

# Unit - 1



## Warm Up



- ❖ Marco Polo, Christopher Columbus, Ibn Battuta, Amerigo Vespucci, Xuanzang, Ferdinand Magellan, Bartolomeu Dias, Herodotus, Captain James Cook, Vasco Da Gama.

What is common among these individuals? Browse Internet or refer books and share some information about them.

- ❖ Discuss, why it was considered as an adventurous and dangerous thing to travel in those days.
- ❖ Mahatma Gandhi, Che Guevara, Guru Nanak and Gautama Buddha are some of the famous personalities and thinkers who made extensive journeys to understand life. Do you think journeys can be life changing?
- ❖ Share a memorable trip from your life.
- ❖ Have you ever been on an adventurous journey? If yes, share your experience.
- ❖ "That's one small step for a man, one giant leap for mankind." Neil Armstrong - Discuss
- ❖ Have you ever seen a bird making its first ever attempt to fly?



# 1

## His First Flight

Liam O'Flaherty

Prose

The young seagull was alone on his ledge. His two brothers and his sister had already flown away the day before. He had been afraid to fly with them. Somehow, when he had taken a little run forward to the brink of the ledge and attempted to flap his wings, he became afraid. The great expanse of sea stretched down beneath, and it was such a long way down – miles down. He felt certain that his wings would never support him; so he bent his head and ran away back to the little hole under the ledge where he slept at night.

Even when each of his brothers and his little sister, whose wings were far shorter than his own, ran to the brink, flapped their wings, and flew away, he failed to muster up courage to take that plunge which appeared to him so desperate. His father and mother had come around calling to him shrilly, scolding him, threatening to let him starve on his ledge, unless he flew away. But for the life of him, he could not move.

- a. Why did the seagull fail to fly?
- b. What did the parents do, when the young seagull failed to fly?

That was twenty-four hours ago. Since then, nobody had come near him. The day before, all day long, he had watched his parents flying about with his brothers and sister, perfecting them in the art of flight, teaching them how to skim the waves and how to dive for fish. He had, in

fact, seen his older brother catch his first herring and devour it, standing on a rock, while his parents circled around raising a proud cackle. And all the morning, the whole family had walked about on the big plateau midway down the opposite cliff, laughing at his cowardice.

The sun was now ascending the sky, blazing warmly on his ledge that faced the south. He felt the heat because he had not eaten since the previous nightfall. Then, he had found a dried piece of mackerel's



tail at the far end of his ledge. Now, there was not a single scrap of food left. He had searched every inch, rooting among the rough, dirt-caked straw nest where he and his brothers and sister had been hatched. He even **gnawed** at the dried pieces of eggshell. It was like eating a part of himself.

- c. What was the first catch of the young seagull's older brother?
- d. What did the young seagull manage to find in his search for food on the ledge?

He then **trotted** back and forth from one end of the ledge to the other, his long gray legs stepping daintily, trying to find some means of reaching his parents without having to fly. But on each side of him, the ledge ended in a sheer fall of **precipice**, with the sea beneath. And between him and his parents, there was a deep, wide crack.

Surely he could reach them without flying if he could only move northwards along the cliff face? But then, on what

could he walk? There was no ledge, and he was not a fly. And above him, he could see nothing. The precipice was sheer, and the top of it was, perhaps, farther away than the sea beneath him.

He stepped slowly out to the brink of the ledge, and, standing on one leg with the other leg hidden under his wing, he closed one eye, then the other, and pretended to be falling asleep. Still, they took no notice of him. He saw his two brothers and his sister lying on the plateau dozing, with their heads sunk into their necks. His father was **preening** the feathers on his white back. Only his mother was looking at him.

She was standing on a little high hump on the plateau, her white breast thrust forward. Now and again, she tore at a piece of fish that lay at her feet, and then scraped each side of her beak on the rock. The sight of the food maddened him. How he loved to tear food that way, scraping his beak now and again to **whet** it! He uttered a low cackle. His mother cackled too, and looked at him.



e. What did the young bird do to seek the attention of his parents?

f. What made the young seagull go mad?

‘Ga, ga, ga,’ he cried, begging her to bring him over some food. ‘Gawl-ool-ah,’ she screamed back mockingly. But he kept calling **plaintively**, and after a minute or so, he uttered a joyful scream. His mother had picked up a piece of fish and was flying across to him with it. He leaned out eagerly, tapping the rock with his feet, trying to get nearer to her as she flew across. But when she was just opposite to him, abreast of the ledge, she halted, her legs hanging limp, her wings motionless, the piece of fish in her beak almost within reach of his beak.

He waited a moment in surprise, wondering why she did not come nearer, and then maddened by hunger, he dived at the fish. With a loud scream, he fell outwards and downwards into space. His mother had **swooped** upwards. As he passed beneath her, he heard the swish of her wings.

g. Why did the young bird utter a joyful scream?

h. Did the mother bird offer any food to the young bird?

Then a monstrous terror seized him and his heart stood still. He could hear nothing. But it only lasted a moment. The next moment, he felt his wings spread outwards. The wind rushed against his breast feathers, then under his stomach and against his wings. He could feel the tips of his wings cutting through the air.

He was not falling headlong now. He was soaring gradually, downwards and outwards. He was no longer afraid. He just felt a bit dizzy. Then, he flapped his wings once and he soared upwards.

He uttered a delightful scream and flapped them again. He soared higher. He raised his breast and banked against the wind. ‘Ga, ga, ga. Ga, ga, ga.’ ‘Gawlool-ah.’ His mother swooped past him, her wings making a loud noise. He answered her with another scream. Then, his father flew over him screaming. Then, he saw his two brothers and sister flying around him, soaring and diving.

Then, he completely forgot that he had not always been able to fly, and commenced to dive and soar, shrieking shrilly.

i. How did the bird feel when it started flying for the first time?

j. What did the young bird’s family do when he started flying?

