

CHRIST KING HR. SEC. SCHOOL, KOHIMA  
CLASS 10  
ENGLISH

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**MEHOUVIU AND MORUSA**

**SUMMARY:**

Mehouviu and Morusa is a Naga folktale from the times of head-hunting retold by writer Easterine Kire (Iralu). The story is about two people named Mehouviu and Morusa. Mehouviu was a young girl and Morusa was a young warrior. They lived in different villages.

Mehouviu was the most beautiful girl in her village and many people wanted to marry her but she always refused them all because she wanted to marry Morusa.

Morusa was a famous warrior from the village Kidima and everybody knew him. He was tall and strong and had taken many heads. One day Morusa's uncle asked him to get married to Mehouviu and he agreed. Mehouviu was also happy when her relatives asked her to marry Morusa. The marriage was fixed.

Few weeks before the marriage, Mehouviu started seeing a strange dream again and again. She would see in the dreams that she was sitting in Morusa's house and there was a heaped plate of rice and meat in front of her.

Few days before the wedding, Morusa decided to impress Mehouviu by doing something great. So he got out of his house in search of an enemy whom he could kill. But he could not find anyone. Finally, he reached a village where there weren't many people as everyone was working in the fields. He saw that in the porch of one house a woman was weaving. He quickly went near her and killed her with a spear through her heart. After that, he took her head and went back home happily.

Soon, the news reached Morusa's house that a warrior had killed Mehouviu. Morusa realized that the woman he had killed was actually Mehouviu whom he was going to get married. This Naga folktale is told so that head-hunting is discouraged.

**A. REFERENCE TO CONTEXT**

1. *The rumours were confirmed when Morasa's relatives came to ask for her hand and they were readily accepted.*

- a) What are the rumours mentioned in this line?
- b) Who was Morusa?
- c) Why were they readily accepted?
- d) Give the noun form of: confirmed.

**Answer:**

- a) The rumours mentioned in this line was that warrior Morusa could possibly become a suitor of Mehouviu.
- b) Morusa was a famous warrior of Kidima.
- c) They readily accepted the proposal because Morusa was a famous, tall, and strong warrior of Kidima and he had taken many heads already.
- d) Confirmation.

2. *So he set out on his quest but he did not encounter any enemy warriors at all.*

- a) Who is 'he' in this line?
- b) What quest had he set out on and why?

- c) What happened immediately after this?
- d) Give another word for: encounter.

**Answer:**

- a) In this line, 'he' is Morusa.
- b) He set out on the quest of encountering an enemy warrior and take his head as a trophy. He wanted to impress his bride by doing something of note and prove himself to be a worthy suitor.
- c) Immediately after this, he saw a woman weaving at her porch. He stepped up to her swiftly, taking her by complete surprise. He slid the weaving loom off her and drove his spear into her heart.
- d) Meet, come across

**3. *Morusau was grief-stricken at this news. But the circumstances of her death sounded suspiciously familiar.***

- a) What news had caused grief to Morusa?
- b) Why was he grief-stricken?
- c) Why did it sound suspiciously familiar?
- d) Give the adjective form of: circumstances.

**Answer:**

- a) The news of the death of Mehoviu caused grief to Morusa.
- b) He was grief-stricken because he was betrothed to Mehoviu.
- c) It sounded suspiciously familiar because the head Morusa took of the woman and the circumstances under which Mehoviu died were the same.
- d) Circumstantial.

**B. READ AND WRITE**

**1. What were the qualities that Mehoviu and Morusa were known for?**

Mehoviu was the most charming Maiden of her village. She possessed a very pleasing personality for which many young men wanted to marry her. Morusa was a very famous warrior of Kidima. He was tall and strong. He was greatly known for taking many heads.

**2. Why was Mehoviu reluctant to marry?**

Mehoviu was reluctant to marry any man of her village because she heard about great deeds of Morusa and wished to marry him.

**3. Briefly describe the strangest dream that Mehoviu had.**

Mehoviu had a strange dream before her marriage. She dreamt that she was in Morusa's house and a heaped plate of rice and meat was served to her. She dreamt it repeatedly.

**4. Why did Morusa behead the woman at the loom?**

Morusa tried to impress his bride by doing something noteworthy and prove himself to be a worthy suitor. He started his quest to encounter an enemy. After travelling a long way, he found a village without any inhabitants but only a woman who was weaving at her porch. The villagers were in the fields. He stepped near to her and took the weaving looms from her hands and drew his spear into her heart. Morusa killed her and took

her head as a trophy.

**5. How did people learn about Mehouviu's death?**

When Mehouviu's relatives sent the news of her death to Morusa's parents, the wedding preparations was stopped and people learnt about Mehouviu's death and also realised that Morusa had mistakenly killed his own beloved.

**6. What was the tragedy that struck Morusa?**

The tragedy that struck Morusa was that he had killed his own beloved unknowingly. In order to impress his bride, he decided to encounter an enemy and place his head before Mehouviu as a wedding gift. He went to a village where he saw a woman weaving at her porch. Morusa took the weaving loom off her hands and drew his spear into her heart. After sometime Morusa got the news of Mehouviu's death and that she was killed by a warrior. He was dumbstruck because her death and his encounter sounded almost similar. He started to dig every bit of information that related to Mehouviu's death and concluded that his encountered woman was his own beloved whom he killed unknowingly.

**EXTRA QUESTIONS AND ANSWERS**

**1. Why was Morusa grief-stricken?**

Morusa was grief-stricken because he had killed his own beloved unknowingly.

**2. Why did Mehouviu reject all marriage proposals?**

Mehouviu rejected all marriage proposals because she had heard about the great deeds of Morusa and wished to marry him.

**3. What did Morusa's uncle advise him?**

Morusa's uncle advised him to take a wife and when someone suggested the virtuous Mehouviu, Morusa agreed to the proposal.

**4. How did Morusa decide to impress his bride?**

Morusa decided to impress his bride by doing something of note and prove himself to be a worthy suitor.

**5. What was Mehouviu doing when Morusa killed her?**

Mehouviu was weaving at her porch when Morusa killed her.

**6. In what context is the story of Mehouviu and Morusa told about?**

The story of Mehouviu and Morusa is told as a warning and condemnation to head-hunting.

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## IMITATING THE ENGLISH GENTLEMAN

### SUMMARY:

The chapter *Imitating the English Gentleman*, is an account of Mahatma Gandhi's struggle to mix with the English and the English society while he was studying law in London. In the chapter, Mohandas Karamchand Gandhi talked about how his life in London was not an easy one because he was a vegetarian and his friend did not appreciate this. His friend would find vegetarianism a hurdle in his development. One day when Gandhiji was hesitant to eat in a restaurant because he was not sure whether the food was vegetarian or not, his friend became angry and told him that he was too clumsy for a decent society. This provoked Gandhiji to take measures and make himself suitable for English society. He changed his dressing style and took a few classes, only to realise later that all these would not make him a true gentleman but if he ever would become a gentleman, it would be because of his character. After that, he gave up his prospects of becoming an English gentleman and emphasized on building a good character, reminding himself that he was there in London to study and he was not supposed to stay there all his life.

### A. REFERENCE TO CONTEXT

#### 1. *'If you cannot behave yourself, you had better go.'*

- a) Who said these words and to whom?
- b) Where was the speaker at this point of time?
- c) What had the other person done?
- d) Make a new word with 'behave' by adding a suffix or prefix.

#### Answer:

- a) Gandhiji's friend said these words to Gandhiji.
- b) The speaker was at the Holborn Restaurant.
- c) The other person, i.e., Gandhiji had summoned the waiter to ask if the soup they had been served was vegetarian which he didn't find fitting for a decent society.
- d) Misbehave.

#### 2. *My ambitions also grew like the family of the recluse.*

- a) What were the ambitions of the speaker?
- b) Who is the 'recluse' referred to in the line?
- c) The speaker is referring to a past incident. Is his tone one of approval or criticism?
- d) 'Recluse' is a noun. Derive the adjective form of the word.

#### Answer:

- a) The ambition of the speaker was to become a refined English gentleman.
- b) The 'recluse' referred to in the line was Gandhiji who was doing one thing after another to solve one supposed problem.
- c) His tone was of criticism. He was introspecting his false pursuit of becoming an English gentleman.
- d) The adjective for recluse is 'reclusive'.

## **B. READ AND WRITE**

### **1. What prompted Gandhiji to take up vegetarianism?**

Gandhiji studied different books on health and hygiene like “Salt’s book”, Howard Williams’ “The Ethics of Diet”, Dr Anna Kingsford’s “The Perfect Way in Diet” and Dr Allinson’s writings on health and hygiene. He was also highly influenced by great people like Pythagoras and others who wear vegetarians. He realised that health and religion take an important place in one’s life. The above belief reaffirmed his vegetarianism.

### **2. Why was his friend concerned about his becoming a vegetarian?**

Gandhiji’s friend thought that if he persisted in his objections to meat, he would not only develop a weak constitution but also remain a duffer in modern society. When he came to know that Gandhiji had begun to interest himself in books on vegetarianism, he was afraid lest these studies should muddle Gandhiji’s head and he fritter his life away in experiments forgetting work and become a crank.

### **3. What did Gandhiji do to please his friend and reassure him that he was fit for English society?**

To please his friend and to make up for vegetarianism, Gandhiji tried to cultivate other habits to become an English gentleman. He bought new clothes suitable for English society; a chimney-pot hat, an evening suit made in Bond Street and a double watch chain of gold. He started spending 10 minutes every day before a huge mirror parting his hair and arranging his tie. He also started taking lessons in dancing, violin, French and elocution.

### **4. Gandhiji took up various activities to make himself an accomplished man. What were these activities? Did they help him in becoming an English gentleman? What makes you say so?**

Gandhiji decided to alter his style of dressing. He used to wear the Bombay cut clothes which, he thought, were not suitable for English society. So he bought new clothes in English fashion from the Army and Navy stores. He got himself a Chimney pot hat for 19 shillings. He wasted 10 pounds on an evening suit made in Bond Street and asked his brother to send him a double watch-chain of gold. He also learnt the art of tying a tie for himself.

Apart from changing his clothes, Gandhiji also tried to imbibe other aspects of British culture. He started taking lessons in dancing, violin, French and elocution.

They did help him become a gentleman but not in the way he thought they would. I completely agree with Gandhiji’s conclusion that he was chasing false ideals. Gandhiji was trying to please his friend and make up for his vegetarianism when he should have been concentrated on his studies as he was not going to stay in England forever. Though he did not become an English gentleman like the way he imagined, the introspection that he received after he had gone through all the fruitless physical transformation did make him a refined gentleman in the truest sense.

### **5. Briefly describe the incident at Holborn restaurant.**

Gandhiji had gone to Holborn restaurant with his friend. His friend had thought that in the midst of other diners, Gandhiji’s modesty would forbid him from asking any question. It was

a fancy place and a new experience for Gandhiji. He and his friend shared the same table and the first course of meal was soup. Gandhiji wondered that if the soup was a vegetarian soup and summoned the waiter immediately. His friend became irritated and asked him to leave the restaurant and wait for him outside. Gandhiji went out and searched for a vegetarian restaurant but unfortunately, the nearest restaurant of his choice had already been closed. Without a word, he accompanied his friend to the theatre.

