

BLISS

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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. This series of textbooks, named 'Bliss', 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.


This textbook for Class X 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 apprehension towards the learning of English with an eagerness to learn a language which is not foreign any more.

A group of eminent educationists, teachers and subject experts worked hard to develop the textbook. The book has been illustrated by the renowned artist Samindranath Majumdar. 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 X** is 'empathy and relationship'. 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. 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 : Samindranath Majumdar

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Lesson 1

Father's Help

R. K. Narayan

The author and the text:

R K Narayan (1906-2001) is one of the leading figures of early Indian literature in English. His notable works include *Malgudi Days* and *The Guide*. He was awarded the Sahitya Academy award in 1958 for *The Guide*.

The story, an edited excerpt from *Malgudi Days*, is about a young boy called Swaminathan who is unwilling to go to school, but is forced by his father to attend school. The story explores how, through the events that follow, Swami's original reservations about his teacher, Samuel, get transformed considerably.

Read the following:

Unit 1

Lying in bed, Swami realized with a **shudder** that it was Monday morning. It looked as though only a moment ago it was Friday. Already Monday was here. He hoped he didn't have to go to school.

At nine o' clock, Swaminathan wailed, "I have a headache."

Mother generously suggested that Swami might stay at home. At 9.30, when he ought to have been in the school prayer hall, Swami was lying on the bench in Mother's room.

Father asked him, "Have you no school today?"

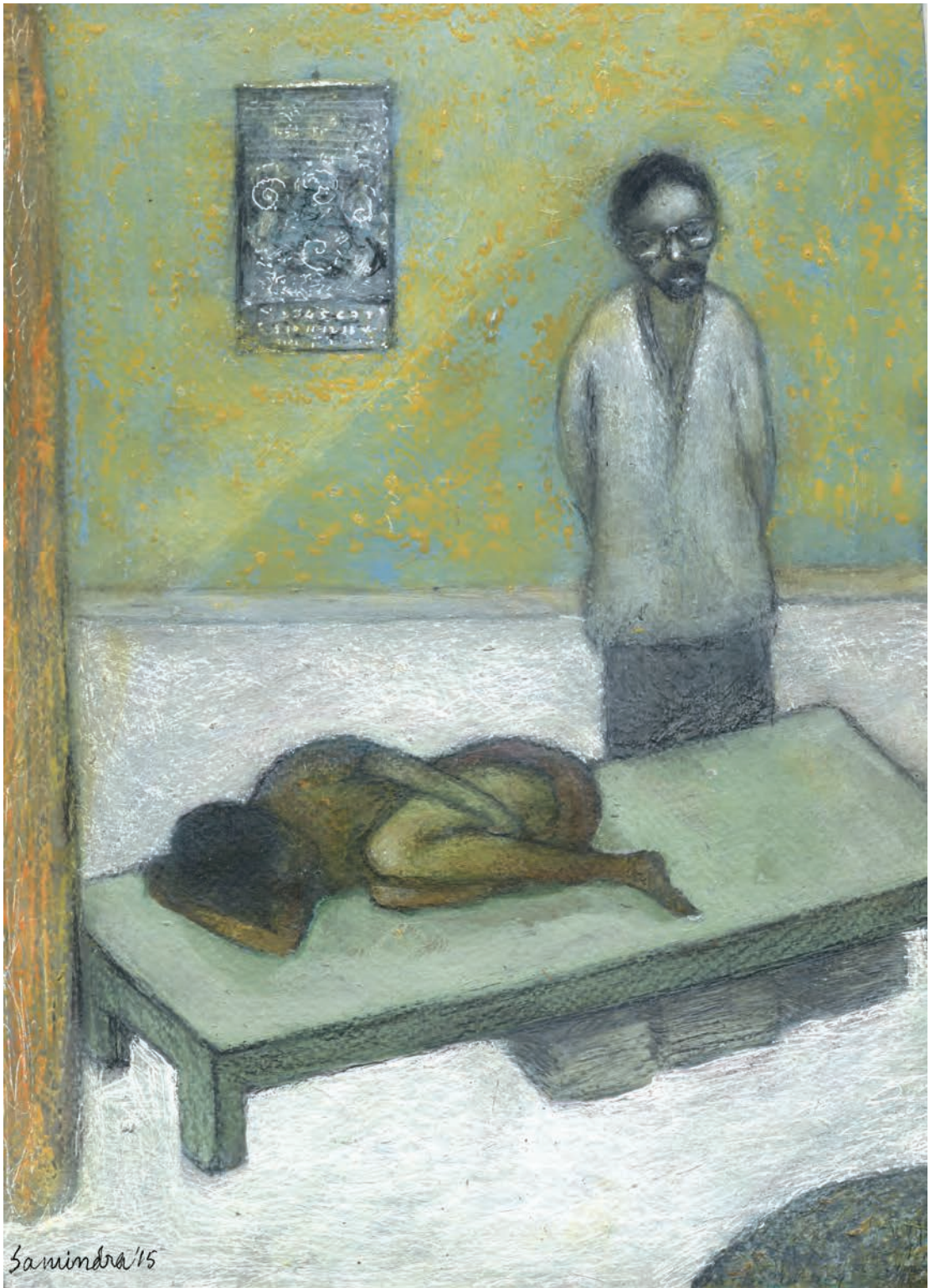
"Headache," Swami replied.

