome.

December, 2017
77/2, Park Street,
Kolkata - 700 016



President
West Bengal Board
of
Secondary Education

FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review the entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the Secondary level fall under a newly named series, 'Bliss'. In this textbook we have shifted from the conventional approach to a child-centric, activity-based approach to learning. The exercises for the learners have been designed accordingly. A special effort has been taken to develop the conversational skills in English for the learners.

The theme for **Bliss : English textbook for class IX** is 'Sharing our planet'. A teachers' guideline is appended at the end of the book. The textbook ventures to link classroom experiences with nature and society. We hope to supply our learners with enough material to develop their language skills and sense of aesthetics. For the latter we had invited a famous artist to illustrate the book. The texts represent a varied spectrum of experiences and achievements. They will, certainly, help the learners to build their vision and perspective to life.

We thank the West Bengal Board of Secondary Education, School Education Department, Govt of West Bengal for their active support. The West Bengal Board of Secondary Education has obliged us by giving their approval for this textbook. We express our sincere gratitude to Samindranath Majumdar for his active help and support to make the project a success. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Hon'ble Education Minister Dr. Partha Chatterjee has enriched us with his views and comments, We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank you.

December, 2017
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Cover and Illustrations : Ashok Bhowmik

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Lesson 1

Tales of Bhola Grandpa

—Manoj Das

The author and the text :

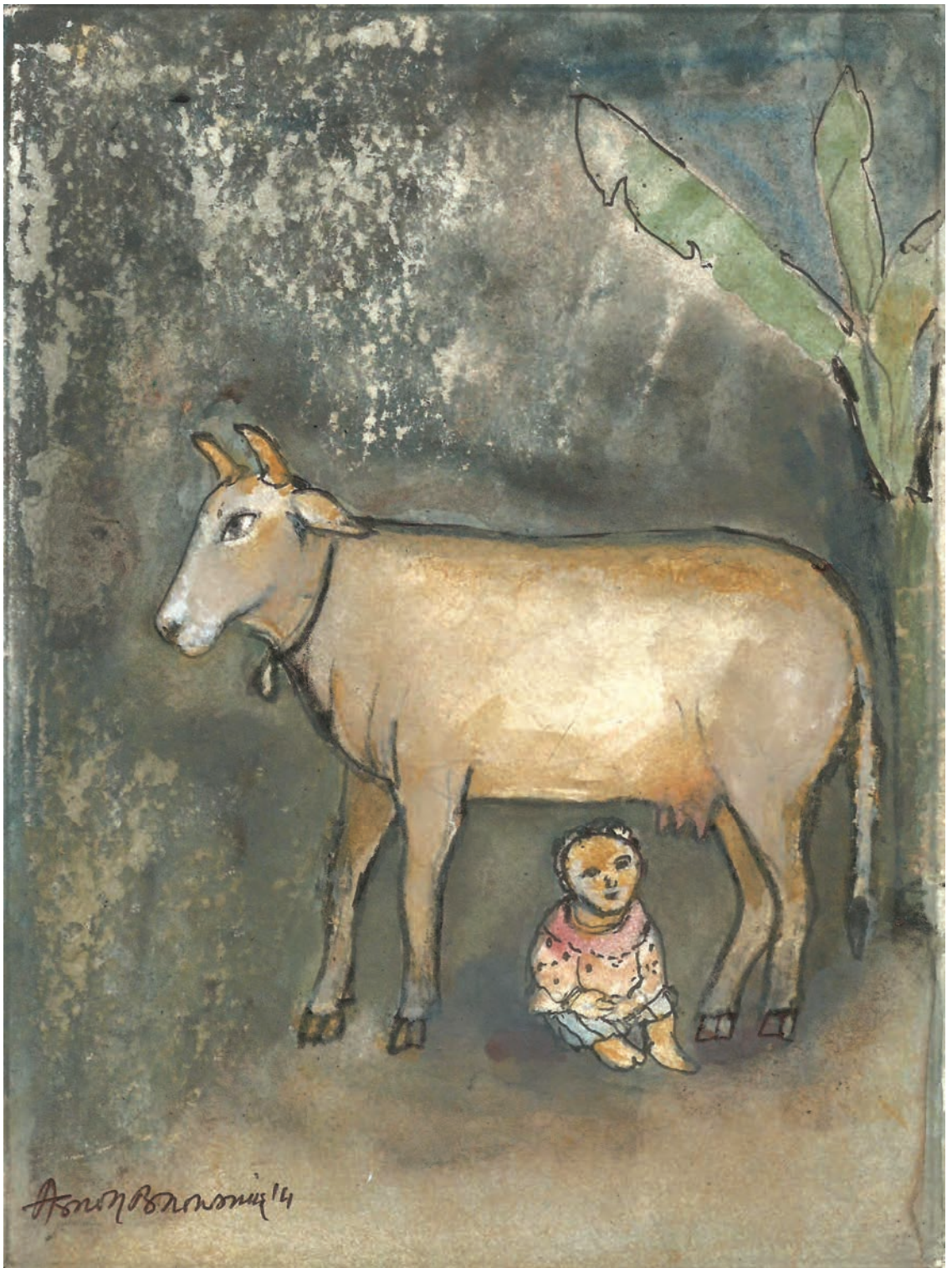
Manoj Das (1934-) is an Indian award-winning bilingual writer who writes in Oriya and English. He has written many novels, short stories, poems, travelogues and articles on history and culture.