#### **6. What is the 'infatuation' that Gandhi says lasted about three months?**

The "infatuation" that Gandhiji mentioned that lasted for 3 months was his endeavour to become an English gentleman. He understood his infatuation and that he was pursuing a false ideal after reading Bell's Standard Elocutionist.

### **C. THINK AND ANSWER**

#### **1. True friendship is based on mutual respect and understanding. Would you consider this story an instance of true friendship? Discuss.**

No, I did not think that it was the story an instance of true friendship. Gandhiji's friend had no respect for the choices of Gandhiji. He was determined to make Gandhiji a non-vegetarian when Gandhiji clearly did not want that. If he was the true friend of Gandhiji, he would have respected Gandhiji and his choices. His friend also had insulted him at the restaurant when Gandhiji tried to ask the waiter whether the soup was vegetarian which he was very unlikely of a true friend.

#### **2. 'Mr Bell rang the bell of alarm in my ear and I awoke.' Explain.**

Gandhiji had decided to take lessons in elocution to become an English gentleman and he was told to get Bell's Standard Elocutionist as the text-book. But as he started reading the book he understood that he was chasing a false ideal. He realised that he was in England to study and all the things that he was getting himself engaged in instead were nothing to do with studies but to fit in in the English society why he was not going to be forever. It became clear to him that he should rather be a man of character.

### **EXTRA QUESTIONS AND ANSWERS**

#### **1. Why did Gandhiji eventually give up?**

After reading Bell's Standard Elocutionist, Gandhiji realised that he was pursuing a false ideal because he was not going to spend a lifetime in England. So, it was useless to learn elocution and dancing. He realised that he was a student and should go on with his studies to qualify himself to join the inns of court. He declared that a character could make him a true gentleman otherwise he should forget the ambition. Thus, Gandhiji eventually gave up.

#### **2. What did Gandhiji's friend do in his bid to transform him?**

In his bid to transform Gandhiji, his friend made the last effort. Even they invited him to go to the theatre. Before the play, they were to dine together at the Holborn Restaurant. It was a palatial place for Gandhiji and the first big restaurant. The friend had planned to take him to that restaurant evidently imagining that modesty would forbid him from asking any question.

#### **3. How did Gandhiji decide to alter his style of dressing?**

Gandhiji decided to alter his style of dressing by changing the Bombay cut he was wearing. He got new ones at the Army and Navy stores. He went in for a chimney-pot hat costing 19 shillings. He wasted 10 pounds on an evening suit made in Bond Street. He understood that it was not correct to wear a readymade tie so he learned the art of tying one for himself.

**4. “But henceforward I became a student.” Why does Gandhiji say this? What does he mean?**

Gandhiji says this because he tried to become an English gentleman by adopting the British culture and his ambition grew like the family of the recluse. He wasted time, money, and energy in his endeavors of becoming an English gentleman, which were not related to his studies for which he was in England. He tried to take lessons in dancing, French and elocution which were beyond his means of studies. By this statement, Gandhiji means that he deviated from the false ideals he was pursuing and started focusing on the ambition for which he was in England in the first place.

**5. Would you agree with Gandhiji’s view on giving up attempts to absorb the British culture? Give reasons.**

Yes, I would agree with Gandhiji’s views on giving up attempts to absorb the British culture as Gandhiji was in England the complete his studies and he was eventually to return to India where the British culture would be of no use. All his attempts to absorb the British culture was indeed deviating him from his primary focus of completing his studies. Further, more than the outward show of becoming a gentleman, manners make a man. Gandhiji understood it eventually and thus his views on giving up attempts to absorb the British culture stands correct.

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## INVICTUS

### SUMMARY:

In the chapter Invictus, you will learn how the first Black president of South Africa Nelson Mandela united the people of South Africa who were of different races. Invictus tells us the importance of living in harmony with each other despite differences. In the chapter we see that the blacks did not have a favourable opinion about the whites as they were seen as oppressors. Even the staff of Nelson Mandela which comprised of both the blacks and the whites always would tussle amongst themselves. But Mandela found a way to unite the people through the game of rugby as the country was going to host the world cup. This South African rugby team comprised mostly of the whites and therefore they would be booed by their own countryman. The team was an underdog but as the tournament progressed, the team played magnificently and eventually every South African started to support the team regardless of their colours. Nelson Mandela who was in jail before becoming the President was seen as a hero for uniting the people through the game and for motivating the team.

### A. REFERENCE TO CONTEXT

**1. Therefore, Mandela’s immediate challenge was ‘balancing black aspirations with white fears’ tackling crime and unemployment, the country’s most crucial problems.**

- a) The biggest challenge Mandela faced was
  - i) After his release from prison.
  - ii) During the movement against apartheid.
  - iii) When he assumed the office of President.
- b) Explain what is meant by ‘balancing black aspirations with white fears’.
- c) What were two of the most crucial problems of the country?

**Answer:**

- a) When he assumed the office of President.
- b) By balancing ‘black aspiration with white fears’, the author meant that there was an immediate need to bring the clashing South African people, which were comprised of both blacks and whites, together for the greater cause of the country. During that time, the blacks and whites were at loggerheads. The blacks aspired to get more inclusive in every sphere and the whites feared the dominance of the blacks over them.
- c) Crime and unemployment were the two of the most crucial problems of the country.

**2. *A testimony to that is the image of some white police officers rejoicing by hoisting a young black boy on their shoulders.***

- a) What does ‘that’ in line 1 refer to?
- b) Why were the white police officers rejoicing?
- c) Pick out a word in the passage which means ‘proof’.

**Answer:**

- a) It refers to the diminishing hatred of the blacks towards their white countrymen and the game of rugby altogether.
- b) The white police officers were rejoicing at the phenomenal performance of the national rugby team in the 1995 World Cup.
- c) The word ‘testimony’ means proof here.

**3. *The President and the captain met on the field to celebrate this impossible happening amidst a crowd comprising sixty-two thousand people of myriad races.***

- a) What was the occasion being celebrated?
- b) Why is it called ‘impossible’?
- c) What does the description ‘myriad races’ suggest?

**Answer:**

- a) The occasion being celebrated was the winning of the 1995 Rugby World Cup by the South African national team.
- b) It is called impossible because the Springbok team was a mediocre team and was not expected to go beyond the quarterfinals. Also, they faced the New Zealand team, the most triumphant rugby team in the world and the favourites.
- c) The description ‘myriad races’ suggests people from different ethnicities and colours who were present during the finale of the world cup and who witnessed the impossible.

**4. *Pride has many faces. It could be a noble one, as in the case of Mandela; it could be an obscene, or cruel face too! Mandela chose the noble face and rose***

*about his conditions, not only from his prison cell but also in the struggle to unite his country.*

- a) What are the many faces of pride?
- b) Cite one instance from the passage to substantiate the observation that Mandela chose the noble face.
- c) Mandela was able to rise above his conditions-what quality in his character does this reflect?

**Answer:**

- a) Pride can take the face of nobility, cruelty or even can be obscene depending on the person.
- b) One of the many instances to substantiate the observation that Mandela chose the noble face is that despite years of struggle and facing discriminations, he remained determined to unite the country. He also made sure that the aspiration of one community didn't come at the expense of others'.
- c) It reflects his persistence, determination and perseverance in the face of absolute oppositions.

## **B. READ AND WRITE**

### **1. What was Mandela's first work after his release from prison?**

Mandela's first work after his release from prison was to end apartheid and initiate full democratic elections where the black majority could vote.

### **2. Why had Mandela been imprisoned?**

Mandela was imprisoned and given a life sentence for attempting to overthrow the apartheid rule in South Africa following the Rivonia Trial.

### **3. What did Mandela notice in his own security team?**

Mandela noticed that his security team, comprising both old white and new black officials, were at loggerheads despite sharing the same goals and job.

### **4. Why was it almost impossible to defeat the New Zealand team?**

It was almost impossible to defeat the New Zealand team because the New Zealand team was the most triumphant rugby team in the world and the favourites. They were almost unconquerable. On the other hand, the Springbok team, mediocre at best, was not expected to go beyond the quarterfinals.

### **5. Compare and contrast the attitude of the spectators in the two rugby matches at which Mandela was present.**

In the first match which Mandela attended, the non-white people in the stadium jeered at their home squad because the Springboks, an all-white team, symbolized the prejudice that marred their lives. Moreover, some of the white people in the crowd had jeered at him. In the second match, however, the home crowd chanted his name as he came wearing a Springbok jersey with Pienaar's number six on it. The whites didn't jeer at him.

## **C. THINK AND ANSWER**

### **1. People all over the world had said that Mandela's people needed a leader. He gave them a champion! Discuss.**

Nelson Mandela was one of the most influential leaders that the world has ever seen. He was born in colonized South Africa where the blacks were looked down upon. He was the key player in the anti-apartheid movement which opposed the apartheid system of racial segregation that privileged whites. The system was devised by the white-only government of South Africa's National Party. The country needed a leader who could end the discrimination that the majority of the people were facing and Nelson Mandela sacrificed his life for the cause. He spent 27 years in prison fighting against apartheid and finally when he did manage to form a government, he worked intensively towards dismantling the institutionalized racism and brought South Africa to a new morning. The people of the country could not have found a better leader to lead them than Nelson Mandela.

### **2. Mandela told Pienaar about the poem 'Invictus'. How is this significant? What does this show about Mandela?**

Mandela telling Pienaar about the poem 'Invictus' was a significant moment as right before that Mandela had watched Pienaar and his team being jeered at by the non-whites in the stadium despite being the home team. He knew Pienaar and his team was discouraged and it would reflect in the upcoming World Cup. Mandela wanted to encourage Pienaar and his team to strive for the best despite the opposition and made him realise that if the team was able to pull off a great tournament, it would go a long way in unifying the different ethnicities of the country through the sport. This shows Mandela's undying spirit, determination, and perseverance during the time of opposing circumstances. He was not someone who would give up at any cost and he wanted to induct the same spirit in the national rugby team.

## **EXTRA QUESTIONS AND ANSWERS**

### **1. What was the important observation that Mandela made at the game of the Springboks? What did he deduce?**

The important observation that Mandela made at the game of the Springboks was that the non-white people in the stadium jeered at their home squad because the Springboks, an all-white team, symbolised the prejudice that marred their lives.

He deduced that a transformation in which sport would go a long way in healing apartheid and its residual scars. Keeping in mind that South Africa would host the 1995 Rugby World Cup, he called a meeting of the newly formed black-dominated South African sports committee. For this, he even met the captain of the Springboks Francois Pienaar.