"Nonsense! Dress up and go."

"Headache!"

"**Loaf** about less on Sundays and you will be without a headache on Monday."

Swami knew how strict his father could be. So he changed his tactics. "I can't go so late to the class."



"You'll have to. It is your own fault."

"What will the teacher think if I go so late?"

"Tell him you had a headache and so are late."

"He will scold me if I say so."

"Will he? Let us see. What is his name?"

"Samuel."

"Does he always scold the students?"

"He is a very angry man. He is especially angry with boys who come in late. I wouldn't like to go late to Samuel's class."

"If he is so angry, why not tell your headmaster about it?"

"They say that even the headmaster is afraid of him."

Word nest

shudder : shaking of body caused by fear

loaf : move around in an idle manner

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:

(a) With a shudder Swami realized that it was

(i) Friday

(ii) Thursday

(iii) Wednesday

(iv) Monday

(b) When Swami ought to have been in the school prayer hall, he was lying on the

(i) bench

(ii) table

(iii) bed

(iv) desk

- (c) According to Swami, Samuel is especially angry with boys who are
- (i) absent
 - (ii) late
 - (ii) inattentive
 - (ii) undisciplined

2. Fill in the chart with information from the text:

(a) time when Swami complained of a headache	
(b) person who ordered Swami to dress up and go to school	
(c) name of the teacher mentioned by Swami	

3. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

- (a) Swami said that he had a headache. ☐

Supporting statement: _____

- (b) Swami was lying in his father's room. ☐

Supporting statement: _____

- (c) According to Swami, the headmaster was not afraid of Samuel. ☐

Supporting statement: _____

Read the following:

Unit 2

Swami hoped that with this his father would be made to see why he must avoid school for the day. But Father's behaviour took an unexpected turn. He proposed to send a letter with Swami to the headmaster. No amount of protest from Swami would make him change his mind.

By the time Swami was ready to leave for school, Father had composed a long letter to the headmaster. He put it in an envelope and sealed it.

“What have you written, Father?” Swami asked **apprehensively**.

‘Nothing for you. Give it to your headmaster and go to your class.’

“Have you written anything about our teacher Samuel?”

“Yes. Plenty of things.”

“What has he done, Father?”

“Everything is there in the letter. Give it to your headmaster.”

Swami went to school feeling that he was the worst boy on earth. His conscience bothered him. He wasn’t at all sure if his description of Samuel had been accurate. He felt he had mixed up the real and the imagined.

Swami stopped on the roadside to make up his mind about Samuel. Samuel was not such a bad man after all. Personally he was much more friendly than the other teachers. Swami also felt Samuel had a special regard for him.

Swami’s head was **dizzy** with confusion. He could not decide if Samuel really deserved the allegations made against him in the letter. The more he thought of Samuel, the more Swami grieved for him. To recall Samuel’s dark face, his thin moustache, unshaven cheek and yellow coat filled Swaminathan with sorrow.