This text is an edited version of Das's short story which narrates Bhola Grandpa's hilarious adventures seen through the eyes of a young man who had known him closely. The simplicity and forgetfulness of Bhola Grandpa provides an element of humour on which the story hinges.

Bhola Grandpa and his wife lived at the western end of our village. A large bokal tree overshadowed their hut. In the bokal tree lived a small troop of monkeys. Bhola Grandpa and his wife did not mind it.

One moonlit night, we were returning from a festival. The road was long and foggy. I was riding on the village chowkidar's shoulders. Suddenly, Bhola Grandpa let out a loud wail. Everyone in our party was surprised. We halted. Enquiry revealed that Bhola Grandpa had taken his grandson to the festival. He had tightly held on to the two fingers of the boy. He did not realize when those fingers slipped out. Bhola Grandpa was continuing as before. Then someone asked Bhola Grandpa what he was gripping. He remembered his grandson and let out a loud wail.

My father chose two sharp-eyed men from our party to go back with Bhola Grandpa to the festival. The grandson was found before long. He had taken a cosy shelter under a cow's belly.



I remember another funny incident about Bhola Grandpa related by my father. It had been a rainy afternoon. Bhola Grandpa, wild with excitement, told my father and his friends that he had seen a gang of pirates. They were burying a large box under one of the **sand dunes** on the seashore by our village. At once father and his friends started looking for the hidden treasure. Evening passed on to night. Moonlight came in through the clouds. A pack of jackals were howling. It was past midnight. At this point of time, Bhola Grandpa confessed that there was no real treasure. It was all a dream which he had during his midday nap.

Once Bhola Grandpa had a great adventure in the Sunderbans. In those days Royal Bengal tigers freely roamed the dense jungles of the Sunderbans. People took care to move about only in groups, particularly after sundown.

One evening, Bhola Grandpa was returning from the weekly market. Suddenly at a distance of about five yards behind him, he heard the growl of a Royal Bengal tiger. Bhola Grandpa turned and found the bright gaze of the tiger on his face.

Bhola Grandpa instantly climbed up a nearby banyan tree. The tiger roared and circled the tree about a hundred times. Then it settled down under a bush without taking its eyes off him. With nightfall, the forest grew dark and silent. Bhola Grandpa could hear the tiger beating its tail on the dry leaves. Hours passed.

Dawn broke with the cooing of doves. Bhola Grandpa came down. There was a group of men on a mound a little away. Bhola Grandpa climbed the mound and requested the first man he saw for some water to drink. The man had seen the tiger waiting. He was much **bewildered**. "What is your secret that you simply walked past the hungry beast and it did nothing?" he asked Bhola Grandpa.

The tiger was stretching its limbs and yawning. Then, Bhola Grandpa remembered the tiger and looked at it. Bhola Grandpa almost lost his senses in fear. He ran back home.

Half a century later, Bhola Grandpa left us forever one morning at the age of ninety-five. His eighty-year old wife lamented much. She said with a sigh, "The old man must have forgotten to breathe."



