

# Unit 2

## Humour

Reading A

The Never-Never Nest

Reading B

Excuses, Excuses and Excuses...

Reading C

Uncle Podger Hangs a Picture

“I have many problems in my life. But my lips don’t know that. They always smile.”

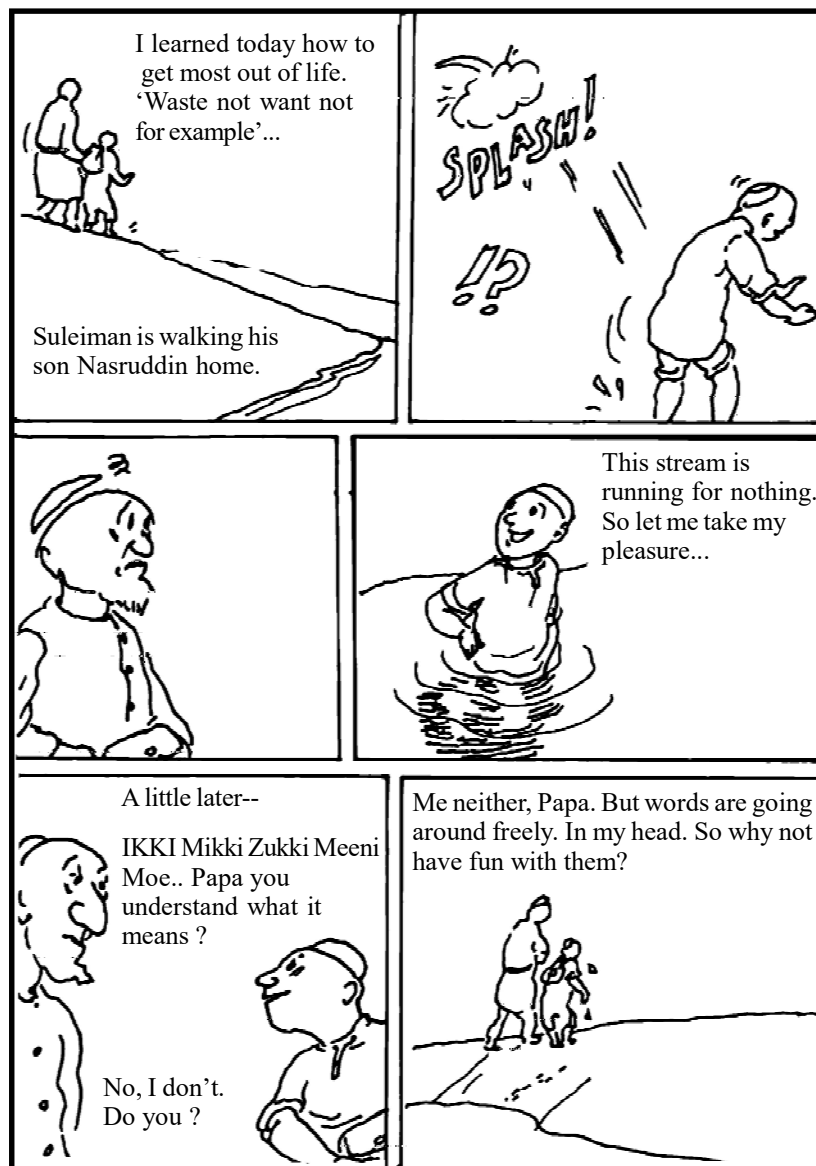
**Charlie Chaplin**



## Humour

### Pre-reading

Read the comic strip given below and answer the questions:



- Did this make you laugh? What lesson did the son learn?
- What is the pleasure that Nasruddin tries to take?
- What did Nasruddin mean to say by IKKI Mikki Zukki.....?
- Tell your class some more jokes like this

## Reading A

# The Never-Never Nest



### Characters

Jack

Jill, his wife

Aunt Jane

Nurse

**Scene:** *The lounge of Jack and Jill's Villa at New Hampstead. The essential furniture consists of a table on which are writing materials, and two chairs. As the curtain rises the lounge is empty, but Jack and Jill come in immediately, followed by Aunt Jane.*

Jill: And this is the lounge.

Aunt Jane: Charming! Charming! Such a cozy little room! And such pretty furniture.

Jack (*modestly*): We like it, you know, handy place to sit in and listen to the radiogram.

Aunt Jane: Oh, have you got a radiogram as well as a car and a piano?

Jack: Why, of course, Aunt Jane. You simply must have a radio set nowadays.

Jill: And it's so nice for me when Jack's away at business. I even make him move it into the kitchen, so that I can listen to it while I cook.

Jack: Sit down, Aunt Jane, You must be tired—and we've shown you everything now.

Jill: What do you think of our little nest, Aunt Jane?

Aunt Jane: I think it's wonderful, my dears. The furniture—and the car—and the piano—and the refrigerator and the radio—what's it—it's wonderful, really wonderful!

Jack: And we owe it all to you.

Aunt Jane: Yes, Jack, that's what's worrying me.

Jack: Worrying you, Aunt Jane?



Aunt Jane: Yes. That cheque I gave you for your wedding present—it was only two hundred pounds, wasn't it? I— didn't put two thousand by mistake?

Jill: Why no, Aunt Jane. What on earth made you think that?

Aunt Jane (*relieved*): Well, that's all right. But I still don't altogether understand.

This house—it's very lovely—but doesn't it cost a great deal for rent?

Jack: Rent? Oh, no, we don't pay rent.

Aunt Jane: But, Jack, if you don't pay rent, you'll get turned out—into the street. And that would never do. You've Jill and the baby to think of now, you know.

Jack: No, no, Aunt Jane. You misunderstood me. We don't pay rent because the house is ours.

Aunt Jane: Yours?

Jill: Why, yes; you just pay ten pounds and it's yours.

Jack: You see, Aunt Jane, we realized how uneconomic it is to go on paying rent year after year, when you can buy and enjoy a home of your own for ten pounds—and a few quarterly payments, of course. Why be Mr. Tenant when you can be Mr. Owner?

Aunt Jane: I see. Yes, there's something in that. Even so, you must be getting on very well to keep up a place like this.

Jill: Oh, he is, Aunt Jane. Why, only last year he had a five shilling rise—didn't you, Jack?

Jack (*modestly*): Of course that was nothing, really. I'm expecting ten this Christmas.

Aunt Jane (*suddenly*): Jack! I've just thought of something. That car—is it yours?

Jill: Of course it's ours.

Aunt Jane: All yours?

Jack: Well, no. Not exactly all.

Aunt Jane: How much of it?

Jill: Oh, I should say the steering wheel—and one of the tyres — and about two of the cylinders. But don't you see, that's the wonderful thing about it.

Aunt Jane: I don't see anything wonderful about it.

Jill: But there is, Aunt Jane. You see, although we could never buy a car outright, we can enjoy all the pleasures of motoring for a mere five pounds down.

Aunt Jane: And the rest by easy instalments, I suppose.