Word nest

apprehensively : in a manner which expresses worry that something unpleasant may happen

dizzy : imbalanced and undecided state of mind

Comprehension exercises

4. Choose the correct alternative to complete the following sentences:

- (a) Father decided to send the headmaster a
 - (i) telegram
 - (ii) notice
 - (iii) letter
 - (iv) report

(b) While going to school Swami was bothered by

(i) conscience

(ii) headache

(iii) toothache

(iv) fever

(c) The colour of Samuel's coat was

(i) black

(ii) blue

(iii) white

(iv) yellow

5. Complete the following sentences with information from the text:

(a) Father's behaviour took an _____

(b) Swami went to school feeling _____

(c) Swami stopped on the roadside to _____

6. Answer the following questions:

(a) Where did Father put the letter?

(b) What did Swami fail to decide about Samuel?

(c) How did Samuel look?

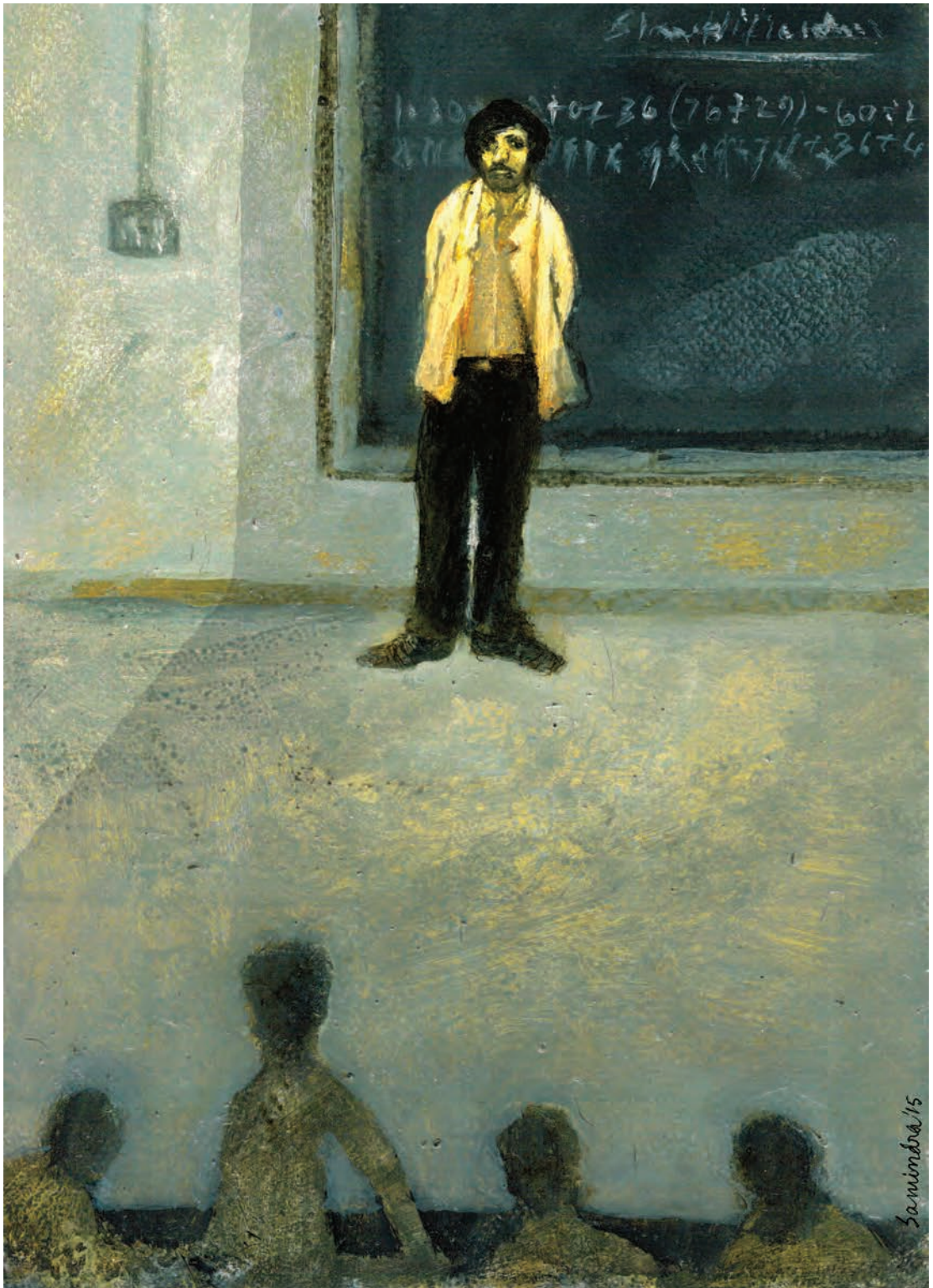
Read the following:

Unit 3

As he entered the school gate, an idea occurred to him. He would deliver the letter to the headmaster at the end of the day. There was a chance Samuel might do something during the course of the day to justify the letter.