He was near the sea now, flying straight over it, facing out over the ocean. He saw a vast green sea beneath him, with little ridges moving over it; he turned his beak sideways and crowed amusedly. His parents and his brothers and sister had landed on this green floor in front of him. They were **beckoning** to him, calling shrilly. He dropped his legs to stand on the green sea. His legs sank into it. He screamed with fright and attempted to rise again, flapping his wings. But he was tired and weak with hunger and he could not rise exhausted by the strange exercise. His feet sank into the green sea, and then his belly touched it and he sank no farther.

He was floating on it. And around him, his family was screaming, praising him, and their beaks were offering him scraps of dog-fish.

He had made his first flight.

### About the author



**Liam O'Flaherty** (1896–1984) was an Irish novelist and short story writer and a major figure in the Irish literary renaissance. He was a founding member of the Communist Party of Ireland. A native Irish-speaker from the Gaeltacht, O'Flaherty wrote almost exclusively in English, except for a small number of short stories in the Irish language. He spent most of his time in travelling and lived comfortably and quietly outside the spotlight.



## Glossary

**ledge** (n)- a narrow shelf that juts out from a vertical surface

**shrilly** (adv.)- producing a high-pitched and piercing voice or sound

**herring** (n)- a long silver fish that swims in large groups in the sea

**devour** (v)- to eat something eagerly and in large amounts, so that nothing is left

**cackle** (n)- a sharp, broken noise or cry of a hen, goose or seagull

**mackerel** (n)- a sea fish with a strong taste, often used as food

**gnaw** (v)- to bite or chew something repeatedly

**trot** (v)- to run at a moderate pace with short steps

**precipice** (n)- a very steep side of a cliff or a mountain

**preening** (v)- cleaning feathers with beak

**whet** (v)- to sharpen

**plaintively** (adv.)- sadly, calling in a sad way

**swoop** (v)- to move very quickly and easily through the air

**beckoning** (v)- making a gesture with the hand or head to encourage someone to approach or follow.

### A. Answer the following questions in a sentence or two.



1. How was the young seagull's first attempt to fly?
2. How did the parents support and encourage the young seagull's brothers and sister?
3. Give an instance that shows the pathetic condition of the young bird.
4. How did the bird try to reach its parents without having to fly?
5. Do you think that the young seagull's parents were harsh to him? Why?
6. What prompted the young seagull to fly finally?
7. What happened to the young seagull when it landed on the green sea?

**B. Answer each of the following questions in a paragraph of about 100-150 words.**

1. Describe the struggles underwent by the young seagull to overcome its fear of flying.
2. Your parents sometimes behave like the young bird's parents. They may seem cruel and unrelenting. Does it mean that they do not care for you? Explain your views about it with reference to the story.



## Vocabulary

**Parts of Speech.****Read the following sentences.****Set 1**

1. The young seagull uttered a joyful scream. (*adjective*)
2. The young seagull screamed with joy. (*noun*)
3. The young seagull screamed joyfully. (*adverb*)

**Set 2**

1. The young bird pretended to be falling asleep. (*verb*)
2. The young bird made a pretension of falling asleep. (*noun*)
3. The young bird made a pretentious posture of falling asleep. (*adjective*)

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

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

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

**C. Change the parts of speech of the given words in the chart.**

| Noun       | Verb  | Adjective | Adverb    |
|------------|-------|-----------|-----------|
| exhaustion |       |           |           |
|            | widen |           |           |
|            |       | mad       |           |
|            |       |           | perfectly |

**D. Read the following sentences and change the form of the underlined words as directed.**

1. His family was screaming and offering him food. (*to adjective*)
2. The young seagull gave out a loud call. (*to adverb*)
3. The bird cackled amusedly while flying. (*to noun*)
4. The depth of the sea from the ledge scared the seagull. (*to adjective*)
5. The successful flight of the bird was a proud moment for the seagull's family. (*to verb*)

**E. Use the following words to construct meaningful sentences on your own.**

1. coward - \_\_\_\_\_
2. gradual - \_\_\_\_\_
3. praise - \_\_\_\_\_
4. courageous - \_\_\_\_\_
5. starvation - \_\_\_\_\_



## Listening

**F. \*Here is a travelogue by the students of Government Girls Higher Secondary School, Pattukkottai after their trip to Darjeeling. Listen to the travelogue and answer the following questions.**

i) Fill in the blanks with suitable words.

1. The students visited \_\_\_\_\_ city.
2. \_\_\_\_\_ is the third highest mountain in the world.
3. \_\_\_\_\_ hill is 13 km away from Darjeeling.

\*Listening text is on page 213

4. The drinking water is supplied by \_\_\_\_\_ lake to the city.

5. After Senchal lake, they visited \_\_\_\_\_.

ii) Do you think they had a memorable and enjoyable school trip?

iii) Name a few places that you wish to visit with your classmates on a school trip.

iv) State whether the following statements are True or False.

1. As the sky was cloudy, they could get the glimpse of the Mount Everest.
2. The toy train covers 14 km in three hours.
3. Tiger hill has earned international fame for the best sunset view.



## Speaking

Your family has planned for a two-day trip to a tourist spot nearby in a reserved forest. Your father has no idea about what safety measures and precautions to be taken before you start. Enact a role-play on the above situation.

**Student 1:** As a son / daughter

**Student 2:** As a father

**These would help you.**

- ❖ Important places to be visited
- ❖ Food and accommodation
- ❖ Mode of transport
- ❖ Necessary clothes for two days
- ❖ First-aid kit, medicines etc. required if any.