Jill: Exactly.

Aunt Jane: Exactly. And What about The radio-what's it?

Jack: Well, that's the—

Aunt Jane: And the piano?

Jill: Well, of course—

Aunt Jane: And the furniture?

Jack: I—I'm afraid so—

Aunt Jane: I suppose all you own is this leg. *(She points to one)*

Jill: Well, no, as a matter of fact, it's that one. *(She points to another.)*

Aunt Jane: And the rest belongs to Mr. Sage, I suppose?

Jill : Er—Yes.

Aunt Jane: Well. I'm not going to sit on—Mr. Sage's part for any one.

*(She stands up.)* Now, tell me, how much do all these instalments come to?

Jack: Well, actually—*(He takes out his pocket-book and consults it.)*—actually to seven pounds eight and eight pence a week.

Aunt Jane: Good heavens! And how much do you earn?

Jack: As a matter of fact—er—that is—six pounds.

Aunt Jane: But that's absurd! How can you pay seven pounds eight and eight pence out of six pounds?

Jack: Oh, that's easy. You see, all you have to do is to borrow the rest of the money for the payments from the Thrift and Providence Trust Corporation.

Jill: They're only too glad to loan you any amount you like, on note of hand alone.

Aunt Jane: And how do you propose to pay that back?

Jack: Oh, that's easy, too. You just pay it back in instalments.



Aunt Jane: Instalments! *(She claps her hand to her forehead and sinks back weakly into the chair. Then realizes that she is sitting on Mr. Sage's piece and leaps to her feet again with a little shriek.)*

Jack: Aunt Jane! Is anything the matter? Would you like to lie down?

Aunt Jane: Lie down? Do you suppose I'm going to trust myself in a bed that belongs to Mr. Sage, or Marks and Spencer, or somebody? No, I am going home.

Jill: Oh, must you really go?

Aunt Jane: I think I'd better.

Jack: I'll drive you to the station.

Aunt Jane: What! Travel in a car that has only one tyre and two thingummies! No thank you—I'll take the bus.

Jack: Well, of course, if you feel like that about it....

Aunt Jane *(relenting a little)*: Now, I'm sorry if I sounded rude, but really I'm shocked to find the way you're living. I've never owed a penny in my life—cash down, that's my motto and I want you to do the same. *(She opens her handbag.)* Now look, here's a little cheque I was meaning to give you, anyway. *(She hands it to JILL.)* Suppose you take it and pay off just one of your bills—so that you can say one thing at least really belongs to you.

Jill *(awkwardly)*: Er—thank you. Aunt Jane. It's very nice of you.

Aunt Jane *(patting her arm)*: There! Now I must be going.

Jack: I'll see you to the bus, anyway.

Jill: Good-bye, Aunt Jane—and thanks so much for the present.

Aunt Jane *(kissing her)*: Good-bye, my dear. *(She and Jack go out. Jill looks at the cheque and exclaims 'Ten pounds!'* Then she hurries to the table, addresses an envelope, endorses the cheque and slips it inside with a bill which she takes from the bag and seals the envelope. Then she rings the bell. In a moment the Nurse comes in with the baby in her arms.)

Jill: Oh, nurse. I want you to run and post this for me. I'll look after baby while you're gone.

Nurse: Certainly, madam. *(She hands the baby to Jill, takes the letter, and goes.)*

*(A second later Jack comes in again.)*

Jack: Well, she's gone! What a tartar! Still, she did leave us a bit on account—how much was it?

Jill: Ten pounds.

Jack (*with a whistle*): Phew! That's great! We can pay off the next two months on the car with that.

Jill: I—I'm afraid we can't—

Jack: Why ever not?

Jill: You see, I—I've already sent it off for something else. Nurse has just gone to post it.

Jack: Well that's all right. Who have you sent it to?

Jill: Dr. Martin.

Jack: Dr. Martin! What on earth possessed you to do that?

Jill (*nearly in tears*): There! Now you're going to be angry with me.

Jack: I'm not angry! But why waste good money on the doctor? Doctors don't expect to get paid anyway.

Jill (*sobbing a little*): Bu—but 'you don't understand —

Jack: Understand what?

Jill: Why; just one more instalment and Baby's Really ours!

(*She is holding out the infant, a little pathetically, as we Blackout.*)

**Cedric Mount**

### About the author

**Cedric Mount** is an English playwright. He has written in English and French. He wrote many satires during the first half of the twentieth century.

### Meanings in context

lounge	: a room in a house that is used for sitting or entertaining guests
radiogram	: an entertainment device that combined a radio and a record player or a gramophone
villa	: a large and luxurious country residence
shriek	: a high loud cry
tartar	: an irritable person





phew	:	expressing shock or relief
motto	:	a guiding slogan
pound	:	the unit of money in the United Kingdom worth 100 pence
shilling	:	a British coin in use till 1971
absurd	:	not logical
relent	:	finally agree to something after initial refusal
Marks and Spencer:		a British multinational retailer of goods
thingummy	:	a word used in spoken english when name of the object has been forgotten
endorse	:	to put signature on the back of a cheque in order to make it able to be paid to someone

## Comprehension

- I. Read the questions or the statements given in column I and say who asked these questions or made these statements to whom and in which context?

	I	II	III	IV
	Questions or statements	Who said	To whom	In which context
i.	What do you think of our little nest, Aunt Jane?			
ii.	No, No, Aunt Jane. You misunderstand me.			
iii.	I'm expecting ten this Christmas			
iv.	They're only too glad to loan you any amount you like, on note of hand alone.			
v.	Aunt Jane! Is anything the matter? Would you like to lie down?			
vi.	Er-thank you. Aunt Jane. It's very nice of you.			
vii.	Good-bye, Aunt Jane— and thanks so much for the present.			



## II. Answer the following questions.

1. Choose the correct answer from the options given below each of the following questions.
  - i. Why didn't Jack and Jill pay rent for their house? They didn't pay the rent because
    - (a) they were too poor to pay the rent.
    - (b) they were staying in the house illegally.
    - (c) they had bought the house on instalments
  - ii. How much did Aunt Jane give Jack and Jill as their wedding present?
    - (a) one hundred pounds
    - (b) two hundred pounds
    - (c) one thousand pounds
  - iii. How much did Jack and Jill pay to get a car?
    - (a) five pounds
    - (b) ten pounds
    - (c) five hundred pounds
  - iv. Why did Aunt Jane refuse to lie down on the bed? She didn't lie down on the bed because
    - (a) she was angry with Jack and Jill.
    - (b) the bed did not belong to Jack and Jill.
    - (c) she was in a hurry to leave the house of Jack and Jill.
  - v. Why did Aunt Jane gift a cheque of ten pounds to Jack and Jill?... because
    - (a) Jack and Jill asked Aunt Jane to help them with a cheque.
    - (b) Jack and Jill wanted to repay their loans.
    - (c) Aunt Jane thought that Jack and Jill could make full payments for at least one of their bills.
  - vi. What did Jack intend to do with the ten pounds cheque?
    - (a) He wanted to pay off the instalments to the doctor.
    - (b) He wanted to pay off the instalments for the houses.
    - (c) He wanted to pay off the instalments for the car.