Swami stood at the entrance to his class. Samuel was teaching arithmetic. He looked at Swami. Swami hoped Samuel would scold him severely.

"You are half an hour late," Samuel said.



"I have a headache, sir." Swami said.

"Then why did you come at all?"

This was an unexpected question from Samuel.

Swami said, "My father said I shouldn't miss school, sir."

Samuel looked impressed. "Your father is quite right. We want more parents like him."

"Oh, you poor man!" Swami thought, "you don't know what my father has done to you."

"All right, go to your seat."

Swami sat down, feeling sad. He had never met anyone as good as Samuel.

The teacher was inspecting the home lessons. To Swami's thinking, this was the time when Samuel got most angry. But today Samuel appeared very gentle.

"Swaminathan, where is your homework?"

"I have not done my homework, sir," Swami said.

"Why— headache?" asked Samuel.

"Yes, sir."

"All right, sit down," Samuel said.

When the bell rang for the last period at 4.30, Swami picked up his books and ran to the headmaster's room. He found the room locked. The peon told him the headmaster had gone on a week's leave. Swaminathan ran away from the place.

As soon as he entered home with the letter, Father said, "I knew you wouldn't deliver it."

"But the headmaster is on leave," Swami said.

Father **snatched** the letter away from Swami and tore it up.

"Don't ever come to me for help if Samuel scolds you again. You deserve your Samuel," he said.

Word nest

snatched : took away forcibly

Comprehension exercises

7. Choose the correct alternative to complete the following sentences:

(a) When Swami entered the class, Samuel was teaching

- (i) history
- (ii) arithmetic
- (iii) science
- (iv) geography

(b) Swami was late to school by

- (i) half an hour
- (ii) an hour
- (iii) two hours
- (iv) three hours

(c) The headmaster was on a leave for one

- (i) day
- (ii) month
- (iii) year
- (iv) week

8. Complete the following sentences with information from the text:

(a) As Swami entered the school gate, _____

(b) Swami stood at _____

(c) Father snatched the letter away from Swami and _____

9. Fill in the chart with information from the text:

Cause	Effect
(a)	(a) Swami did not do his homework.
(b) Swami never met anyone as good as Samuel.	(b)
(c)	(c) Swami could not deliver the letter.

Grammar in use

10. Choose the correct alternative to complete the following sentences:

- (a) Rina (take/takes/took) the bus to school everyday.
- (b) Last Monday, while we (was watching/have been watching/were watching) the television, the electricity went off.
- (c) By this time tomorrow they (will have left/will have leave/will had left).

11. Fill in the blanks with appropriate articles and prepositions:

Arifa, the younger _____ the two girls, has cracked IIT, while _____ older one is _____ engineer _____ a multinational company.

Writing activities

Read the following letter carefully:

The Editor

The Statesman

4, Chowringhee Square

Kolkata-700001

Sub: Irregular clearance of garbage

Sir,

Through your esteemed daily, I would like to express my concern about irregular clearance of garbage in my locality that has made the lives of the people living here unbearable. The environment of the locality has become unhygienic. The garbage bins and the pavements are overflowing with heaps of waste. The uncollected garbage is left to rot and the air is filled with foul smell. This is also creating health hazards. The locality has become a breeding ground of mosquitoes and flies that spread diseases like cholera and malaria. Some residents suffering

from such diseases have already been hospitalized. If measures are not immediately taken for regular removal of garbage in the area, then the spread of diseases might rise to alarming proportions.

I would therefore, on behalf of the residents of the locality, request the authorities to arrange for regular disposal of garbage.

Thanking you.