Word Nest :

sand dunes – small hills of sand formed by the wind

bewildered – confused

Textual questions :

Exercise 1

Tick the correct answer from the given alternatives:

1. In the bokal tree there lived

(a) crows

☐

(b) monkeys

☐

(c) tigers

☐

(d) sparrows

☐

2. On the way back from the festival, Bhola Grandpa tightly held on to the two fingers of his

(a) son

☐

(b) cousin

☐

(c) grandson

☐

(d) nephew

☐

3. A gang of pirates were burying a

(a) large box

☐

(b) small box

☐

(c) large bag

☐

(d) small bag

☐

4. Bhola Grandpa was returning from the

- (a) yearly market
- (b) monthly market
- (c) daily market
- (d) weekly market

5. Bhola Grandpa died at the age of

- (a) eighty-five
- (b) ninety-five
- (c) fifty-five
- (d) seventy-five

Exercise 2

Answer the following questions within fifteen words:

- (a) When did Bhola Grandpa let out a loud wail?
- (b) Where had the grandson found a cosy shelter?
- (c) What request did Bhola Grandpa make to the first man he saw on the mound?
- (d) How old was Bhola Grandpa's wife when he died?

Exercise 3

Answer the following questions within twenty-five words:

- (a) Why was no real treasure found under the sand dunes?
- (b) What did the tiger do after Bhola Grandpa had climbed up the banyan tree?
- (c) What was the reason of Bhola Grandpa's death according to his wife?

Grammar in use:

Exercise 4

Change the mode of narration of the following sentences:

- (a) Bulbuli said to his friend, "Will you come tomorrow?"
- (b) Paulami says, "I am fine."
- (c) The teacher said to the students, "Keep quiet."
- (d) My mother said to me, "May your dreams come true."
- (e) The students said, "Sir, please allow us to play in the field."

Exercise 5

In each of the sentences of the following passage some articles and prepositions are used in an incorrect manner. Underline them and replace them with the appropriate ones:

On an winter night I was aboard a boat. It was a moonlit night full on stars. The boat was anchored up a great river. I was thrilled to see a beauty of nature.

Composition:

Exercise 6

Write a dialogue within 100 words on the need to ban the use of animals like tigers and lions as circus attractions :

Hints: wild animals decreasing— ill treatment to animals in circuses—criminal offence—laws against such—need to be humane to animals

Exercise 7

Write a story within 100 words using the given hints. Give a title to the story:

Hints: returning from educational excursion by bus—night journey—sudden breakdown—tyres punctured—had to wait for two hours at a lonely place—tyres fixed—back home

Lesson 2

All about a dog

— A.G Gardiner

The author and the text :

Alfred George Gardiner (1865–1946) was a British journalist and author. His essays, written under the pen-name, 'Alpha of the Plough', are highly regarded. His uniqueness lay in his ability to teach the basic truths of life in an easy and amusing manner. The Pillars of Society, Pebbles on the Shore, Many Furrows and Leaves in the Wind are some of his well known writings.

In this text, which is an edited version of Gardiner's essay of the same name, the author observes how a bus conductor makes a lady go up to the uncovered top of a double-decker bus on a freezing evening just because she is carrying a dog. While watching the incident and its reaction among other passengers, the author wonders whether rules should be tempered with goodwill in order to make them more humane.

I was travelling in a bus. It was a bitterly cold night, and even at the far end of the bus the east wind cut like a knife. The bus stopped and two women and a man got in together and filled the vacant places. The younger woman carried a little **Pekinese dog**. The conductor came in and took their fares. Then his eye rested on the **beady-eyed** dog. I saw trouble coming up. This was the opportunity for which the conductor had been waiting, and he intended to make the most of it. I had marked him as the type who had a general vague grievance about everything. He seemed to have a particular grievance against passengers who came and sat in his bus while he shivered at the door.

"You must take that dog out," he said.

"I shall certainly do nothing of the kind. You can take my name and address," said the woman. She had evidently expected the challenge and knew the reply.

"You must take the dog out—that's my order."

"I won't go on the top of the bus in such weather. It would kill me," said the woman.

"Certainly not," said her lady companion. "You've got a cough as it is."

"It's nonsense," said her male companion.



The conductor pulled the bell, and the bus stopped. “This bus doesn’t go on until that dog is brought out. He stepped on to the pavement and waited. It was his moment of triumph. He had the law on his side. Everybody in the bus was on the side of the lady and her dog. They talked in raised voices:

“Shameful.”

“Call the police!”

“Let’s all report him!”

“Let’s make him give us our fares back.”

“Yes, that’s it; let’s make him give us our fares back!”

The little animal sat blinking at the dim lights, unconscious of the trouble he had caused.

The conductor came to the door. Some passengers demanded, “Give us our fares back— you’ve engaged to carry us— you can’t leave us here all night!” “No fares back,” said the conductor.