### **2. What did Nelson Mandela suggest Francois Pienaar?**

Nelson Mandela suggested Francois Pienaar that if the Springboks could capture the imagination and support of the non-white and do well in the Rugby World Cup, it would go a long way in unifying the country. He told Pienaar about a poem called Invictus which motivated him to stand when all he wanted to do was to lie down.

### **3. What positive impact did Mandela's suggestion make?**

The positive impact Mandela's suggestion made was that the players started to interact with the locals and the locals began to warm up to the players. As the team progressed further in

the tournament, the tension started to ease between the security members in Mandela's team. Support for the home team picked up as the black members threw off their hatred for the sport and together with their white countrymen, enthusiastically supported the national team.

#### **4. What were the most notable achievements of Nelson Mandela?**

Firstly, he had to fight against apartheid. After being elected as the President of South Africa, he observed that racial tension was rampant in every stratum of society. He but tackled it by balancing black aspirations with white fears.

Secondly, he realised that the non-white people had developed a prejudice against the whites because of the violent history. Therefore, he felt that a transformation in rugby sport would go a long way in healing apartheid scars. He called a meeting of the newly formed black-dominated South Africa sports committee and the captain of Springboks and worked towards it.

Lastly, his ultimate goal to unify the country motivated Pienaar with the message that if the Springboks could capture the imagination and support of the non-white and do well in the approaching World Cup, it would go a long way in unifying the country.

#### **5. 'Pride has many faces.' What does it signify?**

It signifies that pride and leadership go hand in hand. Prideful nature leads a person to realise his/her capacity and to lead others in the best possible way, but it has its own demons. While pride could be a noble one as in the case of Mandela, it could develop an obscene and cruel face too. Mandela chose the noble face and rose above his conditions to unify the country.

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## **MACBETH**

### **SUMMARY:**

King Duncan's generals, Macbeth and Banquo, discovers three strange women on a Scottish moorland on their way home from winning a rebellion. The women prophesy that Macbeth will be given the title of Thane of Cawdor and then become King of Scotland, while Banquo's heirs shall be kings. The generals want to hear more but the weird sisters disappear. Duncan creates Macbeth Thane of Cawdor in thanks for his success in the recent battles and then decides to make a brief visit to Macbeth's castle. Lady Macbeth receives news from her husband of the prophecy and his new title and she promises to help him become king by any means she can. Macbeth's return is followed almost at once by Duncan's arrival. The Macbeths plot together and later that night, while all are sleeping and after his wife has given the guards drugged wine, Macbeth kills the King and his guards. Lady Macbeth leaves the bloody daggers beside the dead king. Macduff arrives and when the murder is discovered Duncan's sons, Malcolm and Donalbain escapes, fearing for their lives, but they are nevertheless blamed for the murder. Macbeth is elected King of Scotland but is plagued by feelings of guilt and insecurity. He arranges for Banquo and his son, Fleance to be killed, but the boy escapes the murderers. At a celebratory banquet, Macbeth sees the ghost of Banquo and disconcerts the courtiers with his strange manner. Lady Macbeth tries to calm him but is rejected. Macbeth seeks out the witches and learns from them that he will be safe until Birnam Wood comes to his castle, Dunsinane. They tell him that he need fear no-one born of woman, but also that the Scottish succession will

come from Banquo's son. Macbeth embarks on a reign of terror and many, including Macduff's family, are murdered, while Macduff himself has gone to join Malcolm at the court of the English king, Edward. Malcolm and Macduff decide to lead an army against Macbeth. Macbeth feels safe in his remote castle at Dunsinane until he is told that Birnam Wood is moving towards him. The situation is that Malcolm's army is carrying branches from the forest as camouflage for their assault on the castle. Meanwhile, Lady Macbeth, paralysed with guilt, walks in her sleep and gives away her secrets to a listening doctor. She kills herself as the final battle commences. Macduff challenges Macbeth who, on learning his adversary is the child of a Caesarian birth, realises he is doomed. Macduff triumphs and brings the head of the traitor to Malcolm who declares peace and is crowned king.

## **A. REFERENCE TO CONTEXT**

**1. *She called him the Thane of Glamis. The second gave him the title of Thane of Cawdor; and the third said to him, 'All hail! that you shall be king hereafter!'***

- a) Who are the three women?
- b) Whom does 'him' refer to?
- c) How is greeting of each of the women significant?
- d) Who is a Thane?

### **Answer:**

- a) The three women were three witches.
- b) Here, him refers to the Scottish General Macbeth.
- c) The greetings of the three women were significant as what they said were prophecies. The first woman prophesied that he would be the Thane of Glamis; the second woman prophesied that he would be the Thane of Cawdor; and the third prophesied that he would be the king.
- d) A Thane was a title given to a man, often the chief of a clan, who held land from a Scottish king. Here, Thane refers to Macbeth.

**2. *She would not have done so but she knew that her husband was an ambitious man but too kind to murder.***

- a) Who is 'she'? What would she have not done?
- b) Who was to be murdered?
- c) What prompted her to do it?
- d) 'too kind to murder'. What is implied in this statement?

### **Answer:**

- a) Here, she is referred to Lady Macbeth. She would not have tried to murder King Duncan.
- b) King Duncan was to be murdered.
- c) Her husband Macbeth's "too kind to murder" nature prompted her to do it.
- d) By "too kind to murder", it is implied that though Macbeth was an ambitious man and wanted to be the king, he was also grateful to the king for all the things he had done for him. Macbeth wasn't an absolute cold hearted man and loved the king.

**3. *He was struck numb with fear, however, when he learnt that the English army was advancing on Dunsinane shielded with boughs cut from Birnam Wood.***

- a) Why was he struck dumb by fear?

- b) What is the association of his fear with the soldiers marching with boughs cut from Birnam Wood?
- c) Explain the phrase 'struck dumb with fear'. Use it in a meaningful sentence of your own.

**Answer:**

- a) He was struck dumb by fear because the witches had prophesied that he would be safe until Birnam Wood came to Dunsinane Castle and he thought it wasn't possible for trees to move so the Birnam Wood would never come to Dunsinane Castle. But now, the English army was advancing on Dunsinane shielded with boughs cut from Birnam Wood.
- b) He thought the Birnam Wood would never reach the Dunsinane Castle and thus he could not be killed, according to the prophecies of the witches. But when he learned that the soldiers were marching with boughs cut from Birnam Wood, he knew the Birnam Wood was coming to the castle and he could be killed.
- c) The phrase 'struck dumb with fear' means getting such terrified that someone is unable even to speak. The poacher was stuck dumb with fear as he saw the lion running at him.

**B. READ AND WRITE**

**1. How did the words of the three women affect Macbeth?**

The words of the three women occupied the heart and mind of Macbeth completely and he was filled with the lust for power without thinking much about right and wrong. He wanted to have all the supposed prophecies fulfilled at once.

**2. What did the women tell Banquo? How did he react? What was his advice to Macbeth?**

The women told Banquo that he would never reign, but his sons would be the kings in Scotland. He didn't allow the words of the women to get into his head and be obsessed with them. He was very careful. He advised Macbeth that though the words of the witches might raise a hope in him, but often these supernatural creatures deceive people and lead them to do wrong.

**3. Macbeth was reluctant to kill Duncan. What reasons does he give?**

Macbeth was reluctant to murder Duncan. He gave reasons that he was a close relative of the king and as his host, it was his duty that day to protect him. Moreover, Duncan was a just and merciful king who was loved by his subjects. Thus the subjects were bound to revenge his death. Besides, because Macbeth was loved by the king, all honoured him. A murder would tarnish his reputation.

**4. How does Lady Macbeth convince Macbeth to kill Duncan?**

Lady Macbeth poisoned her husband's ears and said that it was a very easy deed. Once done he would rule the country. She even accused Macbeth of fickleness and cowardice. These made Macbeth gather courage, and take the dagger in his hand.

**5. Banquo and Macbeth both get exciting prophecies from the witches, but they react in very different ways. How do their reactions reflect their different personalities and ambitions? How do they act toward each other after the prophecies?**

Though Banquo and Macbeth both received exciting prophecies, they both reacted differently. These different reactions reflect that Banquo and Macbeth had very different personalities. Banquo was not an ambitious man, would not make hasty decisions and would not be convinced easily. Macbeth, on the other hand, was dangerously ambitious. He would make decisions in impulse and was a gullible person who could be convinced easily.

After the prophecies, on one hand, Banquo did not let the words of the witches take root in his head, on the other hand, Macbeth was obsessed with the prophecies. Banquo advised Macbeth that these supernatural beings often lead others to do wrongs. Macbeth but was not impressed by the advice of Banquo. Later after murdering King Duncan, Macbeth murdered Banquo too in an attempt to kill him and his son to secure his throne. Banquo's son Fleance, however, could not be killed.

#### **6. Macbeth visited the witches a second time after the death of Duncan. What did they tell him? How did he feel after he heard their prophecies?**

When Macbeth visited the witches for the second time after the death of King Duncan, the witches presented him with further prophecies. They told him that he must beware of Macduff, a Scottish nobleman who opposed Macbeth's accession to the throne. They also told that he was incapable of being harmed by any man born of woman, and he would be safe until Birnam Wood came to Dunsinane Castle. After hearing a prophecies Macbeth felt relieved. He felt secure because he knew that all men are born of women and that forests cannot move.

#### **7. How did Macbeth meet his end?**

Prince Malcolm, Duncan's son, had succeeded in raising an army in England, and Macduff joined him to fight against Macbeth's forces. He was struck numb with fear, however, when he learnt that the English army was advancing on Dunsinane shielded with boughs cut from Birnam Wood as this fulfilled half of the witches' prophecy.

In the battle, Macbeth fought bravely, but the English forces gradually overwhelmed his army and castle. On the battlefield, Macbeth encountered the vengeful Macduff, who declared that he was not "of woman born" but was instead "untimely ripped" from his mother's womb. Though he realized that he was doomed, Macbeth continued to fight until Macduff killed and beheaded him.

#### **8. Why does Macduff support Malcolm as the next king?**

Macduff supported Malcolm as the next king because Malcolm was the true heir to the throne. Further, Macbeth had killed Lady Macduff and her children and seized Macduff's castle. These all are made Macduff a vengeful man and ultimately he killed Macbeth in the battlefield.

### **EXTRA QUESTIONS AND ANSWERS**

#### **1. Who was Macbeth? Why was he respected?**

He was a valiant Lord in the kingdom of Scotland. He was a courageous person and a close relative of King Duncan. Was greatly respected for his heroism especially because he had lately defeated a Rebel Army assisted by the troops of Norway.

#### **2. What was the first prophecy to come true? What impact did it have on Macbeth?**

The first prophecy to come true was that the king conferred upon Macbeth the honour of being the Thane of Cawdor. It had a deep impact on him as this corresponded with the predictions of the witches and his will to become the ruler of Scotland was strengthened as that too was one of the prophecies. This led him to eventually murder King Duncan.