Yours sincerely,

Ranjan Ghosh

16, Panchanantala Lane

Howrah - 711312

23rd May, 2015

A letter to the Editor of a newspaper is a formal letter usually read by a large number of people. It should be to the point, clear and brief. It generally has eight parts:

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

12. Write a letter to the editor of a newspaper (within 100 words) about the problems faced by commuters due to reckless driving of public vehicles.

Lesson 2

Fable

Ralph Waldo Emerson

The author and the text:

Ralph Waldo Emerson (1803-1882) was an American essayist, lecturer, and poet. His famous poems include 'Concord Hymn' and 'Brahma'.

The poem describes a conversation between the squirrel and the mountain. The squirrel points out that in this world every being, living or non-living, big or small, have their individual reasons for existence.

Read the following poem:

The mountain and the squirrel
Had a quarrel:
And the former called the latter 'Little **Prig**.'
Bun replied,
'You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so **spry**.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut.'



Word nest

- prig : one who puts on an appearance of being morally correct
bun : squirrel
spry : full of life and energy

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:
 - (a) The quarrel was between the mountain and the
 - (i) rabbit
 - (ii) rat
 - (iii) cat
 - (iv) squirrel
 - (b) Bun has no doubt that the mountain is
 - (i) small
 - (ii) big
 - (iii) noble
 - (iv) kind
 - (c) Unlike a mountain, a squirrel can crack a
 - (i) nut
 - (ii) joke
 - (iii) stone
 - (iv) lock
2. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:
 - (a) The mountain called the squirrel "Little Bun". ☐
Supporting statement: _____
 - (b) The squirrel is spryer than the mountain. ☐
Supporting statement: _____

- (c) The mountain can carry forests on its back.

☐

Supporting statement: _____

3. Answer the following questions:

- (a) Who had a quarrel with the squirrel?
- (b) What is not a disgrace to the squirrel?
- (c) What is it that the squirrel doesn't deny?

Grammar in use

4. 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) Rabi met his friend in the park.
- (b) Tanushree cannot tolerate cruel behaviour to animals.
- (c) His proposal was rejected.

List: turn down, come over, put up with, come across

5. Change the voice of the following sentences:

- (a) Lock the door.
- (b) Ashim knows the solution to this problem.
- (c) I had written a letter.

Writing activities

- 6. Write a letter to your friend (within 100 words) advising her / him to visit the public library in her / his locality as frequently as possible.
- 7. Write a paragraph (within 100 words) on the benefits of early morning exercises using the following points:

good for health— fresh air— keeps one active throughout the day

Lesson 3

The Passing Away of Bapu

Nayantara Sehgal

The author and the text:

Nayantara Sehgal(1927-) is one of the first female Indian writers in English to receive wide recognition. Her fiction deals with India's response to the crisis brought about by political changes. She won the Sahitya Academy award in 1986 for her novel *Rich like Us*.

The text, an extract from Nayantara Sehgal's memoir *Prison and Chocolate cake*, recounts the incidents following the death of Gandhiji. It vividly describes not only the author's personal sense of loss, but also the collective grief of the entire nation at the passing away of Mahatma Gandhi.

Read the following:

Unit 1

I was having tea at home on the evening of 30th January, 1948, when I was called to Birla house by an urgent telephone. Gandhiji had been shot on his way to a prayer meeting. I was numb with shock as I got into the car.

At the Birla House, Gandhiji's relatives and followers had gathered round his body. There was silence in the room as Gandhiji breathed his last. Words of Bapuji's death had spread through Delhi like a flame fanned by wind. Sad groups of men and women had collected around Birla House. Out of every window one could see a brown blur of faces. They did not make a sound. There was an unnatural silence. It was as if time stood still for those few minutes.

The people were too stunned to speak in the beginning. Later they **clamoured** wildly, shouting and crying. They **jostled** one another in a stampede to break into the house. They calmed a little when it was announced that they would be allowed to see Gandhiji before the funeral.

When one is faced with the shock of a loved one's death, one **whimpers**: "What will become of me now that he has left me?" This was surely the question uppermost in the mind of the mourning people. They looked like lost children. It was the question in many of our hearts as we sat, still shocked and unbelieving. We listened to the broadcast telling the people of India that their Bapu was no more.