- vii. How many persons were present in the house when Aunt Jane visited Jack and Jill?
- four
  - five
  - six
- Describe Jack and Jill's house and the things that impressed Aunt Jane.
  - Why was Aunt Jane worried about her gift cheque?
  - Why did Jack say that it was better 'to be Mr. Owner than to be Mr. Tenant'?
  - Why did Aunt Jane say that she would take a bus rather than go by Jack's car?
  - What did Jill do with the ten pound cheque presented by Aunt Jane?
  - Many people are in the habit of buying things on instalment? Do you support this trend? Give reasons for your answer.
  - Describe a situation which you find most humorous in the play.
  - What do you understand by the title 'The Never, Never Nest'? Can you suggest a new title?

## Vocabulary



- I. Tick (✓) the words which are similar to the words given in bold.
- Charming! Such a **cosy** little room.
    - costly
    - cute
    - comfortable
  - Aunt Jane (*suddenly*): Jack! I've just thought of something. That car—is it yours?  
 Jill: Of course it's ours.  
 Aunt Jane: All yours?  
 Jack: Well, no. Not **exactly** all.
    - immediately
    - completely
    - correctly
  - Now, tell me, how much do all these **instalments** come to?
    - loans
    - full payment
    - part payment

4. Yes, Jack, that's what's **worrying** me.
- (a) surprising
  - (b) irritating
  - (c) troubling
5. Suppose you take it and **pay off** just one of your bills
- (a) give away
  - (b) make full payment
  - (c) pay in instalments

## Grammar



### Use of 'do', 'does' 'did'

Look at the use of 'do' in the following dialogues:

Jill: What **do** you think of our little nest, Aunt Jane?

Aunt Jane: But, Jack, if you **don't** pay rent, you'll get turned out—into the street.

Jill: Oh, I should say the steering wheel—and one of the tyres — and about two of the cylinders. But **don't** you see, that's the wonderful thing about it.

Aunt Jane: I **don't** see anything wonderful about it.

Aunt Jane: And how **do** you propose to pay that back?

Jack: I'm not angry! But why waste good money on the doctor? Doctors **don't** expect to get paid anyway.

### The use of the verb 'do'

'Do' is one of the three auxiliary verbs (be, do, have) in English and is used to make question and negative forms (do + not). Note that we use do with I, we, you, they and plural subjects and does is used with singular subjects.

### The use of the verb 'did'

'Did' is the past tense form of the verb *do*. It commonly appears before another verb. When there is an auxiliary verb, the main verb does not need to be marked for tense, because the tense is shown in the auxiliary. Consider the following sentences.

1. Didn't the students like the story?
2. Did you buy the car on instalment?



## Remember

The shortened forms *don't*, *doesn't* and *didn't* are used in everyday informal language. The full forms **do not**, **does not** and **did not** are used in more formal situations.

**Fill in the blanks in the following conversation with the appropriate form of verbs *do* and *did*.**

Jill: Hi Mum. Can you guess who visited us this morning?

Mother: Sorry, I can't.

Jill: Aunt Jane, Mum.

Mother: Jane visited you this morning?

Jill: Yes, she visited us this morning.

Mother: Did she like your house?

Jill: Yes, Mum. She liked our house. But she \_\_\_\_\_ like the idea of buying it on instalment.

Mother: How silly! She has very old fashioned ideas, I'm afraid.

Jill: Yes, Mum. She has very old fashioned ideas.

Jack: She was rather too worried.

Jill: She even refused to sit on the furniture.

Mother: Why \_\_\_\_\_ she refuse to sit on the furniture? That's amazing!

Jack: But Aunt Jane was very kind and considerate. \_\_\_\_\_ you know what she gave us at the time of her departure?

Mother: What \_\_\_\_\_ she give you?

Jill: A ten pound cheque.

Mother: She gave you a ten pound cheque!

Jill: Yes, yes. A ten pound cheque.

Mother: What \_\_\_\_\_ you propose to do with that extra money?

Jill: We have spent it already.

Mother: Good heavens, you spent it already! What \_\_\_\_\_ you do with that money?

Jill: I sent it to Dr. Martins. \_\_\_\_\_ I do a good thing, Mum?

Mother: To Dr. Martins? Why \_\_\_\_\_ you send it to Dr. Martin?

Jill: For the last instalment

Mother: Oh, I see. How nice of you! You did the right thing, my dear.

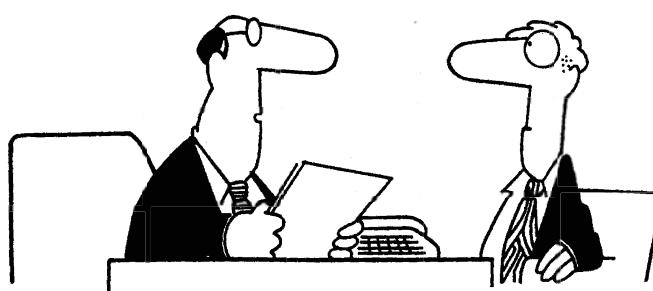
Jill: Thanks, mum.

## Project Work

### I. Look at the following cartoons.



*"Thank you for calling the Weight Loss Hotline,  
If you'd like to lose half pound right now,  
press 1 twenty thousand times."*



*"I'd like to offer you a seven-figure salary -  
Rs. 15,525.95"*

What do you find funny in them? Collect four such funny cartoons from newspapers and magazines and discuss in groups what makes them humorous. Then, present these points to the whole class.

### II. Hold a best-joke contest. Have students rate the submitted jokes or read them aloud to determine the level of humour in them.