### **3. How did Macbeth ascend the Throne?**

At the arrival of King Duncan with his two sons and attendance to honour Macbeth for his victory in the wars, under the influence of Lady Macbeth, he stabbed King Duncan in his sleep and blamed the children for it who had fled from the scene fearing their own lives. In the absence of a successor, Macbeth assumed the Throne.

### **4. How did Lady Macbeth react to the strange predictions of the witches?**

Lady Macbeth was an ambitious woman. On learning about the prophecies, she harboured the desire to be the queen and encouraged her husband to murder the king if necessary to fulfil the prophecy.

### **5. How did Lady Macbeth spur her husband to the path of evil? What does it reflect about her?**

Lady Macbeth spurred her husband to the path of evil by encouraging him to kill King Duncan to fulfil the prophecy of him becoming the king of Scotland. She was an ambitious woman and wanted to be the queen of Scotland. She poisoned her husband's ears with the plot of killing the king even when he was hesitant about it. It reflects Lady Macbeth's ambitious, impatient and evil nature.

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## **JINA AND ETIBEN**

### **SUMMARY:**

The poem "Jina-Etiben, A Romance Retold" is based on an Aozon legend and is written by Nabina Das. In this poem, the poet tells the story of two unforgettable lovers Jina-Etiben who despite every circumstance that was against them continued to remain in love and became the paramount example of true love.

There is an old village named Mopongchuket in Mokokchung district of Nagaland where Jina and Etiben lived. They loved each other very much and wanted to spend their lives together. Jina was ravine-hearted among all men and Etiben was amber faced and charming girl. That two lovers would meet in the mountains and near the water holes where Jina would play his Kota-Kongki and Etiben would clean her ornaments of gold. One day, Etiben's parents came to know about their love and demanded dowry of cows and oxen from Jina for Etiben's hand. As Jina was poor, he failed to fulfill the dowry demand of her parents. In the meantime, a rich man named Tenyur appeared with cows and oxen and asked for Etiben's hand from her parents.

The parents agreed and Etiben got married to Tenyur though they tried all they could to stop the marriage from happening. Etiben even pretended to be ill to postpone the marriage, but all failed. The two lovers were separated.

After the marriage, however, Etiben felt like a caged beast in her new home with Tenyur and continued to think about her lover Jina and soon they started meeting again until they were discovered by Tenyur. After the discovery, Tenyur beat Etiben black and blue and she left her unconscious in the field on the crops. Jina came to know about this and nursed Etiben very carefully. He stayed at her side secretly night after night and tried his best to console her. However, Etiben succumbed to her injuries. Jina too died soon after because of all the grief of the separation. Before the death of the lovers, they had promised each other to meet in the Netherworld.

When the villages were burning the dead bodies, they watched in awe two smokey figures rising high up in the sky holding hands that resembled Jina and Etiben.

## **A. REFERENCE TO CONTEXT**

### ***1. The mountains of Mopongchuket***

*Shining like emerald and sparkling jade*

*The hills of the Ao that echo like gongs*

*And even today call out in songs*

*To follow the jaunty footprints*

*And the eternal loving glint*

*In the eyes of the amber-faced Etiben*

*And the ravine-hearted Jina, man among men!*

- a) What are the mountains of Mopongchuket compared to?
- b) The hills of Ao echo. Why do they do so?
- c) What do the hills celebrate and sing about even today?
- d) Jina is called 'man among men'. What aspect of his character does this refer to?

### **Answer:**

- a) The mountains of Mopongchuket are compared to emerald and sparkling jade.
- b) The mountains do so to follow the footprints of Jina and Etiben and their eternal love.
- c) The hills celebrate and sing the songs about the lovers Jina and Etiben that they witnessed.
- d) Jina is called 'man among men' because he was a man of his words. Regardless of circumstances, he never left Jina.

### ***2. They fell in love, so rich and pure***

*It washed away Jina's vice of being poor*

*Across the vales and hills they sang*

*Of an eternal wish of togetherness like swans*

*In love's tide to swim forever and ever*

*Sharing heart's bounty, to lose each other never.*

- a) Who is 'they' in these lines?
- b) What are they compared to? Why?
- c) What was their intent?

### **Answer:**

- a) They in these lines are Jina and Etiben.
- b) Jina is compared to a ravine because he was strong and bold. Etiben is compared to

- amber because her face was as bright as gold.  
c) Their intent was to live together like swans.

**3. *Tenyur the rich man's son coveted Etiben***  
*He came with the dowry before Jina did*  
*No one ever heard Jina's heart plead*  
*Not the parents, no friends, no gods saw the pain.*

- a) Who was Tenyur?  
b) What did he do? Why?  
c) How did Jina feel?

**Answer:**

- a) Tenyur was rich man who was cruel and inhuman.  
b) He came to meet Etiben's parents with the dowry. He did so because he wanted to marry Etiben.  
c) Jina felt devastated that Etiben had to marry Tenyur because he loved her with all his heart.

**4. *His anger poured***  
*On Etiben who he beat unconscious*  
*Almost taking that breath from her precious*  
*Left her lying among the helpless crops*

- a) Who was angry?  
b) Why was he angry?  
c) What did he do in anger?

**Answer:**

- a) Tenyur was angry.  
b) He was angry because he discovered his wife Etiben and her lover Jina meeting secretly in the fields.  
c) In anger, he beat Etiben mercilessly and left her unconscious among the crops.

**5. *A married woman who could never know another***  
*Neuer love, never court and never at all gather*  
*The pearls of happiness in a home that's a cage*  
*She was worse than a beast in separation and rage.*

- a) Who is the married woman referred to in Line 1?  
b) Why is her home described as a cage?  
c) Pick out a simile in the above extract.

**Answer:**

- a) The married woman is Etiben.  
b) Her home is described as a cage because she was not happy there, had to spend most of her time inside it and she was away from Jina.  
c) In the above extract, comparing home to a cage is a simile.

**6. *As the villagers smoked the lover's bodies***  
*For the last rites, they watched in silent awe*  
*At the tuso smokes rising high up in the air*

*Holding hands in their mingled ecstasy  
Their spirits riding the valleys of peace.*

- a) Explain 'as the villagers smoked the lover's body'.
- b) Why did they watch in silent awe?
- c) Pick out the antonym of the word 'agony'.

**Answer:**

- a) By 'as the villagers smoked the lover's body', the poet means that as the villagers cremate the bodies of Jina and Etiben.
- b) They watched in silent awe because they witnessed two smokey forms rising up in the air and holding hands.
- c) Peace.

## **B. READ AND WRITE**

### **1. Etiben's parents disapproved of the idea of their daughter marrying Jina because**

- a) he was poor.
- b) he belonged to a different tribe.
- c) he did not have a good reputation.

**Answer: a) he was poor.**

### **2. They asked him to bring a dowry if he wanted Etiben's hand. What was the dowry that they asked for? What was their intention?**

The dowry that they asked for were cows and oxen. Their intention was to separate Jina and Etiben as Jina was poor and he would certainly fail to get the dowry.

### **3. Who was Tenyur?**

Tenyur was a rich man's son who wanted to marry Etiben.

### **4. What did Etiben do after her marriage?**

Etiben felt like a beast in a cage after her marriage with Tenyur and continued to long for Jina. She used to think about him and write to him. Finally, she started meeting Jina secretly in the fields when Tenyur would be away.

### **5. Briefly summarise the end of the story.**

Towards the end of the story, Etiben falls gravely ill after she was beaten mercilessly by Tenyur and Jina stayed by her side throughout her illness. He gave her all the comforts he could till she died singing a song in which she asked Jina if he would marry her in the Netherworld. She said that she would wait for him there.

Jina assured her that he couldn't help but hurry to be there together. Etiben died and Jina fell so sick after her death that he didn't survive too. After their death, the villagers cremated their bodies together and witnessed in awe two smoky human figures rising in the air while holding their hands. Jina and Etiben were finally together.

## **EXTRA QUESTIONS AND ANSWERS**

### **1. They made it sure to meet in the fields**

*When Tenyur was away from Etiben's heels  
Jina came with a piglet, just a clever front*

*To meet his ladylove, to have his face gaunt  
Light up and fill with the brightest smile  
O, for Etiben he could cover thousand miles!*

- a) Where did the lovers meet?
- b) What did Jina do? Why?
- c) What was the hurdle on their way?

**Answer:**

- a) The lovers met in the fields, near the vales and mountains and the riverside.
- b) Jina came to meet Etiben with the piglet as a clever front to escape prying eyes.
- c) The hurdle on their way was Tenyur.

## **2. Why is Jina referred to as ‘ravine-hearted’?**

Jina is referred to as being ‘ravine-hearted’ because he was very strong and bold.

## **3. Where did Jina and Etiben meet before she was married to Tenyur?**

Before she was married to Tenyur, they used to meet near the vales and mountains and the rivers.

## **4. Why couldn’t Jina get the dowry demanded by Etiben’s parents?**

Jina couldn’t get the dowry demanded by Etiben’s parents because he was a poor man.

## **5. How did Etiben feel in Tenyur’s house?**

In Tenyur’s house Etiben health like a caged beast.

## **6. Whose mind was ‘harsh and treacherous’?**

Tenyur’s mind was ‘harsh and treacherous’.

## **7. Describe the meeting between Jina and Etiben.**

Jina and Etiben were great lovers. They used to meet in the fields, near vales and mountains and water holes sharing their love and wishing to live together forever like swans. They were very happy with each other. Unfortunately, Etiben was married to Tenyur and they were separated. After some time they started to meet secretly in the fields like before.

## **8. How did Tenyur discover the meetings between Jina and Etiben?**

After Etiben was married to Tenyur, Jina and Etiben started their secret meetings in the fields when Tenyur was away from home. Tenyur doubted his wife and spied on her. He discovered their meetings in the fields. Tenyur was in a rage and had beaten Etiben mercilessly and left her in terrible condition.

## **9. Why did Jina meet Etiben at night when she was ill?**

Jina met Etiben at night when she was ill because he didn’t want her parents and the other members of the family to speak ill of Etiben’s character and spoil their true relationship.

## **10. What were Etiben’s last words?**

Etiben’s last words were she wished to marry Jina in heaven and live together because the world had denied their true love and left them in pain.

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## DEATH THE LEVELLER

### SUMMARY:

Death the Leveller by James Shirley is a reminder to the readers that death is one day going to take everyone.

In the first stanza, the poet says that every achievement that a person can achieve in his life is temporary and there is nothing that one can do to protect him/her from death. Death will fall on a rich king and on a poor man equally.

In the second stanza, the poet says that the success earned by great warriors by doing courageous works mean nothing before death. Even the strongest of conquerors one day kneel down and is defeated by the power of Death. Sooner or later, everyone dies.

In the third stanza, the poet pictures death as a force that brings equality. Those who won and those who lose are made equal by Death because death is the ultimate equalizer. Every person goes to the grave in the end. The last two lines say that if there is anything that is going to last after a person has died, it is the good work that he does while he is alive and people remember them for those good work.