Word nest

- clamoured : demanded loudly
jostled : forced one's way by pushing
whimpers : makes low, crying noises

Comprehension exercises

1. Choose the correct alternative to complete the following sentences:
 - (a) Gandhiji had been shot on his way to
 - (i) the Birla House
 - (ii) the author's house
 - (iii) a prayer meeting
 - (iv) a family gathering
 - (b) The author came to know of Gandhiji's death by
 - (i) a letter
 - (ii) a telephone call
 - (iii) a telegram
 - (iv) a public broadcast

- (c) When one is faced with the shock of a loved one's death, one
- (i) whimpers
 - (ii) laughs
 - (iii) claps
 - (iv) shouts

2. Fill in the chart with information from the text:

(a) date on which Gandhiji was shot dead	
(b) place where Gandhiji breathed his last	
(c) information given by the broadcast	

3. State whether the following statements are True or False. Provide sentences/ phrases/words in support of your answer:

- (a) The author received an urgent telephone call in the morning. ☐

Supporting statement: _____

- (b) People attempted to break into the Birla House. ☐

Supporting statement: _____

- (c) The news of Gandhiji's death did not shock the people. ☐

Supporting statement: _____

Read the following:

Unit 2

Gandhiji's funeral was to take place the day after his death. Hours in advance, people lined the route the funeral procession was to follow. Padmasi, Mrs Naidu's daughter, spoke for us all when she said simply: we will walk. It is the last time we shall be walking with Bapu.



It was an agonizing walk. Thousands silently watched the procession. Bapu lay on an open truck covered with flowers. Thousands of people wept, trying to touch Bapu's feet. It was impossible to move in the thick crowd.

As I moved forward slowly I understood I was not merely in the midst of grieving people. This was even more than the funeral procession of India's beloved leader. I was among people for whom walking with Bapu had a special meaning. We had walked with Bapu over the rough and smooth of India's recent history. We could not now accept the fact that the man who had led us over many difficult paths, was never going to walk with us again. Bapu's slight figure had walked, **staff** in hand, over a large part of India. To walk is to make slow progress. It is to think with **clarity** and closely look at all that is around you, from small insects to the horizon in the distance. Moreover, to walk was often the only way open to the average Indian. It required no vehicle except his own body and cost him nothing but his energy. Gandhiji took this necessity, as he took much that was **commonplace** and transformed it into a joyful effort.

Word nest

- staff : walking-stick
clarity : ability to clearly think about or understand something
commonplace : ordinary

Comprehension exercises

4. Choose the correct alternative to complete the following sentences:

(a) Gandhiji's funeral was to take place

- (i) on the day of his death
- (ii) two days after his death
- (iii) one day after his death
- (iv) a week after his death

(b) Padmasi was Mrs. Naidu's

- (i) niece
- (ii) sister
- (iii) friend
- (iv) daughter

- (c) While walking, Bapu used to carry in his hand a/an
- (i) flag
 - (ii) staff
 - (iii) umbrella
 - (iv) cane

5. Complete the following sentences with information from the text:

- (a) Thousands of people wept, trying _____
- (b) The author was among people for whom walking _____
- (c) To walk is to _____

6. Fill in the chart with information from the text:

Statement	Reason
(a) It was impossible to move.	
(b) Padmasi declared that they would walk with Gandhiji in the funeral procession.	
(c) To walk was often the only way open to the average Indian.	

Read the following:

Unit 3

Some days after the funeral, a special train took Gandhiji's ashes to Allahabad. The compartment was **decked** with flowers. People on the train sang *bhajans*. People did not weep anymore for they could feel Gandhiji's presence amid the flowers and the songs. At every station sorrowful crowds filled the platform. Amid song and prayer the train reached Allahabad. The ashes were immersed in the Ganges where a huge crowd had gathered at the bank. Afterwards we all went back to Delhi.



Back in Delhi, I felt at sea. I had not directly walked with Gandhiji, gone to prison at his call or made any sacrifice for my country. My sisters and I, and other young people like me, had been merely onlookers. But still I felt at sea. I felt I had grown up within a magic circle. With Bapu's passing away, I felt the magic circle had vanished, leaving me unprotected.

With an effort I roused myself. I asked myself—had Bapu lived and died for nothing? How could I so easily lose courage when he was no longer there? My values were not so weak. Millions of people would have been ordinary folk but for Bapu. He brought them out of **indifference** and awakened them to one another's suffering. What if now Bapu is gone? We were still there, young, strong and proud to bear his banner before us.