**G. Here is a dialogue between a father and his daughter. Continue the dialogue with at least five utterances and use all the clues given above.**

**Father:** Hi Mary, it has been a very long time since we went on a trip. Let's plan one.

**Mary:** Yes, dad. I am also longing to go. Why don't we plan one for this weekend?

**Father:** Sure. Tell me, where shall we go?

**Mary:** Some place nearby but for at least two days.

**Father:** Hmm... I think we should go to the reserved forest nearby.

**Mary:** Yeah. I've never been to a forest. I have seen it only on the TV and movies. A forest is a good choice!

**Father:** OK. If we are going to the forest, we must list out what we should carry with us for two days.

**Mary:** I think we should carry suitable clothes like \_\_\_\_\_

**Father:** What about the food? Do you have any idea, Mary?

**Mary:** Yeah. For food, I suggest \_\_\_\_\_  
\_\_\_\_\_.

**Father:** \_\_\_\_\_  
\_\_\_\_\_.

**Mary:** \_\_\_\_\_  
\_\_\_\_\_.



## Reading

**H. Read the following passage and answer the questions that follow.**

### BUNGEE-JUMPING

Bungee Jumping is an activity that involves jumping from a tall structure while connected to a long elastic cord. The tall structure is usually a fixed object, such as a building, bridge or crane; but it is also possible to jump from a movable object, such as a hot-air-balloon or helicopter, that has the ability to hover above the ground. The thrill comes from the free-falling and the rebound. When the person jumps, the cord stretches and the jumper flies upwards again as the cord recoils, and continues to oscillate up and down until all the kinetic energy is dissipated.

Jumping Heights, located in Mohan Chatti village, in Rishikesh has been rated as one of the most preferred Bungee Jumping destinations in India at a height of 83 meters. It is the only place in India where Bungee Jumping can be done from a fixed platform. This is also India's only fixed platform Bungee performed from a professional cantilever, to separate it from entertainment parks, and create instead, an extreme adventure zone. The Bungee has been designed by David Allardice of New Zealand.

The Cantilever platform is built over a rocky cliff over-looking the river Hall, a tributary of River Ganges. Bungee-ing amidst the vastness of nature lends an absolutely breath taking experience.



Jumping Heights is well known for its safety measures and experienced staff. It costs around Rs 2500 per jump, a bit expensive, but totally worth the experience. The Bungee Jumping experience has been set amidst the astoundingly stunning landscape of Rishikesh. To Bungee jump, one must be at least 12 years and should weigh between 40-110 kg.

### Questions

1. What is Bungee Jumping?
2. Can Bungee be performed from a movable object? How?
3. When do you think Bungee becomes thrilling?
4. What is the experience when one falls off the platform?
5. Where is the Bungee Jumping point located in India?
6. What is the minimum age to Bungee Jump?



## Writing

### Advertisement

An advertisement is an audio / visual / audio visual form of marketing communication to promote or sell a product, service or idea.

**An advertisement should include the following to make it attractive.**

1. Name of the product / brand / outlet.
2. Address with contact information and websites.
3. Appealing Images (visuals) of the Product / Service / Idea to be advertised.
4. Target demographics / audience / customers.
5. Feel-good discounts and offers.
6. Colourful Background.
7. Colourful and readable text.
8. Brief and catchy descriptions and benefits about the product.
9. Borders and lines to organize.

Now look at the model advertisement given below

**RKP BOOK SHOP**

10% Discount for students

More than 2000 books

You name it!  
We have it!

- A collection of rare books
- Story books for children
- Fiction and Non-fiction
- Best-seller Collection
- Newspapers and Magazines
- Stationery products

"There is no friend as loyal as a book."

Main Road, Vallam,  
Thanjavur - 613 403

Labels: Offers / Discounts, Target Audience, Product Description, Address, Name, Catchy Phrases, Appealing Visuals, Borders / Lines

### I. Prepare attractive advertisements using the hints given below.

- Home appliances – Aadi Sale – 20-50% - Special Combo Offers – Muthusamy & Co., Raja Street, Gingee.
- Mobile Galaxy – Smart phones – accessories – SIM cards – Recharge – Free Power banks on Mobile purchase – No.1, Toll Gate, Trichy

### Report Writing

A report is designed to lead people through the information in a structured way, and also to enable them to find the information that they want quickly and easily. It is a short, sharp, concise document which is written for a particular purpose and audience.

#### Format of a report.

- ❖ Title of the report
- ❖ Report Writer's name
- ❖ What...? (name of the event)
- ❖ When...? (day and time of the event)
- ❖ Where...? (venue of the event)
- ❖ Why...? (the purpose of the event)
- ❖ Who...? (Chief guest,)
- ❖ How...? (the details of the event and its impact etc.)
- ❖ Use simple sentences in the Past Tense.
- ❖ Be brief.
- ❖ Do not exaggerate the event.

Here is a sample report on the Annual Sports Day of a school. Observe the format and the language used.

### Annual Sports Day

*By Charan, X - C*

Government Higher Secondary School, Hosur, organized the Annual Sports Day on August 29, 2018. The event was to inculcate the spirit of sportsmanship and fondness for sports in children. Approximately 1,000 students participated in the track and field events. The program began with a prayer rendered by the school choir. Following this, the Headmaster delivered the welcome speech. The Sports Day was inaugurated by the Chief Guest, followed by march past, led by the school captain with a placard bearing the School's name and motto. Then the much awaited track and field events began. As the events went by, the school campus reverberated with enthusiastic cheers from the spectators. Many new school level records were made in 50 metres, 100 metres, and 200 metres races. The merit and participation certificates were given away by the Chief Guest and Guests of Honour. In his speech, the Chief Guest praised the endeavours of the school. Then, the Headmaster proposed the vote of thanks. The event ended with the National Anthem.

**J. Write a report of the following events in about 100-120 words.**

1. 'Educational Development Day' was organized in your school on 15<sup>th</sup> July. The District Collector was the Chief Guest of the event. As part of the event, many competitions were held and the prizes were distributed to the winners and participants. It was a grand and successful event. Now, as the member of the organizing committee, write a report on the event in about 120 words.
2. You are the School Pupil Leader. You have been asked to write a report on the Inaugural Ceremony of English Literary Association of your school which was held recently. Write a report on the same in not more than 120 words.
3. You are the Coordinator of the Science Forum of your school. An event had been organized on account of National Science Day for the members of the forum. Now, write a report on the observance of "National Science Day" at your school.