### A. REFERENCE TO CONTEXT

#### 1. *The glories of our blood and state*

*Are shadows, not substantial things;*

*There is no armour against Fate;*

*Death lays his icy hand on kings:*

- Why does the poet say that the glories are shadows?
- Explain the significance of the line 'Death lays his icy hand on kings'.
- Does death lay his hands only on kings?
- What is the figure of speech used in this line?

#### Answer:

- By glories and shadows, the poet wants to send the message that no matter how great our achievements are, in the end, or at death, nothing matters. The glories mean nothing.
- The significance of the line is that death discriminates none and doesn't leave out even kings. In death everybody is equal. Wealth, religion, caste, class, etc. mean nothing to death.
- No, death doesn't lay his hands only on kings. Death befalls on everyone equally regardless of being a king or a pauper.
- The figure of speech used in this line is a metaphor. In this line, death is personified as a living entity with icy cold hands who makes everyone equal when he touches them.

#### 2. *The garlands wither on your brow;*

*Then boast no more your mighty deeds!*

*upon Death's purple altar now*

*See where the victor-victim bleeds.*

- a) The poet cautions us not to boast of our mighty deeds. Why does he do so?
- b) What is the significance of the colour purple? Why is death's altar described as purple?
- c) Explain 'victor-victim'.

**Answer:**

- a) The poet cautions us not to boast of our mighty deeds because all the mighty deeds of ours mean nothing to death eventually and when death comes, he isn't going to take note of our deeds and our deeds aren't going to save us.
- b) In many cultures, purple is a colour used during funerals. The poet described the altar of death as purple for the same reason.
- c) In the poem, 'victor-victim' literally means people who succeeded in their lives and people who failed to find success. He used the expression in the poem to depict equality of both in front of death.

**B. THINK AND ANSWER**

**1. Does the title of the poem give an indication about the theme of the poem? Discuss.**

The title "death the leveller" is significant. In the poem, the poet tries to convey the message that death is the ultimate equaliser. It equalizes the difference between the rich and the poor and fills the gap between the victor and the victim. All are equal before death and no one is Immortal. The poem says that death is inevitable. A person cannot be spared by death on the basis of his high birth or high status. Even the great warriors who defeated others and earned name and fame, cannot defeat death. They become captive in the hands of death and creep to tombs. Thus, death is a great leveller.

**2. Do you agree with the poet's view that it is futile to take pride in one's birth and state? Why/Why not?**

Yes, I do agree with the view that it is futile to take pride in one's birth or state because just taking birth in a high family does not reflect the real characteristics of a person. Taking pride in one's birth or state just depicts the ignorance of that person. Further, the poet reminds that these things are insignificant and like shadows which remain till the person is alive and there is no armour against fate. He says that every mighty king and his staffs have to come to dust and death lays his icy hands on every man irrespective of caste, creed, status etc.

**EXTRA QUESTION AND ANSWERS**

**1. How does the poem remind the readers of the futility of taking pride anyone's birth and state? Why does the poet feel so?**

The poet reminds the readers that taking pride in one's birth or state is insignificant and these are like shadows which remain till the person is alive. He adds that when death comes, death really does not care about these things.

The poet feels so because there is no armour against fate. He says that every mighty king and his staff have to come to dust and death lays his icy hands on every man irrespective of caste, creed, status etc.

**2. What are the two classes of people that the poet talks about in the second last stanza? What does he want them about?**

The two classes of people that the poet talks about the second last stanza are the victor and the victim. He warns them that they would not be spared by death and both of them will bleed on the purple altar of death.

**3. What does the poet say about strength and courage?**

About strength and courage, the poet says that great warriors can win name and fame with the help of their strength and courage but ultimately the strongest and most courageous kneel down in front of the power of death and they are reduced to dust.

**4. What is the poet's underlying message in the poem?**

The poet's underlying message in the poem is that death is certain and everyone has to die one day. But the only thing that remains immortal is the noble deeds of a person.

**5. Describe the character of death as presented by the poet by selecting words and phrases from the poem?**

About death, the poet says that death does not discriminate between the rich and the poor. The glories of our blood and state cannot save us from death. The great warriors or courageous men may earn name and fame through their deeds but they are bound to creep to death. Both the victor and the victim are sacrificed upon the purple altar of death. Death is certain, impartial and powerful as stated in the poem.

**6. Why is the final couplet separated from the rest of the poem?**

The final couplet is separated from the rest of the poem because the idea in the couplet is quite different from the other stanzas. In the above stanzas, the poet depicts the power of death and says that everyone is powerless before death. But in the last two lines, the poet says that noble deeds of a person remain immortal so death may destroy a person but not his noble deeds through which a person can become immortal though he is not physically present.

This poem highlights the uselessness of worldly power. What is it that cannot be snatched by death? The things which cannot be snatched by death are the noble deeds of a person. They always remain immortal. The noble deeds of a person are like sweet-scented flowers that spread the message of nobility in the same manner as the flowers spread their fragrance in the air.

**7. Which stands in the poem "Death the Leveller" you like the best? Why?**

I like the last stanza the most because it spreads the message of nobility. The poet says in these two lines that the noble deeds of a person remain immortal and a person survives even after his death. Death can destroy everything but it becomes powerless before the noble actions of a person.

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## THE LISTENERS

### SUMMARY:

The Listeners by Walter John de la Mare: Walter de la Mare's 'The Listeners' is a stanza-long poem with thirty-six lines. On a moonlit night, a traveller comes on his horse and knocks at the door of a house. He demands that the door be opened, but receives no response to his call. There is a deathly silence within the house, and a bird flies out of the window above his head. The traveller knocks at the door again but is once more met with silence. He stands all alone with his horse which busies itself munching on the grass. His calls are heard by a group of spirits which dwell in the house. But they remain silent and motionless. Gradually, the traveller senses the eerie atmosphere and seems to come to the realization that no one will open the door for him. He had probably come there to fulfill a promise that he must have made to an inmate of the house in the past. So he declares at the top of his voice: 'Tell them I came, and no one answered, That I kept my word.' But his words echoed inside the silent house. The man finally gives up and mounts his horse to leave. As his horse gallops away into the darkness, the sound of its hooves on the stone is heard by the inmates of the house.

**THEME:** The poem has the theme of the supernatural and mystery. The traveller doesn't fully accept the existence of spirits in the house. It shows the futility and narrow-mindedness of modern-age rationality. The poet attempts to convey through the poem that there is a parallel world of spirits which is invisible to human eyes and which we must be ready to accept.

### A. REFERENCE TO CONTEXT

*1. For he suddenly smote on the door, even*

*Louder, and lifted his head:*

*'Tell them I came, and no one answered,  
That I kept my word.'*

*Silence surged softly backward*

*'Is there anybody there?'*

*He suddenly smote on the door even louder.*

- Who do you think 'them' refers to in line 1?
- What was the word that he has kept?
- Is there a suggestion of impatience on the part of the traveller? What gives you this impression?
- The poem is set in the medieval times. Pick out a word and a description that tells us so.

### Answer:

- Here, 'them' refers to the inmates of the house.
- The traveller has kept a promise that he must have made to one of the inmates in the house in the past.
- Yes, there is a suggestion of impatience on the part of the traveller. The gestures of the traveller that gives us the impression is that he was knocking on the door impatiently over and over and he was continuously asking aloud if there was anyone inside. He just wanted to fulfill his promise and leave the place as soon as possible.
- The poet in the poem "The Listeners" uses a lot of archaic words like "spake" that assures us that the poem is set in medieval times. Besides the use of archaic words, the Supernatural setting of the poem and the traveller which closely resemble a

knight who must have been returning from a long quest gives us the impression that the ballad is set in the medieval times.

**2. *No head from the leaf-fringed sill***

*Leaned over and looked into his grey eyes,  
Where he stood perplexed and still.  
But only a host of phantom listeners  
That dwelt in the lone house then  
Stood listening in the quiet of the moonlight  
To that voice from the world of men:  
Stood thronging the faint moonbeams on the dark stair,  
That goes down to the empty hall,  
Harkening in an air stirred and shaken  
By the lonely Traveller's call.*

- a) Why are the eyes of the traveller described as grey?
- b) Identify two words used to give the poem an eerie atmosphere.
- c) 'voice from the world of men'. Whose voice is it? How is it significant?
- d) Why was he 'perplexed and still'?

**Answer:**

- a) The word grey is often used to describe unclarity or confusion. In the poem "The Listeners" the poet describes the eyes of the traveller as grey as we know nothing about the traveller except that he was at the door of the house to keep a promise.
- b) Two words used to give the poem an eerie atmosphere are "grey" and "phantom".
- c) It is the voice of the lonely traveller. It is significant as the voice bridges two separated worlds of the living and the dead.
- d) He was "perplexed and still" because he was expecting an answer from the inmates of the house but despite repeated calls, there was no response. He was there to keep a promise and therefore was certain to receive an answer.

**B. READ AND WRITE**

**1. In the poem 'The Listeners', how did the traveller feel as he repeatedly knocked on the door?**

As he repeatedly knocked on the door but received no response, the traveller sensed an eerie atmosphere and came to the realisation that no one was going to answer the door. He was at the door all alone and as time passed, he grew uneasy at the deathly silence and finally decided to you leave. But before he would leave, he declared at the top of his voice: 'Tell them I came, and no one answered, That I kept my word.' He was there to keep a promise and he wanted anyone who could hear him that he had kept his promise.

**2. What does the poet mean when he says the silence surged softly backward?**

The poet means that as soon as the traveller was gone with his horse, the silence that surrounded the house and its vicinity which was disturbed by the advance of the lonely traveller, reoccupied the place and everything fell silent once again.

**C. THINK AND ANSWER**

**1. How does the poet describe the atmosphere in the poem 'The Listeners'?**

The poet describes the atmosphere of the poem through a series of eerie elements about the whole scene. The poet also keeps many a thing unclear which only adds to the eeriness of the setting. The poet brings together two worlds- the worlds of the living and the dead, close to each other in the poem with the advent of the lonely traveller about whom we know nothing except that he was there to keep a promise to the house at the dead of the night in the middle of the woods. The poet, however, chooses to not reveal anything more about the ghosts that inhabit the house or the traveller and his promise. All these make the poem a very compelling read.

### **3. What is the poem implying about the inmates of the mansion?**

The poem is implying that the inmates of the house are dead and it is their spirits that now occupy the house. The dead are living comfortably without any interaction with the living and they choose to remain like this. That is why when the traveller came to their door, they remained quiet till the traveller was gone.

## **EXTRA QUESTIONS AND ANSWERS**

### **1. What message does the traveller leave because going?**

Before going, the traveller leaves the message that he kept his promise and visited the place and asked to respond but no one answered.

### **2. Why is the knocking on the door not answered?**

The knocking on the door was not answered because there was no one in the house except the phantoms.

### **3. Who do you think are the inmates of the house?**

I think the inmates of the house are phantoms who once used to dwell in it.

### **4. Why had the traveller gone there?**

He had gone there because he had promised someone to visit the place.