Bapu had passed away but his India would continue to live in his children.

Word nest

decked : decorated

indifference : lack of interest

Comprehension exercises

7. Choose the correct alternative to complete the following sentences:

(a) Gandhiji's ashes were taken to

(i) Ahmedabad

(ii) Allahabad

(iii) Delhi

(iv) Benaras

(b) A huge crowd had gathered by the

(i) Ganges

(ii) Yamuna

(iii) Brahmaputra

(iv) Narmada

(c) Gandhiji awakened people to one another's

(i) indifference

(ii) jealousy

(iii) suffering

(iv) greed

8. Complete the following sentences with information from the text:

(a) People on the special train _____

(b) The author felt she had grown up within _____

(c) Bapu had passed away but _____

9. Fill in the chart with information from the text:

Cause	Effect
(a)	People did not weep anymore.
(b) The magic circle vanished.	
(c)	The author felt that she wouldn't lose courage so easily.

Grammar in use

Read the following pairs of sentences:

1. Men and women were sad. They collected around Birla House.
2. Gandhiji is a great leader. He is known as the Father of the Nation.
3. The people were stunned. They could not speak in the beginning.
4. The funeral was over. The narrator returned to Delhi.
5. The ashes were immersed in the Ganges. Then the sun set.
6. We listened to the broadcast. We realized that Bapu was no more.

Now, read the following sentences:

1. **Being** sad, men and women collected around Birla House. (participle)
2. Gandhiji, **Father of the nation**, is a great leader. (phrase in apposition)
3. The people were too stunned **to speak** in the beginning. (infinitive)
4. The **funeral over**, the narrator returned to Delhi. (nominative absolute)
5. The ashes were immersed in the Ganges **by sunset**. (adverbial phrase)
6. **On listening** to the broadcast, we realized that Bapu was no more. (preposition with a gerund)

Here we see that two or more simple sentences can be joined into a single simple sentence by using a participle, noun or phrase in apposition, infinitive, nominative absolute, adverb or adverbial phrase and preposition with a gerund.

10. Join the following pairs of sentences into single sentences as directed:

- (a) I saw a snake. I ran away. (use participle)
- (b) He learns music. He listens to the chords. (use preposition with gerund)
- (c) Gold is a precious metal. It is used to make ornaments. (use noun in apposition)
- (d) Ramu has some money. He can buy books. (use infinitive)
- (e) The sky was cloudy. We postponed our journey. (use nominative absolute)
- (f) The boy wrote the answer. The answer was incorrect. (use adverbial phrase)

Read the following pairs of sentences:

1. I was filled with sadness. I was numb with shock.
2. We heard of Bapu's death. We could not accept the fact.

3. They did not make a sound. They did not stir.
4. People did not weep anymore. They could feel Gandhiji's presence amid the flowers and the songs.

Now, read the following sentences:

1. I was **not only** filled with sadness **but also** numb with shock. (cumulative conjunction)
2. We heard of Bapu's death **but** could not accept the fact. (adversative conjunction)
3. **Neither** did they make a sound **nor** did they stir. (alternative conjunction)
4. People did not weep anymore **for** they could feel Gandhiji's presence amid the flowers and the songs. (Illative conjunction)

Here we see that two or more simple sentences can be joined into a single compound sentence by using cumulative conjunctions (adding one statement to the other), adversative conjunctions (express contrast), alternative conjunction (express a choice between two alternatives) and Illative conjunction (based upon drawing inferences from two or more statements).

Note:

'Both', 'and', 'not only... but also' are **Cumulative Conjunctions**. 'But', 'still', 'yet', 'nevertheless', 'however', are **Adversative Conjunctions**. 'Or', 'either...or', 'neither...nor' are **Alternative Conjunctions**. 'Therefore', 'for', 'so', 'as', are **Illative Conjunctions**.

11. Join the following pairs of sentences into single compound sentences as directed:
 - (a) The old man is unwell. He cannot go out. (use Illative conjunction)
 - (b) He is honest. He is humble. (use cumulative conjunction)
 - (c) Sonali cannot write poetry. She keeps on trying. (use adversative conjunction)

- (d) Study hard. You will not pass the examination. (use alternative conjunction)

Read the following pairs of sentences:

1. I was not merely in the midst of grieving people. I understood this.
2. It was a walk. It was agonizing.
3. I was having tea at home. It was evening.