## Grammar



### Modals

We have already learnt about Modals in Class IX. Now, let us revise.

A modal verb is used to indicate modality (that expresses a speaker's general intention) i.e. likelihood, ability, permission, request, capacity, suggestions, order, obligation, advice etc.

We use modals to show if we believe something is certain, probable or possible.

Modals are,

**can, could, may, might, will, would, shall, should, must & have to.**

Semi/Quasi modals are,

**ought to, need, dare & used to.**



Modals do not change with the person or number of the subject.

**A. Complete these sentences using appropriate modals. The clues in the brackets will help you.**

- When I was a child, I \_\_\_\_\_ climb trees easily but now I can't. (*ability in the past*)
- I \_\_\_\_\_ win this singing contest. (*determination*)
- You \_\_\_\_\_ buy this book. It is worth buying. (*advice or suggestion*)
- Poongothai \_\_\_\_\_ speak several languages. (*ability in the present*)
- I swear I \_\_\_\_\_ tell lies again. (*promise*)

- My father \_\_\_\_\_ play badminton in the evenings when he was at college. (*past habit*)
- You \_\_\_\_\_ do as I say! (*command*)
- \_\_\_\_\_ I have another glass of water? (*request*)
- Sibi has not practised hard but he \_\_\_\_\_ win the race. (*possibility*)
- We \_\_\_\_\_ preserve our natural resources. (*duty*)

**B. Rewrite the following sentences by rectifying the errors in the use of modals.**

- Would I have your autograph?
- I can be fifteen next April.
- Take an umbrella. It should rain later.
- The magistrate ordered that he might pay the fine.
- Make me a cup of tea, shall you?
- You may speak politely to the elders.
- You will get your teeth cleaned at least once a year.
- We could grow vegetables in our kitchen garden but we don't do it now.
- Must I get your jacket? The weather is cold.
- Could the train be on time?

**C. Read the dialogue and fill in the blanks with suitable modals.**

**Dad:** \_\_\_\_\_ we go out for dinner tonight?

**Charan:** Yes, Dad. We \_\_\_\_\_ go to a restaurant where I \_\_\_\_\_ have some ice cream.

**Dad:** OK. Then, I \_\_\_\_\_ be home by 7 p.m. Mom and you \_\_\_\_\_ be ready by then.

**Charan:** Sure. We \_\_\_\_\_. My friend told me that there is a magic show nearby. \_\_\_\_\_ you please take us there?

**Dad:** We \_\_\_\_\_ not have time to go for the magic show, I suppose. If we have enough time left, we \_\_\_\_\_ plan.

**Charan:** By the way, \_\_\_\_\_ we inform our gate keeper about our outing?

**Dad:** Yes, we \_\_\_\_\_ so that he \_\_\_\_\_ be aware we aren't at home.

**Charan:** \_\_\_\_\_ I call up Mom and tell her about our plan today?

**Dad:** You \_\_\_\_\_ to. Otherwise, we might be in trouble when she returns home.

**Charan:** Hmm... by the time you come home in the evening, we \_\_\_\_\_ be waiting for you. Hope you \_\_\_\_\_ be late. Bye.

#### D. Read the following dialogues and supply appropriate modals.

**Student:** Can we leave our bags in the class during the break?

**Teacher:** Yes, you \_\_\_\_\_ but arrange them neatly.

**Passenger:** My child is 6 years old. Do I have to buy him a ticket?

**Conductor:** Yes, you \_\_\_\_\_. It costs half of the price of an adult ticket.

**Vani:** Can we go for coffee after the meeting?

**Yoga:** No, I \_\_\_\_\_. I have to go home.

**Salesman:** When \_\_\_\_\_ I receive my order?

**Customer:** I \_\_\_\_\_ assure you sir, the order \_\_\_\_\_ be delivered tomorrow.

**Neela:** Do you think I should write about my education background in the resume?

**Preethi:** Yes, you \_\_\_\_\_. You \_\_\_\_\_ get a better job.

Imagine you have been to Thanjavur recently. Based on your experience and the data given below about Thanjavur, suggest and guide your friend who wishes to visit Thanjavur and places nearby, using modals in your sentences.

| Trains towards Thanjavur   | Places to visit in Thanjavur   | Places around Thanjavur  | Unique Products of Thanjavur   |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Uzhavan Express</li> <li>• Mannai Express</li> <li>• Madurai Express</li> </ul> | <ul style="list-style-type: none"> <li>• Brihadeeswarar Temple (Big temple)</li> <li>• Museum</li> <li>• Saraswathi Mahal (Library)</li> <li>• Palace</li> </ul> | <ul style="list-style-type: none"> <li>• Thiruvaiyaru</li> <li>• Kumbakonam</li> <li>• Kallanai Dam</li> <li>• Poondi (Church)</li> <li>• Manora Pattukkottai</li> </ul> | <ul style="list-style-type: none"> <li>• Art Plates</li> <li>• Paintings</li> <li>• Bronze Statues</li> <li>• Dancing Dolls</li> </ul> |

**E. Here are a few sentences already done for you. The clues given would be helpful to make more sentences on your own.**

1. I would suggest that you take the Uzhavan Express to Thanjavur from Chennai.
2. You will be more comfortable if you could book 3 tier A/C.
3. You could enjoy \_\_\_\_\_.
4. You should visit \_\_\_\_\_.
5. You mustn't miss \_\_\_\_\_.
6. You can buy \_\_\_\_\_.
7. \_\_\_\_\_.
8. \_\_\_\_\_.
9. \_\_\_\_\_.
10. \_\_\_\_\_.

**Active and Passive**

In Class IX, we have already learnt about Active and Passive Voices. Now, we shall learn some more forms of the voice.

**Let us recall**

When we give importance to what people and things do, we use active verb forms. When we give importance to what happens to people and things, we often use passive verb forms. Transitive verbs are followed by objects. Intransitive verbs do not take objects.