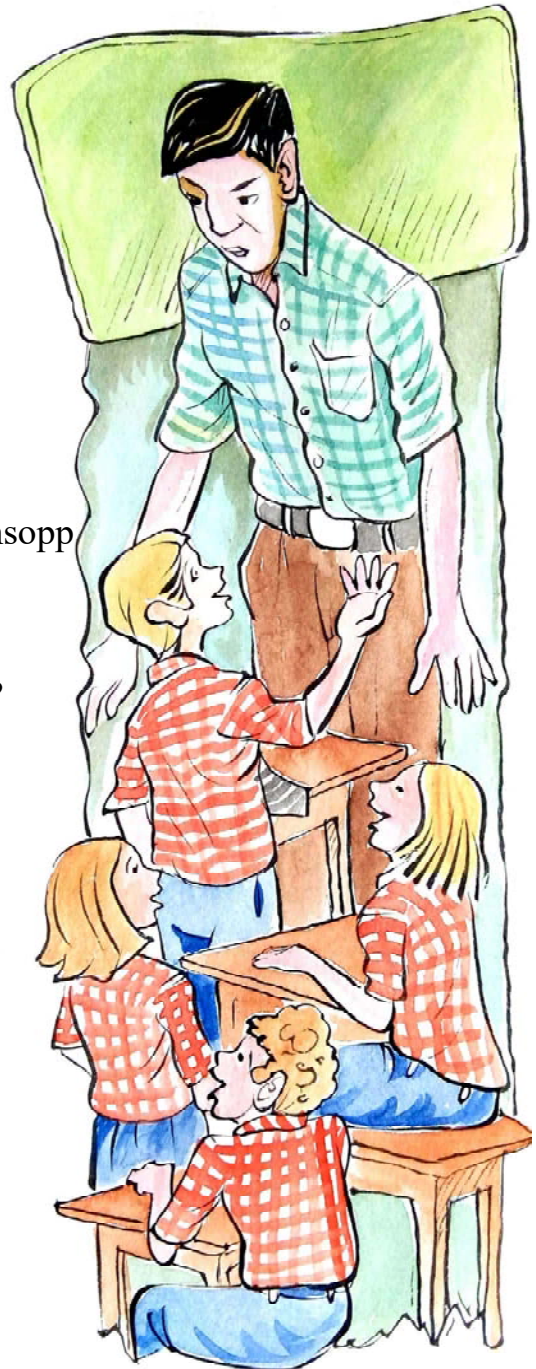


## Reading B



### Excuses, Excuses and Excuses...

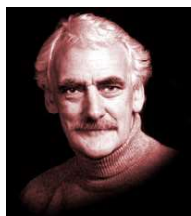
Late again, Beinkensopp?  
What's the excuse this time?  
Not my fault, sir.  
Whose fault is it then?  
Grandma's sir  
Grandma's? What did she do?  
She died sir.  
Died?  
She's seriously dead alright sir.  
That makes four grandmothers this term, Beinkensopp  
All on PE days.  
I know, it's very upsetting sir  
How many grandmas have you got Beinkensopp?  
None sir.  
You said you had four.  
All dead sir  
And what about yesterday, Beinkensopp?  
What about yesterday, sir?  
You were absent yesterday.  
That was the dentist, sir  
The dentist died?  
No sir, my teeth sir.  
You missed the maths test, Beinkensopp!  
I'd been looking forward to it, sir.  
Right, line up for PE  
Can't sir.



There is no such word as can't Beinkensopp.  
No kit sir.  
Where is it?  
Home sir.  
What is it doing at home?  
Not ironed sir.  
Couldn't you iron it?  
Can't sir.  
Why not?  
Bad hand sir.  
Who usually does it?  
Grandma, sir  
Why couldn't she do it?  
Dead sir.

**by Gareth Owen**

### About the poet



**Gareth Owen** was born in 1936. He is a poet and writer. He received many awards for his poetry. He lived in England and wrote plays for children and adults.

### Meanings in context

PE	: Physical Education
kit	: a set of articles or equipment needed for PE
bad hand	: when your hand pains due to wound or injury
iron (n)	: a strong, hard magnetic silvery-grey metal.
iron (v)	: to straighten the creases of a piece of cloth
excuse (n)	: reason given to explain your wrong doing
excuse (v)	: to pardon or forgive





## Comprehension

**1. Write against each statement whether it is true or false and give reasons for your opinion.**

- i. Beinkensopp had four grandmothers, all of them were dead.
- ii. Beinkensopp's hand was aching and that is why he did not iron the uniform.
- iii. Beinkensopp was afraid of the Maths test so he made an excuse.
- iv. Beinkensopp did not like physical education and that is why he was always late.
- v. The teacher believed that Beinkensopp was telling the truth about his grandmother.

**2. Fill in the blanks with the appropriate words from the brackets.**

- i. As Beinkensopp walked into class, the teacher said, 'Late again, Beinkensopp?' The use of the word 'again' shows that the teacher was \_\_\_\_\_ (surprised/ annoyed/ disappointed) with Beinkensopp.
- ii. Beinkensopp said that his grandmother was 'seriously dead' when his teacher asked him why he was late to school. This means that he wanted the teacher to \_\_\_\_\_ (punish/ believe/ excuse) him.
- iii. The teacher remarked, 'that makes four grandmothers this term'. This means that Beinkensopp \_\_\_\_\_ (had four grandmothers/ had been late four times/ had four excuses)
- iv. Beinkensopp couldn't iron his shirt because he had a bad hand. Bad hand means \_\_\_\_\_ (he was injured/ he ironed badly/ he had dirty hands)
- v. Beinkensopp's teacher asked him, 'What's your excuse this time?' This means that he believed that Beinkensopp was \_\_\_\_\_ (telling the truth/ fooling him/ diverting attention).

**3. In the table given below write the excuses that Beinkensopp gives and the work that he wants to avoid. Also think why he could be avoiding the work.**

Excuses given by Beinkensopp	Why is he giving excuses?

**4. Find other words with which you can replace the underlined words in the following lines.**

1. Not my fault, sir
2. She's seriously dead alright sir.
3. I know, it's very upsetting sir
4. I'd been looking forward to it, sir.
5. Bad hand sir.

**5. Think of some humorous excuses that you may give in the following situations. Here is an example.**

**Situation**

Your mother wants you to go with her to the market but you want to go out and play with your friends, what excuse will you give her?

**Excuse**

I would love to come to the market with my mother but I have decided to save money.

**Now, write some excuses for the given situations**

1. Your younger brother is very troublesome, he does not let you talk to your friends. But your mother asked you to look after him. What will you tell her?
2. All the boys have to clean the courtyard after the festival of Holi, because they have played with water, mud and colour in the courtyard. Your mother asks you to clean up the mess. What excuse will you give her?
3. You have a maths test tomorrow and mother wants you to study. But there is nice movie on the TV and you do not want to switch it off. What will you tell her?

**Vocabulary**

**1. 'Upsetting' is a word used by Beinkensopp to explain his situation. Give three more words to describe the feelings of Beinkensopp and his teacher.**

**2. Read the following lines of the poem**

Whose fault is it then?

Grandma's, sir

Grandma's? What did she do?

She died sir.

Died?

The responses in the conversation are rhetoric. for Eg.: The word 'Grandma's' is used instead of 'It is Grandma's fault, sir'. **Find out such other expressions used in the poem.**



## Reading C



### Uncle Podger Hangs a Picture

A new picture would have come, and be standing in the dining-room, waiting to be put up; and Aunt Podger would ask what was to be done with it, and Uncle Podger would say:

“Oh, you leave that to me. Don’t you, any of you worry yourselves about that, I’ll do all that.”

And then he would take off his coat, and begin. He would send the maid out for six-pennyworth of nails, and then one of the boys after her to tell her what size to get; and from that, he would gradually work down, and start the whole house.