Two or three passengers got out and disappeared into the night. The conductor turned on the pavement, went to the driver to have a talk with him. Another bus, the last on the road, went by. It seemed indifferent to the shouts of the passengers to stop. A policeman **strolled up** and looked in at the door. The passengers burst out with **indignant** protests and appeals. “Well, he’s got his rules, you know,” he said **genially**. Then he went away to stand a few yards down the street. There he was joined by two more constables.

Still the little dog blinked at the lights and the conductor walked to and fro like a captain in the hour of victory. A woman passenger’s voice rose above the **gale**, threatening the bus conductor. But he was cold as the night and hard as the pavement. She expressed her anger to the three policemen who stood up the street watching the drama. Then she came back, called her companion, and vanished. The bus was emptying.

“I’ll go to the top,” said the young lady with the dog, at last. “You’ll have pneumonia,” the man said.



When she had disappeared up the stairs, the conductor came back and pulled the bell. The bus went on. He stood triumphant, while his conduct was criticized in his face by the passengers.

Then the bus developed engine trouble and the conductor went to the help of the driver. It was a long job. Meanwhile, the lady with the dog stole down the stairs and re-entered the bus. When the engine was put right, the conductor came back and pulled the bell. Then his eye fell on the dog, and his hand went to the bell-rope again. The driver looked round, the conductor pointed to the dog, and the bus stopped. The whole struggle began all over once again. The conductor walked on the pavement, the little dog blinked at the lights, the lady again declared that she would not go to the top, and finally went.

The bus was soon empty, and I was the last passenger left behind. "I've got my rules," the conductor said to me. He had won his victory, but felt that he would like to justify himself to somebody.

"Rules," I said, "are necessary things. Some are hard and fast rules, like the rule of the road, which cannot be broken without danger to life and limb. But some are only rules for your guidance, like that rule about the dogs. You can use your common sense here. They are meant to be observed in the spirit, not in the letter, for the comfort of the passengers. You have kept the rule, but broken its spirit. You should mind your rules with a little good will and good temper."

He took it very well, and when I got off the bus he said "Good night" quite amiably.

Word Nest :

Pekinese dog	–	a small dog with flat face and long, soft fur
beady eyed	–	small eyed
strolled up	–	walked up
indignant	–	angry
genially	–	pleasantly
gale	–	storm

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

1. The younger woman carried a little
 - (a) spaniel ☐
 - (b) bull dog ☐
 - (c) Pekinese dog ☐
 - (d) spitz ☐
2. The younger woman was suffering from
 - (a) stomach pain ☐
 - (b) back pain ☐
 - (c) fever ☐
 - (d) cough ☐
3. The bell was pulled by the
 - (a) conductor ☐
 - (b) driver ☐
 - (c) younger woman ☐
 - (d) older woman ☐
4. The number of policemen to whom the woman expressed her anger was
 - (a) Three ☐
 - (b) four ☐
 - (c) five ☐
 - (d) six ☐
5. The problem the bus faced was with the
 - (a) tyre ☐
 - (b) engine ☐
 - (c) brake ☐
 - (d) horn ☐

Exercise 2

Answer the following questions within fifteen words:

- (1) How many people got into the bus with the younger woman?
- (2) What was the conductor's order to the younger woman?
- (3) Why did the conductor stand triumphant?
- (4) What is that rule which cannot be broken without danger to life and limb?

Exercise 3

Answer the following questions within twenty-five words:

- (1) When did the author feel that trouble was coming up?
- (2) Mention two demands made by the passengers when the bus stopped.
- (3) How are rules of guidance to be observed?

Grammar in use:

Read the following sets of sentences:

Set 1:

- (a) You **have kept** the rule.
- (b) The conductor **had pulled** the bell.
- (c) The lady **will carry** a dog.
- (d) The conductor **will have returned** the fare.

Set 2:

- (a) The rule **has been kept** by you.
- (b) The bell **had been pulled** by the conductor.
- (c) A dog **will be carried** by the lady.
- (d) The fare **will have been returned** by the conductor.

In the first set of sentences, the form of the verb shows that the person denoted by the subject **does something**.

In the second set of sentences, the form of the verb shows that something **is done to the subject**.

Exercise 4

In the following sentences, underline the verb forms which show that the person denoted by the subject does something. Circle the verb forms which show that something is done to the subject:

- (a) She has sung a song.
- (b) A song has been sung by her.
- (c) He will draw a picture.
- (d) A picture will be drawn by him.