**F. Change the following sentences to the other voice.**

1. The manager appointed many office assistants.
2. You are making a cake now.
3. That portrait was painted by my grandmother.
4. Malini had bought a colourful hat for her daughter.
5. They have asked me to pay the fine.

6. The militants were being taken to prison by the police.
7. His behaviour vexes me.
8. Rosy will solve the problem.
9. Our army has defeated the enemy.
10. The salesman answered all the questions patiently.

**Passive Voice – Request**

In Active Voice, a request begins with 'Please'. When we change a request from Active to Passive Voice, we should begin the sentence with 'You are requested to' in place of 'Please'. If the request is in negative form, the request in passive voice should begin with 'You are requested not to'.

- (e.g.) 1. Please assemble in the ground.  
(Active)

You are requested to assemble in the ground. (Passive)

2. Please do not use mobile phones here. (*Active*)

You are requested not to use mobile phones here. (*Passive*)

### Passive Voice – **Advice**

When we change an advice from active to passive voice, we should begin the sentence with ‘You are advised to’. If the advice is in negative form, it should begin with ‘You are advised not to’.

- (e.g.) 1. Work hard (*Active*)

You are advised to work hard.  
(*Passive*)

2. Do not eat junk food. (*Active*)

You are advised not to eat junk food. (*Passive*)

Similarly, you can also use the following for other imperatives.

- ❖ You are instructed to ...  
You are instructed not to ...
- ❖ You are ordered to ...  
You are ordered not to ...

### Passive Voice – **Omitting the agent**

In the sentences beginning with someone/no one, omit the ‘agent’ (subject) in the passive voice.

- (e.g.) 1. Somebody has taken away my book. (*Active*)

My book has been taken away.  
(*Passive*)

2. No one has bought the tickets.  
(*Active*)

The tickets have not been bought.  
(*Passive*)

(Add ‘not’ to the verb for nobody, none, no one)

### Passive Voice – **Interrogatives**

When sentences are changed to Passive, they begin with a verb (in ‘Yes/No’ questions) or with a question word followed by the verb (in ‘Wh’ questions).

#### a. Questions beginning with Auxiliary verbs

- (e.g.) 1. Did he write a letter? (*Active*)

Was a letter written by him?  
(*Passive*)

2. Is he watching us? (*Active*)

Are we being watched by him?  
(*Passive*)

#### b. Questions beginning with ‘wh’ words

- (e.g.) 1. Who will accept this? (*Active*)

By whom will this be accepted?  
(*Passive*)

2. Who has arranged this meeting?  
(*Active*)

By whom has this meeting been arranged?  
(*Passive*)

3. When will you finish the building? (*Active*)

When will the building be finished by you? (*Passive*)  
(the agent ‘by you’ is optional)

4. How did they do this? (*Active*)

How was this done by them?  
(*Passive*)  
(the agent ‘by them’ is optional)

**G. Change the following into passive voice.**

1. Please call him at once.
2. How did you cross the river?
3. No one is borrowing the novels from the library.
4. Will you help me?
5. Go for a jog early in the morning.
6. Why have you left your brother at home?
7. Nobody should violate the rules.
8. Someone has to initiate it immediately.
9. Have you invited Raman to the party?
10. Please do not walk on the grass.
11. Cross the busy roads carefully.
12. When will you book the tickets to Bengaluru?

**H. In the following sentences the verbs have two objects namely Direct and Indirect objects. Change each of the following sentences into two passives using direct object as the subject in one and indirect in the other.**

1. John gave a bar of chocolate to Jill.
  - a: Jill was given \_\_\_\_\_
  - b: A bar of chocolate was given \_\_\_\_\_
2. Pragathi lent a pencil to Keerthana.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. Sudha told the truth to her friend.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

4. They offered the job to Venkat.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. The boss showed the new computer to Kaviya.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

**I. Rewrite the following passage in passive voice.**

A few days ago, someone stole Ambrose's motorbike. Ambrose had left it outside his house. He reported the theft to the police. The police told him that they would try to find his motorbike. This morning, they found his motorbike. The police called Ambrose to the police station. The thieves had painted it and then sold it to someone else. The new owner had parked the motorbike outside a mall when the police found it. After an enquiry, the police arrested the thieves.

**J. Write a recipe of your favourite dish in passive voice. Remember to list out the ingredients of the dish you have chosen and their quantity. Use simple present tense to write your recipe.**

**K. Write a report of an event held at your school using passive voice. Use simple past tense to narrate the event.**





# Life\*

*Henry Van Dyke*

Poem

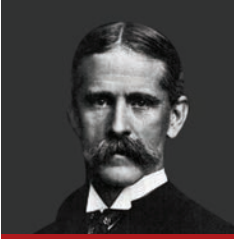


Let me but live my life from year to year,  
With forward face and unreluctant soul;  
Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear  
In the dim past, nor holding back in fear  
From what the future veils; but with a whole  
And happy heart, that pays its toll  
To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,  
O'er rough or smooth, the journey will be joy:  
Still seeking what I sought when but a boy,  
New friendship, high adventure, and a crown,  
My heart will keep the courage of the quest,  
And hope the road's last turn will be the best.



## About the Poet



**Henry Van Dyke** (1852 – 1933) was an American author, poet, educator, and clergyman. He served as a professor of English literature at Princeton University between 1899 and 1923. He was elected to the American Academy of Arts and Letters and received many other honours.



## Glossary

- mourning** (v) - feeling or expressing great sadness
- veils** (v) - to hide or cover something so that you cannot see it clearly or understand it
- crown** (n) - a prize or position offered for being the best
- quest** (n) - a long search for something that is difficult to find
- unreluctant\*** (adj.) - willing to do something (*\*This form is generally not used but the poet has coined it for emphasis*)

### Sonnet

The word **sonnet** is derived from the Italian word “sonetto,” which means a ‘little song’ or ‘small lyric’. In poetry, a sonnet has 14 lines, and is written in ‘iambic pentameter’ (*A line with ten syllables, accented on every second beat*). The first eight lines of a sonnet is known as “octave” and the last six lines is known as “sestet”. Sonnets can be categorized on the basis of their rhyme scheme.