“Now you go and get me my hammer, Will,” he would shout; “and you bring me the rule, Tom; and I shall want the step-ladder, and I had better have a kitchen-chair, too; and, Jim, you run round to Mr. Goggles, and tell him, ‘Daddy’s best wishes, and hopes his leg is better; and will he let him have his spirit-level for the evening? And don’t you go, Maria, because I shall want somebody to hold the light; and when the maid comes back, she must go out again for a bit of picture cord; and, Tom, - where’s Tom? - Tom, you come here; I shall want you to hand me up the picture,”

And then he would lift up the picture, and drop it, and it would come out of the frame, and he would try to save the glass, and cut himself; and then he would jump round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat, and all the house had to stop looking for all the other things he had asked for, and start looking for his coat, while he would dance round and get in their way.

“Doesn’t anybody in the whole house know where my coat is? I never came across such people in all my life - upon my word I didn’t. Six of you! - And you can’t find a coat that I put down not five minutes ago! Well, of all the-”

Then he’d get up, and find that he had been sitting on it, and would call out:

“Oh, you can give it up! I’ve found it myself now. I might just as well ask the cat to find anything as expect you people to find it.” And, when half an hour had been spent in tying something round his finger, and a new glass had been got, and the step-ladder, and the chair, and the light had been brought, he would try again, the whole family, including the maid and the charwoman, standing round in a semi-circle, ready to

help. Two people would have to hold the chair, and a third would help him to get up on it and hold him there, and a fourth would hand him a nail, and a fifth would give him the hammer, and he would take the nail in his hand and drop it.

“There!” he would say, in an angry voice, “now the nail’s gone.”

And we would all have to go down on our knees and look for it, while he would stand on the chair, and want to know if he was to be kept there all the evening.

The nail would be found at last, but by that time he would have lost the hammer.

“Where’s the hammer? What did I do with the hammer? Seven of you, standing all round me, and you don’t know what I did with the hammer!”

We would find the hammer for him, and then he would have lost sight of the mark he had made on the wall, where the nail was to go in, and each of us had to get up on the chair, beside him, and see if we could find it; and we would each discover it in a different place, and he would call us all fools, one after another, and tell us to get down. And he would take the rule and measure again, and find that he wanted half of thirty-one and three-eighths inches from the corner, and would try to do it in his head, and go mad.

And we would all try to do it in our heads, and all get different results. And in the noise that was being made by everybody, the original number would be forgotten, and Uncle Podger would have to measure it again.

He would use a bit of string this time, and at the critical moment, when the old fool was trying to reach a spot three inches beyond what was possible for him reach, the string would slip, and down he would fall on to the piano, a really fine musical effect being produced when his head and body suddenly struck all the notes at the same time.

And Aunt Maria would say that she would not allow the children to stand round and hear such language.

At last, Uncle Podger would find the spot again, and put the point of the nail on it with his left hand, and take the hammer in his right hand. And at the first attempt, he would strike his thumb, and drop the hammer, with a loud cry, on somebody’s toes.

Aunt Maria would say quietly that, next time Uncle Podger was going to hammer a nail into the wall, she hoped he’d let her know in time, so that she could make arrangements to go and spend a week with her mother while it was being done.

**(An extract from *Three Men in a Boat* by Jerome K. Jerome)**



## About the Author



**Jerome K. Jerome** was an English writer. He wrote many humorous stories. Jerome lived his early life with immense difficulty. In 1888 he married Georgina and they spent some time after their wedding, rowing on the Thames. Their trip inspired his most successful book, *Three Men in a Boat*. Royalties from the book helped to improve his financial condition and since then Jerome devoted his life to writing.

## Meanings in context

char woman	: house cleaner
spirit level	: an instrument used to check the surface level
ladder	: stairs made of bamboo or metal

## Comprehension

- I. Given below is a list of items Uncle Podger used in order to hang the picture. Read the story again and list them in the order in which they are used in the story.**

string, nails, ladder, picture, hammer, rule, spirit level, light, picture cord

## II. Answer the following questions.

1. Do you think the children in the house were fools ? Why did Uncle Podger think so about them ?
2. Despite telling that he would hang the picture himself, why was Uncle Podger not able to do it?
3. The story of hanging the picture is incomplete. Write what happened after Uncle Podger dropped the hammer at the end of the story.
4. Write down four actions that make Uncle Podger a funny character.
5. What did Aunt Maria say when Uncle Podger used bad language? What does it tell you about her character?
6. Did Aunt Maria have confidence that Uncle Podger will hang the picture? Quote the line that makes you think so.
7. How many times did Uncle Podger fail to hang the picture? List the evidences from the story.

**III. Read the incidents given in the table below and pick out adjectives from the box to describe Uncle Podger.**

disorganized, forgetful, blames others, careless, clumsy, impatient

Incidents from the story	Adjectives describing Uncle Podger's Character
He dropped the picture, hammer and nail.	
He took off his coat and didn't know that he was sitting on it.	
And he would take the rule and measure again, and find that he wanted half of thirty one and three-eighths inches from the corner and would try to do it in his head, and go mad	
He shouted at all the children for not being able to find the coat when he was sitting on it himself.	
He sent the maid to get nails without telling what size.	
He said even a cat can find things that his family cannot.	

## Vocabulary



**In the sentences given below, the underlined phrases can be expressed in one word. Write meanings of the phrases in the space provided.**

Underlined phrases	One word substitution
a. A new picture would come and would be standing in the drawing room, waiting <u>to be put up</u> .	hung
b. And then he would <u>take off</u> his coat and begin.	
c. You can't find a coat that I <u>put down</u> not five minutes ago.	
d. We would have to go down on our knees and <u>look for</u> it.	
e. I never <u>came across</u> such people in my whole life.	
f. Oh, you can <u>give it up</u> , I found it all by myself.	



## Grammar



### I. Expressing habitual action and states in the past

In this lesson we find the word 'would' used several times. Pick out ten sentences from the text where 'would' has been used. We have picked some for you.

1. Aunt Podger would ask what was to be done with it.
2. Then he would take off his coat and begin.
3. He would send the maid out for six pennyworth of nails.
- 4.
- 5.
- 6.
- 7.
- 8.

We can use the phrase 'used to' instead of 'would'.

#### For example

Aunt Podger used to ask what was to be done with it. Then Uncle Podger used to take off his coat and begin. He used to send the maid out for six pennyworth of nails.

Both '**used to**' and '**would**' are used to show **habitual action** in the past. However, 'would' cannot be used to show **states** in the past. Here is a table to help you understand the difference between actions and states.

Habitual Actions in the Past (both would and used to can be used)	Habitual States in the Past(would cannot be used)
	used to live in the village
would play all day as a child	used to be very naughty
would go to my grandmother's house every day	used to love my grandmother
would ride my tricycle every evening	used to have two cats
would not go out in the dark	used to believe in ghosts
	used to sleep in the afternoon

Verbs like 'play, go, ride' are action verbs. Verbs like 'be, love, have, believe and live' show states. (They are continuous not habitual)



1. *Would* is used when we establish the past time frame before the word *would* appears.

For example,

When I was a child, I would watch cartoons with my dad in the evenings.

When I was a student, I would read books in the library every Friday.