The verb forms that you have underlined are in **active voice**. The verb forms you have circled are in **passive voice**.

The **active voice** is the form of the verb which shows that the person denoted by the subject does something. The **passive voice** is the form of the verb which shows that something is done to the subject.

Exercise 5

Change the voice of the following sentences:

- (a) Nila has bought a book.
- (b) They will have seen the cricket match.
- (c) Bhola had seen a tiger.
- (d) The nurse will attend the patient.

Exercise 6

Change the voice of the following sentences:

- (a) Do the sum.
- (b) The poem was written by her.
- (c) Open the door.
- (d) The man is known to me.

Exercise 7

Change the voice of the following sentences:

- (a) They agreed to my plan.
- (b) My brother lost my favourite pen.
- (c) The man is writing a letter.
- (d) Titli is looking for her watch.

Exercise 8

Tick the correct alternative given in the brackets:

- (a) It (rains / has been raining / is raining) since morning.
- (b) Last Sunday I (went / had been going / go) to the zoo.
- (c) I (will be / was / am) in class X next year.
- (d) Rina (have reached / had reached / has reached) home just now.

Composition:

Read the instruction given below and also the paragraph that follows:

Use the following flow-chart and write a paragraph on the process of washing dirty clothes:

Flow-chart:-

water taken in bucket— detergent powder mixed—dirty clothes dipped for thirty minutes—scrubbed—washed in fresh water—rinsed and dried—pressed—ready to use again

Process of washing dirty clothes

Dirty clothes need to **be washed** and made ready for wear. At first, water is taken in a bucket. Next, detergent powder is mixed into the water. Then the dirty clothes are dipped into the mixture and kept for thirty minutes. After that, the clothes are scrubbed thoroughly one by one. Later, the clothes are washed in fresh water. Then, they are rinsed and dried well. Now, they are folded and pressed. Finally, the clothes are ready to be used again.

The above paragraph has the following features:

- A suitable title
- An introductory sentence
- Passive voice is used (e.g. 'be washed')
- Use of linkers (e.g. at first, then, next, after that, later, now, finally etc.)
- The stages of the flow-chart are carefully followed
- A concluding sentence

Process writing requires the features given above.

Exercise 9

Use the following flow chart to write a paragraph within 100 words on how to prepare orange juice:

oranges bought from the market—sorted—rotten ones removed—cleaned—peeled—put in juicer—juice extracted—sugar and preservatives added—poured in bottles—sealed—ready to be sold

Exercise 10

Write a paragraph within 100 words on how you plan to take care of street dogs. Use the following hints:

cruel actions towards street dogs—necessity of looking after them—ways of taking care of the dogs—conclusion

Lesson 3

Autumn

—John Clare

The poet and the text :

John Clare (1793 –1864) was an English poet famous for his celebratory representations of the English countryside and his lamentation of its disruption. Some of his notable collections of poetry are First Love, Snow Storm, The Village Minstrel and Other Poems etc.

The following poem presents a pen-picture of the mellow beauty of autumn in the countryside. As this season comes just before winter, it is characterized by falling leaves, bare branches and strong winds.

I love the fitful gust that shakes
The casement all day,
And from the mossy elm-tree takes
The faded leaves away,
Twirling them by the window pane
With thousand others down the lane.

I love to see the shaking twig
Dance till the shut of eve
The sparrow on the cottage rig,
Whose chirp would make believe
That spring was just now flirting by
In summer's lap with flowers to lie.
I love to see the cottage smoke
Curl upwards through the naked trees,

The pigeons nestled round the **cote**
On dull November days like these;
The cock upon the dung-hill crowing,
The mill sails on the heath a-going.
The feather from the raven's breast
Falls on the **stubble lea**,
The **acorns** near the old crow's nest
Fall **pattering** down the tree;
The grunting pigs, that wait for all,
Scramble and hurry where they fall.