### A. Read the following lines from the poem and answer the questions that follow.

- Let me but live my life from year to year,  
With forward face and unreluctant soul;*

  - Whom does the word ‘me’ refer to?
  - What kind of life does the poet want to lead?
- Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear*

  - Why do you think the poet is not in a hurry?
  - What should one not mourn for?
- In the dim past, nor holding back in fear  
From what the future veils; but with a whole  
And happy heart, that pays its toll  
To Youth and Age, and travels on with cheer.*

  - What does the poet mean by the phrase ‘in the dim past’?
  - Is the poet afraid of future?
  - How can one travel on with cheer?



4. *So let the way wind up the hill or down,  
O'er rough or smooth, the journey will be joy:  
Still seeking what I sought when but a boy,  
New friendship, high adventure, and a crown,*
- How is the way of life?
  - How should be the journey of life?
  - What did the poet seek as a boy?
5. *My heart will keep the courage of the quest,  
And hope the road's last turn will be the best.*
- What kind of quest does the poet seek here?
  - What is the poet's hope?
6. *In the dim past, nor holding back in fear  
From what the future veils; but with a whole  
And happy heart, that pays its toll  
To Youth and Age, and travels on with cheer.*
- Identify the rhyming words of the given lines.
7. *Let me but live my life from year to year,  
With forward face and unreluctant soul;  
Not hurrying to, nor turning from the goal;  
Not mourning for the things that disappear*
- Identify the rhyme scheme of the given lines.

**B. Answer the following question in about 80 – 100 words**

- Describe the journey of life as depicted in the poem by Henry Van Dyke.

**C. Based on your understanding of the poem, complete the following passage by the using the phrases given in the box.**

|                  |                     |                          |
|------------------|---------------------|--------------------------|
| youth to old age | up or down the hill | to hurry nor move away   |
| high adventure   | joyful              | mourn      looking ahead |

The poet wants to live his life \_\_\_\_\_, willing to do something. He neither wants \_\_\_\_\_ from his goal. He does not want to \_\_\_\_\_ the things he has lost, not hold back for fear of the future. He instead prefers to live his life with a whole and happy heart which cheerfully travels from \_\_\_\_\_. Therefore, it does not matter to him whether the path goes \_\_\_\_\_, rough or smooth, the journey will be \_\_\_\_\_. He will continue to seek what he wanted as a boy - new friendship, \_\_\_\_\_ and a crown (prize). His heart will remain courageous and pursue his desires. He hopes that every turn in his life's journey will be the best.

Read and Enjoy

## Sea Fever

*John Masefield*

I must go down to the seas again, to the lonely sea and the sky,  
And all I ask is a tall ship and a star to steer her by;  
And the wheel's kick and the wind's song and the white sail's shaking,  
And a grey mist on the sea's face, and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide  
Is a wild call and a clear call that may not be denied;  
And all I ask is a windy day with the white clouds flying,  
And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,  
To the gull's way and the whale's way where the wind's like a whetted knife;  
And all I ask is a merry yarn from a laughing fellow-rover,  
And quiet sleep and a sweet dream when the long trick's over.

# 1

## The Tempest

An Extract from Charles Lamb's  
Tales From Shakespeare

Supplementary

There was an island in the sea, the only inhabitants of which were an old man, named Prospero, and his daughter Miranda, a very beautiful young lady. She came to this island so young, that she had no memory of having seen any other human face than her father's.

They lived in a cave made out of a rock; it was divided into several apartments, one of which Prospero called his study; there he kept his books, which chiefly treated of magic. By virtue of his art, he had released many good spirits from a witch called Sycorax who had them imprisoned in the bodies of large trees. These gentle spirits were ever after obedient to the will of Prospero. Of these Ariel was the chief.

Ariel took rather too much pleasure in **tormenting** an ugly monster called Caliban, because he was the son of his old enemy Sycorax. Caliban was employed like a slave, to fetch wood, and do the most laborious offices; and Ariel had the charge of compelling him to these services.

With the help of these spirits, Prospero could command the winds, and the waves of the sea. By his orders they raised a violent storm, in the midst of which, he showed his daughter a fine large ship, which he told her was full of living beings like themselves. "Oh my dear

father," said she, "if by your art you have raised this **dreadful** storm, have pity on their sad distress. See! the vessel will be dashed to pieces. Poor souls! they will all perish."



"Be not so amazed, daughter Miranda," said Prospero; "there is no harm done. I have so ordered it, that no person in the ship shall receive any hurt. What I have done has been in care of you, my dear child. You are ignorant. Can you remember a time before you came to this cell? I think you cannot, for you were not then three years of age."

“Twelve years ago, Miranda,” continued Prospero, “I was Duke of Milan, and you were a princess, and my only heir. I had a younger brother, whose name was Antonio, to whom I trusted everything; My brother Antonio being thus in possession of my power, began to think himself the duke indeed. The opportunity I gave him of making himself popular among my subjects awakened in his bad nature a proud ambition to deprive me of my dukedom: this he soon effected with the aid of the King of Naples, a powerful prince, who was my enemy.”

“Wherefore,” said Miranda, “did they not that hour destroy us?”

“My child,” answered her father, “they dared not, so dear was the love that my people bore me. Antonio carried us on board a ship, and when we were some leagues out at sea, he forced us into a small boat, without either tackle, sail, or mast: there he left us, as he thought, to perish. But a kind lord of my court, one Gonzalo, who loved me, had privately placed in the boat, water, provisions, apparel, and some books which I prize above my dukedom.”

“O my father,” said Miranda, “what a trouble must I have been to you then!”

“No, my love,” said Prospero, “you were a little angel that did preserve me. Your innocent smiles made me bear up against my misfortunes. Our food lasted till we landed on this desert island, since when my chief delight has been in teaching you, Miranda, and well have you profited by my instructions.”