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## **WINDHOVER**

### **SUMMARY:**

The Windhover by Gerard Manley Hopkins is a thanksgiving to Christ. In the poem, the poet begins with the description of a Windhover that he sees high in the sky one day and is consumed by its beauty. The poet describes the tricks that the bird displays during its flight and compares the beauty of the bird with the love of Christ. He says that the love, and majesty of God what is a billion times greater and it is the sacrifice of Christ that has enabled us to enjoy the aspects of nature. He expresses that everything about nature and its wonder reminds him of the pain, the sacrifice, and the blood of Christ and comparing to Christ, the bird is 'no wonder'.

Gerard Manley Hopkins' 'The Windhover', is a sonnet dedicated to 'Christ our Lord'. It is an ode to the bird, Windhover. The poet's heart is moved by the bird's great performance. He calls the bird his knight. Whatever beauty the poet sees in nature, he attributes it to the pain and sacrifice of Jesus Christ, who died to save humanity. According to him, every other thing of beauty in nature amounts to very little in comparison to Christ's ultimate sacrifice.

## A. REFERENCE TO CONTEXT

*1. I caught this morning morning's minion, kingdom  
of daylight's dauphin, dapple-dawn-drawn Falcon, in his riding  
Of the rolling level underneath him steady air, and striding  
High there, how he rung upon the rein of a wimpling wing  
In his ecstasy! then off, off forth on swing,*

- What did the poet see?
- What was it doing?
- What does he compare it to?
- Identify an instance of alliteration in the extract.

### Answer:

- The poet saw a kestrel (Windhover).
- The bird was flying high in the sky and doing different tricks during the flight.
- He compared it to the crown prince of the kingdom of daylight or Christ.
- “dom of daylight’s dauphin, dapple-dawn-drawn” is an instance of alliteration in the extract.

*2. Brute beauty and valour and act, oh, air, pride, plume, here  
Buckle! AND the fire that breaks from thee then, a billion  
Times told lovelier, more dangerous, O my chevalier!  
No wonder of it: sheer plod makes plough down sillion  
Shine, and blue-bleak embers, ah my dear,  
Fall, gall themselves, and gash gold-vermillion*

- What is described in line 1?
- What shine ‘blue-bleak’?
- Pick out a metaphor in the extract.
- The poet has coined a number of words. Pick out at three such words from the extract.

### Answer:

- In line 1, the poet described the majesty, beauty, love, and unparalleled might of God.
- The embers shine ‘blue bleak’.
- In the extract, the poet is comparing the soul to ‘blue bleak embers’ which is a metaphor.
- Three words from the extract that were coined by the poet are sillion, blue-bleak, and gold-vermillion.

## B. READ AND WRITE

### 1. Describe the setting of the poem.

The poem is set during dawn, possibly in a field.

**2. Alliteration is the repetition of the same letter or sound at the beginning of adjacent or closely connected words. For instance, in the tongue twister ‘Peter Piper picked a peck of pickled peppers’ the letter P has been repeated. Identify at least two instances of alliteration in the poem.**

Two instances of alliteration in the poem are “dom of daylight’s dauphin, dapple-dawn-drawn” and “morning morning’s minion.”

**3. Pick out a phrase which shows the poet’s admiration for the strength and beauty of the bird.**

A phrase which shows the poet’s admiration for the strength and beauty of the bird is “My heart in hiding stirred for a bird,-the achieve of; the mastery of the thing!”

**4. Hopkins compares the Windhover to many things. What are they? What characteristic of the bird do they reveal?**

Hopkins compared the windhover with embers, furrow, and daupin. According to the poet, the bird resembles embers as embers suddenly break out in a flame again when stirred, so does the bird rise high again after a seemingly fall. It is also like a furrow which may look dull but life springs from it. He compared to a daupin due to its majesty and beauty during the flight which is unparalleled and worthy of being above everything else.

**APPRECIATION**

**1. Hopkins uses unfamiliar words, mixes up sentence structures, and uses familiar words in totally unexpected and unfamiliar ways. He even makes up words entirely. How do these words contribute to create the image of the Windhover?**

Hopkins uses unfamiliar words, mixes up sentence structures, and uses familiar words in totally unexpected and unfamiliar ways. He even makes up words entirely. All these pictures the Windhover in a very extraordinary way which is a prerequisite when being compared with the qualities of Christ.

**2. Hopkins has used a number of foreign words and references in the poem. Find out what they refer to: dauphin, chevalier**

Dauphin is a French word for the crown prince, or the one who is next in line to be king. Chevalier is also a French word for ‘knight.’

**3. The poem is about a bird, but it is also open to strong religious interpretations. Discuss the significance of some of the words/ phrases from this viewpoint: kingdom, dauphin, gash, fall**

The poem is about a bird, but it is also open to strong religious interpretations. The poet uses different words that serve the twin purpose of describing the Windhover as well as drawing a parallel to Christ and Christianity. Who uses the term kingdom and dauphin to describe the authority of the bird during the flight, but these also point to Jesus Christ who sits next to God in the heavenly kingdom. Further, the words fall and gash describes the fall of humanity from the grace of God and the sacrifice Christ gave by bearing pain to save humanity.

**EXTRA QUESTIONS AND ANSWERS**

**1. Why do you think the Windhover, in particular, inspired Hopkins to write this poem?**

I think the Windhover inspired Hopkins because the beauty of the Windhover and its majestic performance during its flight in the sky attracted the poet very much and reminded him of the majesty of its creator.

**2. Make a list of different things Hopkins compares the Windhover to. What do these things have in common? What qualities do they reveal about the windhover?**

Hopkins compares the Windhover to different things. These are darling i.e., daylight's dauphin, a perfect raider in control of the horse i.e., dapple, an ice skater who is smooth in his turns and finally to Christ though far less in glory and brilliance.

All these things have the quality of pride and valour in common which the poet observes in the flight of Windhover.

**3. What might the Windhover represent to the poet?**

The Windhover might represent to the poet the beauty of God's creation. The bird is just an ordinary creature but the poet finds the majesty of God's hand in it as it flies in the sky and performs brilliant skills.

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**DRAMA**

**A. REFERENCE TO CONTEXT**

*1. They're all gone now, and there isn't anything more the sea can do to me...I'll have no call now to be up crying and praying when the wind breaks from the south, and you can hear the surf is in the east, and the surf in the west, making a great stir when the two noises, and they hitting one on the other. I'll have no call now to be going down and getting Holy Water in the dark nights after Samhain, and I won't care what way the sea is when the other women will be keening.*

- a) Who is the speaker?
- b) 'They're all gone now'. Whom does 'they' refer to here?
- c) 'I'll have no call...and I won't care'... What is the emotion expressed in these lines?
- d) What is keening? Why would the other women be keening? Why won't the speaker keen anymore.

**Answer:**

- a) The speaker here is Maurya.
- b) Here, 'they' refers to the loved ones of Maurya, particularly the male members of the family.
- c) Here, Maurya is heartbroken after all the deaths that she has seen of her loved ones. Over the years, she has had prayed without ceasing for her children, husband and other members of her family so that they could stay safe in the sea. But all her prayers proved futile as the sea consumed each one of them. Previously, she would constantly be thinking about the condition of the sea as her loved ones' safety depended on it, but now since all of them have died, she does not care about the condition of the sea anymore. Maurya is emotionally drained and exhausted.
- d) Keening means wailing in grief for a dead person. The other women will be keening because they have their loved ones still alive and death is approaching them and the grief of their death is still to haunt them. The speaker won't keen anymore because all her loved ones in the sea have died and she has suffered all the grief there was.

**2. Why wouldn't you give him your blessing and he looking round in the door?  
Isn't sorrow enough is on everyone in this house without your sending him out  
with an unlucky word behind him, and a hard word in his ear?**

- a) Who is the speaker? Who does 'you' refer to?
- b) Why did 'you' send him out with an unlucky word?
- c) What is the relationship between the speaker, 'you' and 'him'?
- d) Explain 'hard word' in this context. What was the hard word spoken?

**Answer:**

- a) The speaker here is Cathleen. Here, 'you' refers to her mother Maurya.
- b) Marya sent him (Bartley) with an unlucky word out of frustration because she did not want him to go to the sea out of fear of his death but he would not listen to her.
- c) The relationship between them is of mother-son. Here, 'you' refers to Maurya while 'him' refers to her son Bartley.
- d) In this context, by the 'hard word' the speaker meant the macabre speech Maurya made to keep Bartley from going to the sea. The hard word spoken was that he would be drowned and die like the rest of the others.

**3. Michael has a clean burial in the far north, by the grace of the Almighty God.  
Bartley will have a fine coffin out of the white boards, and a deep grave surely.  
What more can we want than that? No man at all can be living for ever, and we  
must be satisfied.**

- a) What is the tone of the speaker in the above lines?
- b) Explain the significance of the line 'What more can we want than that?'
- c) According to the speaker, with what should they be satisfied?

**Answer:**

- a) The tune of the speaker in the above lines is of remorse and at the same time of accepting the tragedy as a way of life.
- b) The line 'What more can we want than that?' precisely sums up the significance of how insignificant our needs are as we die. We live life trying to get everything we need, but no matter what amount of treasure we gather, after death all becomes meaningless.
- c) According to the speaker, they should be satisfied with whatever they have had and the time they had spent with their loved ones when they were alive as no one can live forever and thus they should be contented with how life treats them as they cannot change a thing.

## **B. READ AND WRITE**

**1. Why did Bartley try to take the pony to Connemara in spite of his mother's warnings?**

Bartley tried to take the pony to Connemara in spite of his mother's warnings because he wanted to sell the pony in a fair at Connemara and he had heard people saying that it would be a good fair for horses.

**2. Why was the mother unable to bless her son, Bartley?**

Maurya was unable to bless her son Bartley while he was in the house because she wanted him to not go into the sea fearing for his life, but when she went after Bartley to bless

him, she couldn't say anything to him as something choked the words in her throat. Also, she was terrified of seeing Micheal upon the gray pony riding behind Bartley.

### **3. Why did the priest refuse to stop Bartley from going to the Galway fair?**

The priest refuses to stop Bartley from going to the Galway Fair because according to him, God would listen to the old woman's prayer not to leave her destitute with no son living. The priest believed that God would not be so merciless that Maurya would not have any son left.

### **4. What do the sisters try to hide from their mother?**

Nora and Cathleen wish to hide from their mother a bundle which had been handed over to Nora by the priest for identification whether the bundle, which contained clothes, belonged to their brother Michael. The clothes were recovered from a corpse.

### **5. Was it possible that Michael pushed Bartley off the rocks? Support your answer with logical reasoning.**

No, it wasn't Michael who had pushed Bartley off the rocks. Micheal was already dead by the time Bartley was going to Connemara and therefore it couldn't be him. Some other circumstances might have led to Bartley's death and the perception that it could be Michael arises solely because of Maurya's superstitions which shouldn't be taken seriously. She was emotionally exhausted and whatever she saw could be her imagination and the death of Bartley soon after could be purely coincidental.