Word nest:

- twirling – spinning round and round
- cote – nest
- stubble – the short lower part of the stem of crops
- lea – grass-covered land
- acorns – small brown nut of the oak tree
- pattering – making repeated, quick, light sounds

Textual questions :

Exercise 1

Tick the correct answer from the given alternatives:

1. All through the day the fitful gust shakes the

(a) window-pane

☐

(b) curtains

☐

(c) casement

☐

(d) door

☐

2. The poet loves to see the shaking twig dance till the
- (a) coming of dawn ☐
 - (b) end of night ☐
 - (c) end of afternoon ☐
 - (d) shut of eve ☐
3. The sparrow sat on the
- (a) cottage rig ☐
 - (b) house-top ☐
 - (c) mossy elm-tree ☐
 - (d) casement ☐
4. The pigeons nestled round the
- (a) cage ☐
 - (b) cote ☐
 - (c) branch ☐
 - (d) heath ☐
5. The cock was crowing upon the
- (a) dunghill ☐
 - (b) lea ☐
 - (c) tree tops ☐
 - (d) mill-sails ☐
6. The grunting pigs
- (a) walk slowly ☐
 - (b) scamper by ☐
 - (c) scramble and hurry ☐
 - (d) dive and swim ☐

Exercise 2

Answer the following questions within twenty five words:

- (i) What happens to the leaves of the mossy elm-tree in autumn?
- (ii) What are the things the poet loves to see on November days?

Grammar in use:

Exercise 3

State whether the following sentences are in Active or Passive Voice:

- (a) Anil will visit his grandmother's house.
- (b) The President has left his office.
- (c) The project will have been finished by the students.
- (d) Promita's leave has been sanctioned by the school authority.

Exercise 4

Change the voice of the following sentences:

- (a) The boy has read out the letter.
- (b) I shall have bought a cricket bat by tomorrow.
- (c) Sohini's friends had organised a picnic.
- (d) The football team will put up a brave fight.

Exercise 5

Change the following sentences into indirect speech:

- (a) I said to him, "Will you share your tiffin with me?"
- (b) Anjan's mother said, "Your father has left for Mumbai."
- (c) The girls triumphantly said, "Hurrah! We have won the match."
- (d) He says, "Let you be successful in life."
- (e) The captain informed, "The tournament was postponed last month."

Composition:

Exercise 6

Use the following flow-chart to write a paragraph within 100 words on how to make paper:

cutting down of bamboos—making pulp—adding chemicals—rolling into sheets—adding colour—drying—ready for use

Exercise 7

Write a biography of Annie Besant within 100 words based on the hints given below:

Hints: born on 1st of October 1847 in London—famous British writer—well known Socialist, activist for the rights of women—participated in Indian politics—joined the Indian National Congress—became the first woman President of the Indian National Congress in 1917—passed away on 20th of September 1933 in Madras, India.

Lesson 4

A Day in the Zoo

—Gerald Durrell

The author and the text :

Gerald Malcolm Durrell (1925 –1995) was an English zookeeper, conservationist and author. He founded what is now called the 'Durrell Wildlife Conservation Trust' and the 'Jersey Zoo' (now 'Durrell Wildlife Park') on the Channel Island of Jersey in 1958. He is perhaps best remembered for writing a number of books based on his life as an animal enthusiast.

The following passage is an extract from Menagerie Manor by Gerald Durrell, where the author talks about how he set up his own zoo in Jersey, helped by a team dedicated to the cause of the animals. The extract describes a typical day in the zoo and the experience of the zoo-workers, and offers us an interesting insider's view of the zoo.

It is one thing to visit a zoo as an ordinary member of the public. It is quite another thing to own a zoo and live in it. It certainly enables you to rush out at any hour of the day or night to observe the animals. It also means you are on duty twenty-four hours a day.

The average zoo day begins just before dawn. The sky will be slightly tinged with yellow when you are awakened by the birdsong. You can hear a robin singing. You hear the rich, fruity, slightly **hoarse** cries of the **touracos**, and a joyful blackbird. As the last of his song dies, the white-headed thrush bursts into an excited cry. Looking out into the courtyard, on the velvet green lawns you can see an earnest group of peahens searching the dewy grass. A male peahen is dancing, his burnished tail raised like a fountain in the sunlight.

At eight o' clock the zoo staff arrives. You can hear them shout greetings to each

other. Sounds made by their buckets and brushes are heard. You go out into the cool fresh morning to see if all is right with the zoo.



The monkeys and other mammals live in the long, two-storied granite house. Here you find a lot of activity. The gorillas have been let out of their cages while the cages are cleaned. They gallop about on the floor with the high spirits of children just out of school. They try to **wrench** the electric heaters from their sockets, or break the **fluorescent** lights. Stephen, broom in hand, stands guard over the apes. Inside the gorilla's cages Mike, plump and ever-smiling, is busy along with Jeremy. They sweep up the mess on the floor and scatter fresh white sawdust. Everything, they assure you, is all right. All the animals, excited and eager at the start of a new day, bustle about the cages. Etam, the black Celebes ape, clings to the wire, baring his teeth at you in greeting.