“Heaven thank you, my dear father,” said Miranda. “Now tell me, sir, your reason for raising this sea-storm?”

“Know then,” said her father, “that by means of this storm, my enemies, the King of Naples, and my cruel brother, are cast ashore upon this island.”

Having so said, Prospero gently touched his daughter with his magic wand, and she fell fast asleep; for the spirit Ariel just then presented himself before his master, to give an account of the tempest, and how he had disposed of the ship’s company, and though the spirits were always invisible to Miranda, Prospero did not choose she should hear him holding conversation (as would seem to her) with the empty air.

“Well, my brave spirit,” said Prospero to Ariel, “how have you performed your task?”

Ariel gave a lively description of the storm, and of the terrors of the mariners; and how the king’s son, Ferdinand, was the first who leaped into the sea; and his father thought he saw his dear son swallowed up by the waves and lost. “But he is safe,” said Ariel, “in a corner of the isle, sadly lamenting the loss of the king, his father.”

“That’s my delicate Ariel,” said Prospero. “Bring him here: my daughter must see this young prince. Where is the king, and my brother?”

“I left them,” answered Ariel, “searching for Ferdinand, whom they have little hopes of finding, thinking they saw

him perish. Of the ship's crew not one is missing; though each one thinks himself the only one saved: and the ship, though invisible to them, is safe in the harbour."

Ariel then went to fetch Ferdinand.

"O my young gentleman," said Ariel, when he saw him, "I will soon move you. You must be brought, I find, for the Lady Miranda to have a sight of your pretty person. Come, sir, follow me."

He followed in amazement the sound of Ariel's voice, till it led him to Prospero and Miranda, who were sitting under the shade of a large tree. Now Miranda had never seen a man before, except her own father.

"Miranda," said Prospero, "tell me what you are looking at yonder."

"O father," said Miranda, in a strange surprise, "surely that is a spirit. Lord! How it looks about! Believe me, it is a beautiful creature. Is it not a spirit?"

"No, girl," answered her father; "it eats, and sleeps, and has senses such as we have. This young man you see was in the ship. He is somewhat altered by grief, or you might call him a handsome person. He has lost his companions, and is wandering about to find them."

Miranda, who thought all men had grave faces and grey beards like her father, was delighted with the appearance of this beautiful young prince; and Ferdinand, seeing such a lovely lady in this desert place, and from the strange sounds he had heard, expecting nothing but wonders,

thought he was upon an enchanted island, and that Miranda was the goddess of the place, and as such he began to address her.

She timidly answered, she was no goddess, but a simple maid, and was going to give him an account of herself, when Prospero interrupted her. He was well pleased to find they admired each other, but to try Ferdinand's constancy, he resolved to throw some difficulties in their way: therefore advancing forward, he addressed the prince with a stern air, telling him, he came to the island as a spy, to take it from him who was the lord of it. "Follow me," said he, "I will tie your neck and feet together. You shall drink sea-water; shell-fish, withered roots, and husks of acorns shall be your food." "No," said Ferdinand, "I will resist this" and drew his sword; but Prospero, waving his magic wand, fixed him to the spot where he stood, so that he had no power to move.

Miranda hung upon her father, saying, "Why are you so ungentle? Have pity, sir; I will be his surety. This is the second man I ever saw, and to me he seems a true one."

"Silence," said the father: "one word more will make me chide you, girl! What! An advocate for an impostor! You think there are no more such fine men, having seen only him and Caliban." This he said to prove his daughter's constancy; and she replied, "My affections are most humble. I have no wish to see a goodlier man."

"Come on, young man," said Prospero to the Prince; "you have no power to disobey me."

Prospero had commanded Ferdinand to pile up some heavy logs of wood. Kings' sons not being much used to laborious work, Miranda soon after found him almost dying with **fatigue**. "Alas!" said she, "do not work so hard; my father is at his studies, he is safe for these three hours; pray rest yourself."



"O my dear lady," said Ferdinand, "I dare not. I must finish my task before I take my rest."

"If you will sit down," said Miranda, "I will carry your logs the while." But this Ferdinand would by no means agree to.

Prospero, who had enjoined Ferdinand this task merely as a trial of his love, was not at his books, as his daughter supposed, but was standing by them invisible, to overhear what they said.

Ferdinand inquired her name, which she told, saying it was against her father's express command she did so.

And then Ferdinand, in a fine long speech, told the innocent Miranda he was heir to the crown of Naples, and that she should be his queen.

Prospero then appeared before them.

"Fear nothing, my child," said he; "I have overheard, and approve of all you have said. And, Ferdinand, if I have too severely used you, I will make you rich amends, by giving my daughter in marriage to you. All your **vexations** were but trials of your love, and you have nobly stood the test.

When Prospero left them, he called his spirit Ariel, who quickly appeared before him, eager to relate what he had done with Prospero's brother and the King of Naples. Ariel said he had left them almost out of their senses with fear, at the strange things he had caused them to see and hear. When fatigued with wandering about, and **famished** for want of food, he had suddenly set before them a delicious banquet, and then, just as they were going to eat, he appeared visible before them in the shape of a harpy, a **voracious** monster with wings, and the feast vanished away. Then, to their utter amazement, this seeming harpy spoke to them, reminding them of their cruelty in driving Prospero from his dukedom, and leaving him and his infant daughter to perish in the sea; saying, that for this cause these terrors were suffered to afflict them.

The King of Naples, and Antonio the false brother, **repented** the injustice they had done to Prospero.

"Then bring them here, Ariel," said Prospero.

Ariel soon returned with the king, Antonio, and old Gonzalo. This Gonzalo was the same who had so kindly provided Prospero formerly with books and



provisions, when his wicked brother left him, as he thought, to perish in an open boat in the sea.

Grief and terror had so stupefied their senses, that they did not know Prospero. He first discovered himself to the good old Gonzalo, calling him the preserver of his life; and then his brother and the king knew that he was the injured Prospero.