Now, read the following sentences:

1. I understand **that I was not merely in the midst of grieving people.** (noun clause)
2. It was a walk **which was agonizing.** (adjective clause)
3. I was having tea at home **when it was evening.** (adverb clause)

Here we see that two or more simple sentences are joined into a single complex sentence by using noun, adjective or adverb clauses. Note that these clauses act as dependent clauses in the joined sentences.

12. Join the following pairs of sentences into single complex sentences as directed:

- (a) Rabindranath Tagore is a famous poet. He won the Nobel Prize. (use adjective clause)
- (b) He returned home. Everyone in the family had fallen asleep. (use adverb clause)
- (c) The sun rises in the east. Everyone knows it. (use noun clause)

13. Join the following pairs of sentences into single sentences as directed:

- (a) It rained hard. The roads were not flooded. (compound sentence)
- (b) He completed his work. He took rest. (simple sentence)
- (c) Rahul is a great singer. He can sing different kinds of songs. (complex sentence)

- (d) The time of departure of the train has changed. Alia knew it. (complex sentence)
- (e) I do not watch television. I do not listen to the radio. (compound sentence)
- (f) The child was short. The child could not pick the guava from the tree. (simple sentence)

Read the following pairs of sentences:

1. I was numb with shock as I got into the car.
2. Bapu had passed away but his India would continue to live in his children.

Sentence 1 carries two ideas:

‘I was numb with shock’ and ‘I got into the car’.

It can be split into simple sentences:

- I was numb with shock. I got into the car.

Sentence 2 carries two ideas:

‘Bapu had passed away’ and ‘his India would continue to live in his children’.

It can be split into simple sentences:

- Bapu had passed away. His India would continue to live in his children.

Sentences are split according to the ideas present in the sentences.

Now, read the following sentences:

1. It was the question in many of our hearts as we sat, still shocked.
2. There was silence in the room as Gandhiji breathed his last.

Sentence 1 carries two ideas. The first idea is ‘It was the question in many of our hearts’ and the second idea is ‘we sat, still shocked’. So the sentence can be split in this way:

- It was the question in many of our hearts. We sat, still shocked.

Sentence 2 carries two ideas. The first idea is ‘There was silence in the room’ and

the second idea is 'Gandhiji breathed his last'. So the sentence can be split in this way:

- Gandhiji breathed his last. There was silence in the room.

Sentences are split according to the sequence of ideas.

Read the following sentences:

1. Words of Bapuji's death had spread through Delhi like a flame fanned by wind.
2. Back in Delhi, I felt at sea.

Sentence 1 can be split into two sentences:

- Words of Bapuji's death had spread through Delhi. Words spread like a flame fanned by wind.

Sentence 2 can be split into two sentences:

- I was back in Delhi. I felt at sea.

The subject 'It' and the subject 'I' are provided while splitting the sentences.

Thus, sentences are split according to—

- (i) the number of ideas,
- (ii) the sequence of ideas,
- (iii) the subject implied in the sentence.

14. Split the following into two sentences:

- (a) It rained and I could not leave my room.
- (b) He thought that he could win the race.
- (c) Having been informed of the trouble, the Principal left for home.
- (d) Nasir, who was the captain of the team, scored a century.

Writing activities

15. Write a biography of Maulana Abul Kalam Azad (within 100 words) based on the hints given below:

born on 11 November 1888—composed poetry in Urdu—worked as a journalist, protested against British Raj—enthusiastic supporter of Gandhiji's ideas—wrote many books—like 'India wins freedom', 'Ghubar-e-Khatir' etc.—first Education Minister of independent India—birthday celebrated as National Education Day—died on 22 February 1958

16. Use the following flow-chart to write a paragraph (within 100 words) on how a building is constructed:

drawing of a plan of the building by the architect—getting the plan sanctioned by the corporation or municipal authorities—engaging masons and labourers—starting the construction with bricks, cement and sand—fitting doors and windows—plastering of walls—wiring—electric and water connections—painting—building completed—fit for living