If the time frame is establish after, *used to* can be used.

For example,

I *used to* watch cartoons with my dad in the evenings, when I was a child.

I *used to* read books in the library every Friday, when I was a student.

2. *Would* is not used with stative verbs (verbs that describe a state of being), such as be, understand, feel or love.

For example,

When I was a kid, I *used to* love playing in the park.

When I was a kid, I *would* love playing in the park.

3. We cannot use *would* when we want to talk about past state. We have to use *used to*!

For example,

I used to live in the village, when I was a child.

I would live in the village, when I was a child.

So, the use of *would* is more limited than *used to*.

II. For each of the following sentences, choose either '**used to**' or '**would**'. If both are possible, use '**would**'.

1. When I was a child, my father \_\_\_\_\_ pick me up and throw me in the air. I \_\_\_\_\_ love it.
2. My uncle \_\_\_\_\_ have a bicycle, when I was young. He \_\_\_\_\_ take me for a ride .
3. For years, I \_\_\_\_\_ be afraid of ghosts , as my grandmother \_\_\_\_\_ tell me stories of them every night .
4. I \_\_\_\_\_ become Krishna during *Janmastami* every year in childhood, and every year I \_\_\_\_\_ break the *matki*.
5. I \_\_\_\_\_ know many songs as a child, so my friends \_\_\_\_\_ ask me to sing every time we worked in the fields.
6. When I was five, I \_\_\_\_\_ be able to do incredible stunts. I \_\_\_\_\_ climb every tree in the neighbourhood and swing like a monkey.



III. Read the conversation and fill in the blanks with **used to** or **would**. Use **used to** to describe states in the past and **would** to describe habits in the past.

**Shahila:** Hey guys, how about making biryani on Friday?

**Shabana:** Hmm, I'm not sure if biryani is such a good idea...

**Rajiv:** But you used to love biryani? What happened? I remember that we would eat lots of it when your mother \_\_\_\_\_ make it for Eid.

**Shabana:** I still do. But yesterday we had some, and ...

**Rajiv:** OK, I see. Well, then I have a better idea. Let's have a potluck party. I will prepare some cabbage curry, the way mom \_\_\_\_\_ do it. I \_\_\_\_\_ like it a lot when I was a kid. And Shabana can make some fried rice.

**Shahila:** Really? I \_\_\_\_\_ hate cabbage when I was a child. But now I like it. Maybe I can prepare some kheer.

## Listening

**Listen to the dialogue between Ram Lal, a student of Class X, and the Teacher In-charge of 'Lost and Found' room in your school.**

**Draw Ram Lal's cricket kit bag and complete the notice as shown in the box.**

Dear Friends,

I have lost.....

If anyone has.....

Undersigned

Ram Lal

Draw the  
bag here

## Speaking

**Work in groups. Discuss how you will decorate your classroom in a funny way for the Class Decoration Competition of your school. Make a list of all funny things that you will use and then present your plan to the whole class. The others will give their feedback.**

## Writing

**I. Rearrange the sentences to describe the order in which Uncle Podger made mistakes while hanging the picture.**

- a. He lost the hammer.
- b. He dropped the nail.
- c. He forgot where he had made the mark to hammer the nail.
- d. He dropped the picture.
- e. He fell down while measuring with the string.
- f. He tried to save the glass and cut himself.

**II. Now write a paragraph based on these sentences and using linkers given in the box below.**

first, then, next, after that, also, finally

Uncle Podger made a lot of mistakes while trying to hang the picture. First, he

.....

.....

.....

.....

.....

.....

.....

.....

.....



## Study Skills

Look at the dictionary entry of ‘take off’.

**take 'off 1** (of an aircraft, etc.) to leave the ground and begin to fly: *The plane took off an hour late.*—related noun TAKE-OFF **[OPP]** LAND **2** (informal) to leave a place, especially in a hurry: *When he saw me coming he took off in the opposite direction.* **3** (of an idea, a product, etc.) to become successful or popular very quickly or suddenly: *The new magazine has really taken off.* ♦ *Her singing career took off after her TV appearance.* **take sb ↔ 'off 1** to copy sb's voice, actions or manner in an amusing way **2** (in sports, entertainment, etc.) to make sb stop playing, acting, etc. and leave the field or the stage: *He was taken off after twenty minutes.* **take sth ↔ 'off 1** to remove sth, especially a piece of clothing from your/sb's body: *to take off your coat/hat/skirt/glasses* ♦ *He took off my wet boots and made me sit by the fire.* **[OPP]** PUT ON **2** to have a period of time as a break from work: *I've decided to take a few days off next week.* **3** [often passive] to stop a public service, television programme, performances of a show, etc: *The show was taken off because of poor audience figures.* **4** to remove some of sb's hair, part of sb's body, etc: *The hairdresser asked me how much she should take off.* ♦ *The explosion nearly took his arm off.* **take yourself/sb 'off (to ...)** (informal) to leave a place; to make sb leave a place **take sb off sth** [often passive] to remove sb from sth such as a job, position, piece of equipment, etc: *The officer leading the investigation has been taken off the case.* ♦ *After three days she was taken off the ventilator.* **take sth 'off sth 1** to remove an amount of money or a number of marks, points, etc. in order to reduce the total: *The manager took \$10 off the bill.* ♦ *That experience took ten years off my life* (= made me feel ten years older). **2** [often passive] to stop sth from being sold: *Doctors recommended that the slimming pills should be taken off the market.*

This entry tells you how ‘take off’ is used in various contexts with different meanings. In sentence 1 given below:

And then he would *take off* his coat, and begin.

‘take off’ is used to mean ‘to remove something, especially a piece of clothing from your or someone’s body.’

Note: Sb: Somebody, Sth: Something

**Now look up a dictionary and find out what the italicised words in the following sentences from the story ‘Uncle Podger Hangs a Picture’ mean.**

1. I shall want you to *hand me up* the picture
2. And then he would *lift up* the picture,...
3. All the house had to stop *looking for* all the other things he had asked for.
4. I never *came across* such people in all my life - upon my word I didn't.
5. Six of you! - And you can't find a coat that I *put down* not five minutes ago!
6. "Oh, you can *give it up*!
7. And we would all have to go down on our knees and *look for* it.
8. We would find the hammer for him, and then he would have *lost sight of* the mark he had made on the wall,...
9. ...and he would call us all fools, one after another, and tell us *to get down*.



## PRACTICE EXERCISE - II

Link Unit : Humour

### I. Read the following.

Aunt Jane: Good heavens! And how much do you earn?

Jack: As a matter of fact—er—that is—six pounds.

Aunt Jane: But that's absurd! How can you pay seven pounds eight and eight pence out of six pounds?

Jack: Oh, that's easy. You see, all you have to do is to borrow the rest of the money for the payments from the Thrift and Providence Trust Corporation.

Jill: They're only too glad to loan you any amount you like, on note of hand alone.

Aunt Jane: And how do you propose to pay that back?