Upstairs in the house, the parrots and parakeets salute you with a **cacophony** of sounds. Suku, the grey parrot cries, "I'm a very fine bird." A host of quick-footed, bright-eyed mongooses **patter** busily around their cages. The hairy **armadillo** lies on its back, paws and nose twitching.

You pass slowly down the house to the big cage at the end where the touracos now live. The male, Peety, I had reared while in West Africa. He peers at you from one of the higher perches. Then, if you call to him, he will fly down and land on a perch nearest to you. Then he will throw back his head and give a husky cry, "Caroo...Caroo... caroo... coo....coo...coo..."

You come out of the birdhouse, then walk to the reptile house. Here, in a pleasant temperature of eighty degrees the reptiles doze. Snakes regard you calmly with lidless eyes. Frogs make gulping sounds; lizards lie draped over rocks and tree trunks.

At ten o' clock the zoo gates open and the first rush of visitors arrive. As they come flooding into the grounds, everyone has to be alert. This is not to ensure that the animals do not hurt the people, but to make sure that the people do not hurt the animals. If an animal is asleep, they want to throw stones at it or **prod** it with sticks to make it move. We have found visitors trying to give the chimpanzees lighted cigarettes and razor blades. The uncivilized behaviour of some human beings in a zoo has to be seen to be believed.



Towards evening the visiting crowd thins out. The slanting rays of the sun light the cage where the crowned pigeons live. As the light fades, the robin ceases to sing and flies off to roost in the mimosa tree. The white-faced owls that have spent all day pretending to be grey tree stumps, now open large golden eyes. Shadows are creeping over the flower beds and rockery. There is a sudden chorus from the chimpanzee's bedroom. You know they are quarrelling over who should have the straw.

As you lie in bed, you watch through the window the moon separating itself from the shadow of the trees. You hear the lions cough. Soon it will be dawn and the chorus of birds will take over; the cold morning air will ring with song.

Word Nest :

hoarse	–	rough-sounding
touracos	–	a species of bird originally from southern Africa
wrench	–	to twist something with force
fluorescent	–	producing bright light
cacophony	–	a mixture of loud, unpleasant sounds
patter	–	a repeated, quick and light sound
armadillo	–	a mammal with claws found in America
prod	–	to push with a finger or with a pointed object

Textual questions:

Exercise 1

Tick the correct answer from the given alternatives:

1. The average day in a zoo begins just before

- (a) dusk
- (b) dawn
- (c) afternoon
- (d) evening

2. The birds searching the dewy grass on the lawn were

- (a) peahens
- (b) peacocks
- (c) robins
- (d) thrushes

3. Stephen with a broom in his hand was guarding over the
- (a) bears
 - (b) gorilla
 - (c) apes
 - (d) armadillo
4. The name of the black Celebes ape was
- (a) Etam
 - (b) Jeremy
 - (c) Mike
 - (d) Stephen
5. The reptiles dozed in the temperature of
- (a) sixty degrees
 - (b) seventy degrees
 - (c) eighty degrees
 - (d) ninety degrees.

Exercise 2

Answer the following questions within fifteen words:

- (1) How does the sky look as one is awakened by the birdsong?
- (2) How do the parrots and parakeets salute the people?
- (3) What do all the animals do at the start of a new day?
- (4) As the light fades, where does the robin fly off to?

Exercise 3

Answer the following questions within twenty-five words:

- (1) What work do Jeremy and Mike do in the gorillas' cages?
- (2) Describe the state of the frogs and snakes in the reptile house.
- (3) What would one see and hear while lying in bed at night?

Grammar in use:

Exercise 4

Classify the underlined adverbs according to their functions in the chart given below:

- (a) I have already done the job.
- (b) Bappa can go anywhere for his work.
- (c) Puja often comes to my place.
- (d) Nargis sings sweetly.

Functions of adverbs

Manner	Time	Place	Frequency

Exercise 5

Underline the clauses in the following sentences and state what kind of clauses they are:

- (a) As he was not there, I spoke to his brother.
- (b) The house where Nazrul was born is in Churulia.
- (c) She said that she would return soon.
- (d) Have you read the book which you borrowed from me?