### **6. Briefly characterize the following: Maurya, Bartley, Cathleen, Nora.**

**Maurya:** Maurya is the most tragic character in the play. She has seen the deaths of her six sons, husband and husband's father. She is a woman of prayers, and yet largely superstitious. Over the years, the consecutive deaths have beaten her down and she is full of grief. At the beginning of the play, she tries desperately to make her last son, Bartley, stay away from the sea but she fails and her fears of his death come true. Towards the end, she becomes receptive of how life has treated her and declares that no man can live forever and they must be satisfied.

**Bartley:** Bartley is the last living son of Maurya in the play and like the other male members of the family before him, he is not afraid to go to the sea. He is determined to provide for his family despite all the grief inside him after losing so many people. He is a man who feels responsible for the needs of his family and therefore, despite repeated pleading by his mother, he still decides to go to the sea. He eventually dies.

**Cathleen:** Cathleen is the older daughter of Maurya and she is about twenty years old. She takes care of the daily chores of the house along with her sister as all the deaths have broken her mother Maurya's spirit much. With the deaths of her brothers, Cathleen has become emotionally matured and is burdened with more responsibilities and she carries them gracefully. She but also believes in traditional gender roles and that is why when Maurya tries to stop Bartley from going to the sea she remarks that it is his duty as a young man to go on the sea.

**Nora:** Nora is the youngest child of Maurya. She helps take care of her mother Maurya and assists her sister

Cathleen in household tasks, even as she copes with all the deaths happening around them. Nora is more confident in the Catholic priest than her elder sister Cathleen or her mother Maurya, though, at the end, when Bartley dies, her confidence in the priest proves misplaced.

### **7. Trace the change in Maurya's attitude from the beginning of the play to its end.**

Maurya remained a tragic yet strong character throughout the play 'Riders to the Sea'. At the beginning of the play, she is very much insecure and unstable compared to its end. When the play starts, her one son is missing and she's certain that he has died and therefore she sounds emotionally unstable and wants to stop Bartley from going to the sea fearing he might face a similar fate, though Bartley needs to go to as he is the only provider in the family now. Maurya is peevish and superstitious and wants to control things but she fails and this makes her visibly frustrated. Spiritually, in the beginning, she is more in alignment with Catholic sentiments. Towards the end, however, when Bartley dies, she feels like a burden of uncertainty has been lifted from her and she reaches a stage of emotional stability as her worst fear is now over. She declares that no men can live forever and they must be satisfied. She also appears to be more leaned towards pagan beliefs.

### **EXTRA QUESTIONS AND ANSWERS**

#### **1. What are Nora and Cathleen discussing when the play opens?**

When the play opens, Nora and Cathleen are discussing on the shirt and stockings that the priest had handed over to Nora to verify whether those belong to Michael. Since their mother is at home, they are worried about verification.

#### **2. Why does the priest refuse to stop Bartley from going to the Galway fair?**

The priest refuses to stop Bartley from going to the Galway Fair because according to him God would listen to the old woman's prayers and would not leave her destitute with no son living. The priest believed that God would not be so merciless that Maurya would not have any son living.

#### **3. What do Nora and Cathleen wish to hide from their mother?**

Their wish to hide from their mother the bundle which the priest had given to Nora. It contained the clothes of a person who was found dead and they wanted to verify whether the dead person was Michael who had not returned home.

#### **4. How is Nora able to identify her brother's stockings?**

Nora is able to identify her brother's stockings from the number of stitches as it is the second one of the third pair she knitted and she put up three score stitches and dropped four of them.

#### **5. Why did Maurya try to dissuade Bartley from taking the rope?**

Maurya tries to dissuade Bartley from taking the rope because she feels that they might need it if Michael's body is washed upon the shore. It is for the deep grave they would make for him.

#### **6. Why do the girls send Maurya after Bartley?**

The girls send Maurya after Bartley to give him the cake and best wishes.

#### **7. How does Maurya know that they would soon have bad news?**

Morya knows that they would soon have bad news as she had seen Michael's ghost riding the grey pony. According to Maurya, it is an evil omen. Maurya sees Bartley coming first on the red mare and there is Michael upon the grey pony with fine clothes on him and new shoes on his feet.

**8. What are the two main themes of the play Riders to the Sea?**

The two main themes of the play Riders to the Sea are provider and destroyer. The people who live on the seashore depend on the sea for a living but also at the same time are at the risk of the angry sea. While the sea provides the people with a livelihood, it also takes the lives of the men.

**GRAMMAR CLASS X  
GRAMMAR WORKSHEET – I**

**(DETERMINERS/FINITE AND NON-FINITE VERB/GERUND)**

**A. Fill in the blanks with the articles where necessary. Insert a cross (X) where an article is not needed.**

1. I invited my dance group for dinner.
2. The British are known for their wit.
3. ....X... Dr. Longkumar is the best doctor in the town.
4. My sister teaches in a university in the USA.
5. He is the brightest student in the class.
6. She is not only an honest person but also a dedicated worker.

**B. Choose the correct option to complete the sentence given below.**

1. I like listening to the radio.
2. Anu is studying Sanskrit at university.
3. He was sent to prison for theft.
4. She lives in the building that overlooks the park.
5. I like the Indian food that is served in this restaurant.
6. I spoke to the manager of the hotel.
7. Do you like the amul cheese?
8. The Amazon is the second longest river in the world.
9. I'm going to the movie this weekend.
10. I don't go to theatre very often.

**C. Fill in the blanks with correct possessives.**

1. Mr. Dhoni has bought a new car. Its colour is blue.
2. 'Where is Neena?' 'She is washing her hands.'
3. Robin is doing his homework.
4. My sister and I are setting our cupboard.
5. They are going to the cricket match today. Their ticket is VIP tickets.
6. I sometimes help my friend with their homework.

**D. Complete the following sentences by filling in the blanks with suitable demonstratives.**

1. This glass here is mine, but that one over there is his.
2. These books here are hers, but those over there are mine.
3. She can't eat all of this popcorn.
4. Look at this mess!

5. This kind of selflessness is rare.
6. I found this earring under the bench. Is it yours?
7. These pastries are delicious, Shanta, May I have another?
8. I can't finish this project today. I'll work on them tomorrow.
9. This picture here was taken in India. Those mountains in the background are the Himalayas.
10. I think that nightingale is back. I can hear it singing in the garden.

**E. Fill in the blanks with the appropriate quantifiers, possibly modified by an article.**

1. I'm having a little trouble with my new computer.
2. All the books by this author are very interesting. Have you read any of his latest ones?
3. All the information proved to be outdated.
4. It's close to the project deadline, but there is still some work left.
5. Although there are many brilliant students in this country, possibly a few lakhs, only a few will choose to remain in the country after graduation.
6. We were able to feed most of the people, but some of them had to remain hungry.
7. Many a student has passed through these doors.
8. Although most of the lawn is open to the sun, there are a few shady trees to make it comfortable.
9. I think he drank too much coffee last night.
10. Most of the jewellery was stolen from the bank safe last night.

**F. Fill in the blanks with one of the following quantifiers – much, many, few, little or most.**

1. The school playground looks unkempt after the vacation. There are too many weeds.
2. The gardener didn't use much fertilizer last spring, and that has made a difference.
3. Also, he's paid little attention to how much rain there has been.
4. It's rained many a times this year, and the grass is fresh and green.
5. Many experts say you should fertilize your lawn in autumn.
6. But it didn't seem to do our lawn much/any good.
7. Most advice you get from experts doesn't seem to help.
8. Most of my neighbours neglected their lawns.
9. Do you think many people will come.
10. There's not much green grass left on the pavement now.

**G. Fill in the blanks with one of the following quantifiers – a little, little, a few or few.**

1. Take a little time off for exercise.
2. They say a little knowledge is a dangerous thing.
3. I know a few instances that prove this saying to be true.
4. Few people know as much about computers as Jacob does.
5. But it does him little good when the whole system goes down.

**H. Fill in the blanks with the correct determiner**

1. I always keep some money in my wallet for an emergency.
2. I don't have any pictures in my room.
3. She is the girl whose book was missing.
4. I have the best brother in the world!
5. Many students were absent today as it was raining heavily.
6. Which dress do you like?

7. You will only an hour to complete the test.

## **SUBJECT – PRONOUN AGREEMENT**

### **A. Fill in the blank with suitable pronouns.**

1. 'The principal has asked to meet him,' said the child's parents.
2. Whenever you do something, make sure that it is done well, 'said the old man to the little girl.
3. When my friends saw the Taj Mahal, they were amazed.
4. Salma doesn't know about them. We must warn her.
5. Whenever the Indian team plays on home soil, it wins by a huge margin.
6. Who do Javed and Jimmy think they are?
7. 'It is I, not you, who got the idea first,' argued Yitachu.
8. The people surrounded the thieves and gave them a thrashing.
9. Julie saw Manik at the fair. She waved out to him, but he didn't see her.
10. Zara and I plan to visit Mysore. We are looking for companions, but nobody wants to accompany us.

### **REFLEXIVE PRONOUNS**

### **B. Fill in the blanks with appropriate pronouns and/or adjectives.**

1. The baby smiled at itself on seeing its reflection in the mirror.
2. 'Please don't shift any of my papers when you do the dusting,' said the master to the new maid.
3. Some people like to scare themselves by watching horror films.
4. 'Razia has brought a huge shopping bag with her. Let's look into the bag fo her and examine its contents,' whispered the children to each other.
5. 'Why don't you do the dishes yourself?' suggested the angry wife.
6. 'I've bought you and Riya a new dress each' said mother to me. This is your dress and that is her dress.
7. When we had to do things by ourselves, we learned our lesson.
8. 'These are our seats,' snapped Amenba when a couple tried to occupy his family's seat.
9. 'Help yourself', said the cook to the hungry children.

### **C. Fill in the blanks with appropriate pronouns and/or adjectives.**

1. 'Who has to read next?' asked the tired teacher.
2. The game which we invented was nothing really new.
3. The footage of the accident, which horrified her, kept playing in her mind.
4. The person to whom I spoke on the phone that day tried bluffing me again today.
5. Which juice do you prefer – apple or mango?
6. I am going to the airport to meet my father, who is returning from Spain.
7. These are the children whose transfer certificates are being prepared.
8. He is delivering a lecture which is very interesting.
9. Which of your childhood hobbies do you still pursue?
10. What kind of agreement did the Prime Minister sign?
11. These are the people who supported us during the agitation.
12. Whose pretty baby is this?
13. These are the people whom we supported during the agitation.
14. I'm going to meet the along whose son just got transferred.
15. This is Mr. Dutt, to whom many of us owe our everlasting gratitude.