Jack: Oh, that's easy, too. You just pay it back in instalments.

Aunt Jane: Instalments!

*(She claps her hand to her forehead and sink back weakly into the chair. Then realises that she is sitting on Mr. Sage's piece and leaps to her feet again with a little shriek.)*

Jack: Aunt Jane! Is anything the matter? Would you like to lie down?

Aunt Jane: Lie down? Do you suppose I'm going to trust myself in a bed that belongs to Mr Sage, or Marks and Spencer, or somebody? No, I am going home.

Jill: Oh, must you really go?

Aunt Jane: I think I'd better.

Jack: I'll drive you to the station.

Aunt Jane: What! Travel in a car that has only one tyre and two thingummies! No thank you—I'll take the bus.

Jack: Well, of course, if you feel like that about it....

Aunt Jane *(relenting a little)*: Now, I'm sorry if I sounded rude, but really I'm shocked to find the way you're living. I've never owed a penny in my life—cash down, that's my motto and I want you to do the same. *(She opens her handbag.)* Now look, here's a little cheque I was meaning to give you, anyway. Suppose you take it and pay off just one of your bills— so that you can say one thing at least really belongs to you.

Jill *(awkwardly)*: Er—thank you. Aunt Jane. It's very nice of you.

(An extract from *The Never-Never Nest*)

**1. Answer the following questions.**

- i. How much does Jack earn? How much does he pay towards each instalment?
- ii. How does Jack manage to pay each instalment ?
- iii. Does Aunt Jane like the way Jack manages his money?
- iv. Why doesn't Aunt Jane want to travel by car?
- v. How did Jill and Jack feel when Aunt Jane gave them a gift of money?

**2. Here are some pairs of words which sound the same but are spelt differently and have different meanings.**

check/ cheque

tyre/ tire

peace/ piece

**Fill in the blanks with these words.**

- i. Aunt Jane gives Jack a \_\_\_\_\_ so that he can pay off one of his instalments. Jack will have to \_\_\_\_\_ whether he is now spending less than he earns.
- ii. Aunt Jane says that Jack's car has only one \_\_\_\_\_ because he does not own it completely . If Jack continues to buy things on instalments, the burden of the loan is certainly going to \_\_\_\_\_ him.
- iii. Aunt Jane wants Jack to live in \_\_\_\_\_. She does not want him to own just a \_\_\_\_\_ of the things he buys.

**3. Read the following lines carefully and rewrite the poem as it would be you can choose the words from the given box :**

Nothing to comb but air,  
Quick as a flash 'tis gone;  
Nowhere to go but off,  
Nowhere to fall but on.

Nothing to \_\_\_\_\_ but air,  
Nowhere to sleep but \_\_\_\_\_  
Nothing to \_\_\_\_\_ but tears  
Nothing to \_\_\_\_\_ but work.

The earth, do, shed breath, take
-------------------------------------





**4. Tick (✓) the correct options in these sentences.**

- i. Aunt Jane *hate/ hates* to owe money to anybody.
- ii. Jack and Jill *like/ likes* to buy things on instalment.
- iii. The Corporation *lend/ lends* money on a note of hand.
- iv. Both Jack and Jill *do/ does* not agree with Aunt Jane.
- v. Some people *buy/ buys* things only if they have money.
- vi. Everyone *is/ are* not a spendthrift.

**5. Fill in the blanks with the correct forms of the verbs in brackets.**

- i. What time \_\_\_\_\_ (do) the shops open here?
- ii. It \_\_\_\_\_ (rain) since morning.
- iii. We \_\_\_\_\_ (watch) a film last evening.
- iv. He \_\_\_\_\_ (reach) the station by the time the train arrives.
- v. She \_\_\_\_\_ (go) to New York many times.

**6. Use appropriate punctuation mark sand capital letters wherever necessary in the following passages. (You may look at the table giving details about punctuation marks in the Unit Adventure.)**

- i. a woman went inside a shop and said to the man behind the counter why are the signs in your shop window full of spelling and grammatical mistakes the man replied so that people think that im a fool and come inside expecting to get the best of me since i put up those signs business has boomed.
- ii. a man walking along the road said to a woman working in a field excuse me how long will it take to get to the next village the woman didnt answer so the man kept walking he hadnt gone far when he heard the woman call out it ll take you about 30 minutes why didnt you tell me when i asked you asked the surprised man the woman replied then i didnt know how fast you were going to walk did i

iii. hari walked into a pet shop and asked the shop owner if he could buy the following items 391 beetles 17 mice and 10 cockroaches the shop owner said im sorry sir but we can only supply the mice why do you want all these creatures i have been asked to vacate my flat said the young man and my landlord says that i must leave the place exactly as i found it

iv. Aunt Jane: Good heavens And how much do you earn

Jack: As a matter of fact—er—that is—six pounds

Aunt Jane: But thats absurd How can you pay seven pounds eight and eight pence out of six pounds

Jack: Oh thats easy You see all you have to do is to borrow the rest of the money for the payments from the Thrift and Providence Trust Corporation

Jill: Theyre only too glad to loan you any amount you like on note of hand alone

Aunt Jane: And how do you propose to pay that back

Jack: Oh that's easy too You just pay it back in instalments

## Conjunctions

Read the following sentences.

- **Although** they earn very little, they have a piano, a fridge, a home **and** a car.
- Jack earned six pounds **but** paid seven pounds a month towards instalments.

The words in bold in these sentences join two sentences or clauses. Such words are known as conjunctions.

## Coordinating Conjunctions

Words such as **and, but, or, nor, for, yet, so, not only...but also, neither...nor, either...or** join sentences or clauses of equal rank.

7. Complete these sentences by using suitable coordinating conjunctions.

- i. We can \_\_\_\_\_ start right now \_\_\_\_\_ wait for him to come.
- ii. She got a bit late \_\_\_\_\_ it took her a while to find a parking space.



- iii. I am Batman \_\_\_\_\_ that's the Batmobile.
- iv. For him, it was \_\_\_\_\_ a matter of pride \_\_\_\_\_ a matter of shame, \_\_\_\_\_ simply a matter of fact.
- v. She forgot her spectacles at home \_\_\_\_\_ she sat in the front row.
- vi. They weren't too excited about the event \_\_\_\_\_ they didn't want to miss it either.

## Subordinating Conjunctions

Words such as **because, since, after, before, though, till, while, when, why** come at the beginning of subordinate or dependent clauses, and join them to the main or independent clauses.

## Types of Subordinating Conjunctions

Subordinating conjunctions (in bold below) express different meanings. These meanings are mentioned in brackets.