Antonio with tears, and sad words of sorrow and true repentance, implored his brother's forgiveness and Prospero forgave them; and, upon their engaging to restore his dukedom, he said to the King of Naples, "I have a gift in store for you too;" and opening a door, showed him his son Ferdinand playing chess with Miranda.

Nothing could exceed the joy of the father and the son at this unexpected meeting, for they each thought the other drowned in the storm.

The King of Naples was almost as much astonished at the beauty and excellent graces of the young Miranda, as his son had been. "Who is this maid?" said he; "She is the daughter to this Prospero, who is the famous Duke of Milan, of whose renown I have heard so much, but never saw him till now: of him I have received a new life: he has made himself to me a second father, giving me this dear lady," said Ferdinand

"No more of that," said Prospero: "let us not remember our troubles past, since they so happily have ended." And then Prospero embraced his brother, and again assured him of his forgiveness.

Prospero now told them that their ship was safe in the harbour, and the sailors all on board her, and that he and his daughter would accompany them home the next morning.

Before Prospero left the island, he dismissed Ariel from his service, to the great joy of that lively little spirit.

### About the author



#### William Shakespeare

(1564–1616) was

born in Stratford-upon-Avon, England.

He was an English poet, playwright and actor. He is widely regarded as both the greatest writer in the English language and the world's pre-eminent dramatist. His surviving body of work includes 37 plays, 154 sonnets and two narrative poems, the majority of which he penned between 1589 and 1613.

#### DO YOU KNOW?

- ❖ The play 'The Tempest' was written between 1610 and 1611.
- ❖ Many critics and historians believe it to be one of the last plays of William Shakespeare.
- ❖ It is considered to be one of Shakespeare's well-written plays.
- ❖ It is believed that the play 'The Tempest' was based on an actual wreck of a ship called Sea Venture off Bermuda that was headed to Virginia. There is a strong evidence that Shakespeare used elements of the story of the wreck.



## Glossary

**tormenting** (v) – making someone suffer or worry a lot

**dreadful** (adj.) - extremely bad or unpleasant

**duke** (n) - a man of very high social rank in some European countries; a king

**deprive** (v) - to take something important or necessary away from someone

**fatigue** (n) - extreme tiredness

**vexation** (n) - worry or anger

**famished** (adj.) - extremely hungry

**voracious** (adj.) - very eager for something

**repent** (v) - to be very sorry for something bad you have done.

### A. Choose the correct answer

1. \_\_\_\_\_ was the chief of all spirits.

- a. Sycorax
- b. Caliban
- c. Ariel
- d. Prospero



2. \_\_\_\_\_ raised a dreadful storm.

- a. Caliban
- b. Prospero
- c. Miranda
- d. Sycorax

3. Miranda was brought to the island \_\_\_\_\_ years ago.

- a. fourteen
- b. ten
- c. twelve
- d. five

4. Prospero ordered Ariel to bring \_\_\_\_\_ to his place.

- a. Gonzalo
- b. Ferdinand
- c. King of Naples
- d. Antonio

5. \_\_\_\_\_ had provided Prospero formerly with books and provisions.

- a. Antonio
- b. Ferdinand
- c. Gonzalo
- d. Antonio

6. The second human being that Miranda saw on the island was \_\_\_\_\_.

- a. Ariel
- b. Prospero
- c. Ferdinand
- d. Gonzalo

### B. Identify the character or speaker

1. She imprisoned the spirits in the bodies of large trees.

2. He was the chief of all spirits.

3. I was Duke of Milan, and you were a princess.

4. What a trouble must I have been to you then!

5. Now pray tell me, sir, your reason for raising this sea-storm?

6. I will soon move you.

7. I will tie you neck and feet together.

8. I must finish my task before I take my rest.”

9. He repented and implored his brother’s forgiveness.

**C. Answer the following questions in one or two sentences.**

1. Who were the inhabitants of the island?
2. What powers did Prospero possess?
3. Who was Caliban? What was he employed for?
4. Who were on the ship? How were they related to Prospero?
5. Why had Prospero raised a violent storm in the sea?
6. How did Miranda feel when her father raised the storm to destroy the ship?
7. What was Ariel ordered to do with the people on the ship?
8. Give two reasons why Miranda was so concerned about Ferdinand.
9. Why did Prospero set Ferdinand a severe task to perform?
10. How was Gonzalo helpful to Prospero when he left Milan?

**D. Answer the questions in a paragraph of about 100 – 150 words.**

1. Write a detailed character sketch of Prospero.
2. Narrate how Prospero made his enemies repent to restore his dukedom.

**E. Rearrange the following sentences in coherent order**

- He ordered Ariel to torment the inmates of the ship.
- Miranda was attracted by Ferdinand and had more concern towards him.
- Prospero and Miranda came to an island and lived in a cave.
- Prospero forgave them and restored his dukedom, Milan.
- He raised a violent storm in the sea to wreck the ship of his enemies.
- Prospero wanted to test Ferdinand and gave a severe task to perform.
- Using his powers, Prospero released the good spirits from large bodies of trees.
- The King of Naples, and Antonio the false brother, repented the injustice they had done to Prospero.
- Ariel was instructed to bring Ferdinand, the prince of Naples to his cave.
- Ferdinand was the second human whom Miranda had seen after her father.



## ICT CORNER

# Grammar – Modals

- ❖ To learn the usage of Modals
- ❖ To use appropriate modals



### Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Enable flash to play the game
3. Click the correct modals by choosing right option
4. Roll the dice and play until you win the snake and ladder game.



Step 1



Step 2



### Download Link

Click the following link or scan the QR code to access the website.

[http://www.eslgamesworld.com/members/games/grammar/New\\_Snakes\\_%20Ladders/Mixed\\_Modals.html](http://www.eslgamesworld.com/members/games/grammar/New_Snakes_%20Ladders/Mixed_Modals.html)

\*\* Images are indicative only.