- i. You must take this medicine **after** you have your meals. (time)
- ii. He was disappointed **because** the result was not as expected. (cause/reason)
- iii. She worked in the afternoon **so that** she could play in the evening. (purpose)
- iv. The ball was **so** quick **that** it went sailing past the wicketkeeper. (result /consequence)
- v. **If** I don't leave now, I shall be very late. (condition)
- vi. We managed to reach right on time **although** we were stalled in the traffic. (concession)
- vii. We are better **than** our rivals. (comparison)

## 8. Complete these sentences using suitable subordinating conjunctions and write their types after the sentences.

- i. What would have happened \_\_\_\_\_ he hadn't come on time?
- ii. Don't forget to consider all points of view \_\_\_\_\_ you give your opinion.
- iii. She opened the window \_\_\_\_\_ the room was all hot and stuffy.
- iv. \_\_\_\_\_ they still are in disagreement over some points, the major issues of conflict have been resolved.
- v. \_\_\_\_\_ we had finished dinner, we went out for a stroll.
- vi. He borrowed the phone \_\_\_\_\_ he could play the game on it.

**9. Listen to the poem and tick (✓)the things that distract the speaker from doing his/her homework.**

Cricket commentary

Songs on the radio

An sms

Videos

Playing games

Emails

A party at home

Watching a TV show

Computer

Visitors' noise

**10. Work in groups and practise the following conversation between Nasruddin and his friends. Choose the characters for the role play.**

One day, Nasruddin was chatting with his friends.

He began to boast, "No one can match my skill in archery. I string the bow, take aim, and shoot the arrow... Wh..o...o..sh. The arrow is sure to hit right on target." Hearing this, one of his friends immediately brought a bow and some arrows. Giving them to Nasruddin, he said, "Here, Nasruddin! Take this bow and arrows." Then pointing towards a Target, he said, "Aim at that target and shoot an arrow." Nasruddin held the bow in his hands, strung it, Aimed at the target and shot an arrow.

Wh..o...o..sh. The arrow didn't hit the target! Instead it fell down somewhere in the middle. "Ha..ha..ha..ha..." His friends started laughing. They said, "Hey, Nasruddin! Is this your best aim?" "Oh, no! Not at all," said Nasruddin, defending himself. "This wasn't my aim. It was Azad's aim. I just showed you how Azad shoots an arrow." Saying this, Nasruddin picked up another arrow.

Once again, he strung the bow, aimed at the target, and shot the arrow.

This time, the arrow fell a little further from where it had fallen before.

But it certainly didn't hit the target! They asked Nasruddin, "And this must be how you shoot an arrow!"

"Of course not," argued Nasruddin. "Even this aim was not mine. It was the chief guard's aim."

Now somebody remarked, "Well..."

Now who's next on the list?



Hearing this, all the friends burst out laughing.

Nasruddin didn't say a word.

He quietly picked up one more arrow.

and again....

And this time Nasruddin was really lucky! The arrow hit right on the target!

Everybody started at Nasruddin, their mouths agape in amazement.

Before anyone could say anything,

Nasruddin said triumphantly, "Did you see that? It was my aim!"

**11.(a) Imagine that your family wants to purchase a house. You need to take a loan from the bank for this. Write an application to the Branch Manager, Bank of India, requesting him to grant you a loan of Rs. 20 Lacs.**

Hints:

Type of house (flat, bungalow, single-storeyed, etc, location (address), Cost of the house, amount you need to borrow from the bank, type of loan - housing loan.

Here is the format for writing a formal application.

***Writer's address***

***Bank Manager's Address***

***Date***

***Greeting/ Salutation***

***Subject***

***Body of the letter***

***Closing expression like 'Sincerely yours / yours thankfully'***

***Writer's name/ signature***

**(b) Read the jokes given below.**

- Friend 1: Friend 2, what is ‘an idiot’?

Friend 2: An idiot is a person who tries to explain his ideas in such a strange and long way that another person who is listening to him can’t understand him. Do you understand me?

Friend 1: No.

- A boy asks his friend, “Are bugs good to eat?”

“That’s disgusting — don’t talk about things like that over dinner,” Friend replies. After dinner the friend asks, “What did you want to ask me?”

“Oh, nothing,” the boy says. “There was a bug in your soup, but now it’s gone.”

- My friend thinks he is smart. He told me an onion is the only food that makes you cry, so I threw a coconut at his face.

**Write a humorous definition about ‘an idiot’.**

**Write two jokes from your classroom.**

**12. Make notes on the following passage. Use abbreviations (eg. mnts. for minutes) wherever necessary. Also provide a suitable title. (You may consult the Unit Adventure for making notes.)**

Our body converts the calories in food into energy by burning them. We use this energy for our daily activities. Even at rest, our body needs energy to perform vital functions like breathing and pumping of the heart. The number of calories our body burns to perform these functions is the metabolic rate or metabolism.

Different factors like body size, age, gender, and physical activity determines metabolism. People with more muscle or a large body frame burn more calories even at rest. On growing old, while our energy needs don’t change, our muscles tend to decrease. So, the calories burn much slower. Among men and women with the same age and weight, calories burn much faster for men as they tend to have more muscle and less fat. The amount of calories burnt during a physical activity depends on its nature, intensity, and duration.

While we cannot entirely control metabolism, we can follow a healthy lifestyle to avoid becoming overweight. We should avoid oily, sugary, and fatty foods, and eat whole grains, pulses, low-fat dairy, fruits, and vegetables. Along with eating healthy food, we also need to be physically active. We should avoid a sedentary lifestyle, and perform some physical activity on a regular basis for at least 30 to 45 minutes.



## II. Read the following poem.

### Messy Room

Whoever room this is should be ashamed!  
His underwear is hanging on the lamp.  
His raincoat is there in the overstuffed chair,  
And the chair is becoming quite mucky and damp.  
His workbook is wedged in the window,  
His sweater's been thrown on the floor.  
His scarf and one ski are beneath the TV,  
And his pants have been carelessly hung on the door.



by Shel Silverstein

#### 1. Answer the questions given below.

- i. Pick out the line(s) that indicate(s) the season.
- ii. What is wrong with the chair?
- iii. What do these lines suggest about the character of the person who owns the room?
- iv. Make a list of the clothes mentioned in the poem.
- v. What items other than the clothes are mentioned?
- vi. What does the word 'messy' suggest? Think of some other situations where you may use this word.

#### 2. Fill in the blanks with appropriate words from the list given below:

carelessly, beneath, hang, damp, ashamed, overstuffed

- i. If you can't clean your room, you should be \_\_\_\_\_ of yourself.
- ii. I have eaten too much, I feel \_\_\_\_\_.



- iii. It is raining outside, and the table inside is\_\_\_\_\_.
- iv. Our cats sit\_\_\_\_\_the TV.
- v. We do not even have a nail in our room to \_\_\_\_\_ a picture.
- vi. You spend\_\_\_\_\_.

3. **Your little brother spilled his glass of milk on your drawing copy and made a mess of the room. Discuss in groups about some situations where you or your friends made a mess of things. Each group can tell the class about one messy incident.**
4. **Write five Do's and five Don'ts to keep yourself and your home neat and clean. One each has been done for you.**

Do's	Don'ts
1. Wash your vest daily.	1. Don't wear dirty shoes.
2.	2.
3.	3.
4.	4.
5.	5.