## FINITE AND NON-FINITE VERBS

### B. Identify whether the underline verb is a gerund, participle or infinitive.

1. Checking the answers is a good idea. – Gerund
2. I want to see the Taj Mahal this vacation. – Infinitive
3. Reading increases knowledge. – Gerund
4. They plan to build a new house soon. – Infinitive
5. An examination is going on. Stop talking. – Gerund
6. Is this an insured house? – Participle
7. Feeling sleepy, Tanu went to bed. – Participle

### C. Complete the sentences with words from the box.

**Learning, singing, standing, irritating, collecting, having, crying, listening**

1. Tongpang's behaviour was irritating.
2. Having completed some housework, I went out to play.
3. Listening attentively is as important as speaking.
4. Seema gave her doll and skipping rope to the crying child.
5. When did you begin learning karate?
6. Nikhil loves collecting photographs of sportspersons.
7. The tall man standing near the shop knows me.
8. Kajol enjoys singing songs from old Hindi movies.

## GRAMMAR WORKSHEET – II

(Transitive & Intransitive verb/Direct object & Indirect object/Active & Passive voice)

### A. State whether verbs in the following sentences are used transitively or intransitively.

1. Heat expands metals. – Transitive
2. Metals expand on heating. – Intransitive
3. The driver stopped the car. – Transitive
4. The car stopped abruptly. – Intransitive
5. You must speak the truth. – Transitive
6. You must speak loudly. – Intransitive
7. The boy is flying the kite. – Transitive
8. The birds are flying in the sky. – Intransitive
9. The rider fell off the horse and broke his arm. – Intransitive
10. The wood cutter felled a huge tree. – Transitive
11. The explosion sank the ship. Transitive
12. The ship sank suddenly. – Intransitive

### B. State whether the underlined verbs are transitive or intransitive in the given sentences.

1. Mary Kom won the bout. – Transitive
2. Many animals have eyelids. – Intransitive (not an action verb)
3. Snakes do not have eyelids. – Intransitive (not an action verb)
4. I love dog. – Transitive
5. The Chief Minister of Assam boarded the aircraft. – Transitive
6. Sheetal was sad when her dog died. – Intransitive (not an action verb)
7. Mona loves mangoes. – Transitive
8. The man grabbed the bag from the old lady. – Transitive
9. We should always speak the truth. – Transitive

10. Please speak. – Intransitive
11. The policeman was drinking some water. – Transitive
12. The magician performed a brilliant trick. – Transitive
13. My mother was happy with my results. – Intransitive
14. The huts were destroyed in the thunderstorm. – Transitive
15. Children swing from the branches like monkeys. – Intransitive

**C. Identify the direct object of the transitive verbs in the following sentences (underlined)**

1. I admire for her grit and determination.
2. She waited over an hour for the train to Agra.
3. The ferocious dog chased the robbers away.
4. I like sweet tea.
5. We celebrate all festivals with great fervor.
6. Do you like the blue dress?
7. She proudly received the prize from the principal.

**D. Circle the intransitive verbs and underline the transitive verbs. In the sentences with two objects, mention which are the direct and indirect objects.**

1. Bill Gates donated most of his wealth to charitable trusts. *Transitive*
2. Madhu walked to school with her friends. *Intransitive*
3. The sea looks beautiful at sunset. *Intransitive*
4. We talked all night about our exciting trip. *Intransitive*
5. Monali sang the opening song at the event. *Transitive*
6. The dog jumped over the fence. *Intransitive*
7. Mother Teresa gave many poor people the gift of love. *Transitive, indirect object: many poor people, direct object: the gift of love*
8. Grandpa laughed out loud. *Intransitive*
9. Grandpa never laughs at people when they make mistakes. *Transitive*
10. The receptionist gave the room key to the guest. *Transitive, direct object: the room key, indirect object: the guest.*

**E. Make sentences with the verbs showing transitive and intransitive use of each. (turn, broke, stop, laughed, barked)**

1. He turned the car into the car park. Transitive  
**We turned and headed for home. Intransitive**
2. He broke the window. Transitive  
**The window was broken. Intransitive**
3. The police stopped him for speeding. Transitive  
**The car stopped at the traffic light. Intransitive**
4. He laughed at her. Transitive  
**She laughed to cover her nervousness. Intransitive**
5. She barked at an order. Transitive  
**The dog barked. Intransitive**

**F. Follow the format shown in the examples and identify the subject, the linking verb and the complement in these sentences.**

1. Moatoshi is a young man.  
**Moatoshi (subject) is (linking verb) a young man (complement)**
2. The cake got burnt.

- The cake (subject) got (linking verb) burnt (complement)**
3. Peter is getting angry.  
**Peter (subject) is (linking verb) getting angry (complement)**
  4. The orange tastes sour.  
**The orange (subject) tastes (linking verb) sour (complement)**
  5. Milind felt like a fool.  
**Milind (subject) felt (linking verb) like a fool (complement)**
  6. Amar felt sorry.  
**Amar (subject) felt (linking verb) sorry (complement)**
  7. The milk turned sour.  
**The milk (subject) turned (linking verb) sour (complement)**
  8. The train is late.  
**The train (subject) is (linking verb) late (complement)**
  9. The pastry looks delicious.  
**The pastry (subject) looks (linking verb) delicious (complement)**
  10. A frog is an amphibian.  
**A frog (subject) is (linking verb) an amphibian (complement)**

### GRAMMAR WORKSHEET – III (Active & Passive voice)

**Active Voice:** when the subject does or acts something, the verb form is said to be in the Active voice. Example: the teacher punished the student.

**Passive Voice:** when the subject denoted by the verb is passive, and something is done to the subject, the verb form is said to be in the Passive Voice. Example: The student was punished by the teacher.

#### **How to change Active into Passive voice**

1. The object becomes the subject
2. The subject is taken to the place of the object with 'by' before it.
3. The auxiliaries are used according to the changed Subject and Tense.
4. Only the past participle form of the verb is used.
5. The noun or pronoun in the nominative case is changed into Objective case; as: by him, by me, by them. By her, by us etc.
6. If there are two objects (direct and indirect) in the active voice, either object may be made the subject, as: I gave her a book (active)  
A book was given to her by me. (Direct object) or  
She was given a book by me. (Indirect object)

#### **A. Choose the sentences written incorrectly in the passive voice.**

1. I was eaten an ice cream. (incorrect)
2. The song was sung by a singer. (correct)
3. I was deceived by the TV programme. (correct)
4. The concert was finished at 12 p.m (correct)
5. He was written a novel. (incorrect)
6. The tennis match was aired on TV. (correct)
7. He was treated kindly. (correct)

#### **B. Change the voice of the following.**

1. We are taught grammar by Ms. Jain  
**Ms. Jain teaches us grammar.**
2. The firemen took the injured to the hospital.  
**The injured were taken to the hospital by the firemen.**
3. The fire is damaging the building.  
**The building is being damaged by the fire.**
4. We shall be blamed by everyone.  
**Everyone will blame us.**
5. The storm has swept away the boat.  
**The boat has been swept away by the storm.**

**C. Complete the following sentences by using the appropriate voice. Identify whether the sentence is active or passive.**

1. We will have finished our exams by this time coming Monday. (passive)
2. The furniture is sold at throwaway prices. (passive)
3. I posted the letter last evening. (active)
4. The dogs are fed. (passive)
5. His house was raided by Income Tax department late last night. (passive)

**GRAMMAR WORKSHEET – IV**  
**(Direct & Indirect Speech)**

In Direct Speech the actual words of the speaker are repeated. The actual words are within the inverted commas.

In Indirect Speech (Reported speech) words are not used as spoken. The Reported Speech gives the substance of the actual words used by the speaker.

In Indirect Speech ‘Inverted Commas’ ‘Exclamation marks’ and ‘Question Mark’ are not used. How to change Direct Speech into Indirect Speech follow the rules given at the introduction in the text book. Remember in reported speech, the words expressing nearness are changed into words expressing distance.

<u>Direct Speech</u>	<u>Reported Speech</u>
Now	Then
This	that
These	those
Here	there
Thus	so
Today	that day
Tomorrow	the next day
Yesterday	the previous day
Last night	the previous night
Ago	before
Hereby	thereby

**A. Rewrite the following in Reported Speech, pay attention to the tense forms. Use appropriate reporting forms.**

1. Rohit: ‘I’m working in Delhi today.’  
**Rohit said that he was working in Delhi that day.**
2. Asha: ‘Would you prefer tea or coffee?’

**Asha asked me if I would prefer tea or coffee.**

3. Shridhar: "Don't touch the glass. It is hot."

**Shridhar warned us not to touch the glass as it was hot.**

4. Seema: "I wish I could fly like a bird."

**Seema wished that if she could fly like a bird.**

5. Teacher: "Happy birthday, Gauri."

**Teacher wished happy birthday to Gauri.**

**B. Now change this conversation into reported speech.**

1. Ginni asked minni if she had gone for a movie that afternoon.  
2. Minni replied that she couldn't as her cousins from Delhi were there. She also said that they spent time with them at home.

**C. Rewrite these sentences using indirect speech.**

1. He said. "I'm working in the Park Street Office today".

**He said that he was working in the Park Street Office that day.**

2. She said, "I think a new party will win the election".

**She said that she thought a new party would win the election.**

3. Priya says, "Anna lives in London".

**Priya says that Anna lives in London.**

4. Afroz said, "My friend is going to visit us next week".

**Afroz said that his friend was going to visit them the following week.**

5. Anita said, "They bought a brand new Honda City".

**Anita said that they had bought a brand new Honda City.**

6. She said, "They are watching TV at the moment".

**She said that they were watching TV at that moment.**

7. Simran said, "I am flying to Chennai tomorrow".

**Simran said that she was flying to Chennai the next day.**

8. He said, "Pangnue drives to work every day".

**He said that Pangnue drove to work every day.**

**D. Rewrite the following as Direct or Reported Speech as necessary.**

1. He said, "Mother, I promise to work hard".

**He promised his mother to work hard.**

2. Madan suggested that they should leave early if they wanted to catch the last bus.

**Madan said, "We should leave early if we want to catch the last bus".**

3. Elizabeth said to Felix, "When I was young I often went to the beach at Kovalam."

**Elizabeth told Felix that when she was young she had often gone to the beach at Kovalam.**

4. Pratima said that she wanted to make a card for her teacher.

**Pratima said, "I want to make a card for my teacher."**

5. The judge told the accused that he was honourably acquitted and was free to go.

**The judge said to the accused, "You are honourably acquitted and free to go."**

**G. Rewrite the dialogue as reported speech.**

1. Kiran: "Don't play football in the park!"

**Kiran told them not to play football in the park/**

**Kiran forbade them to play football in the park.**

2. Teacher: "Don't forget to complete your project work."

**Teacher reminded me not to forget to complete my project work.**

3. Deepika: Tara went to market an hour ago.  
**Deepika told me that Tara had gone to market an hour ago.**
4. Rohan (to you): My sister flew to Mumbai last year.  
**Rohan told me that his sister had flown to Mumbai the previous year.**
5. Piyush: My parents will celebrate their 25<sup>th</sup> wedding anniversary next month.  
**Piyush told his friends that his parents would celebrate their 25<sup>th</sup> wedding anniversary the following month.**
6. Father (to you): Has mother arrived?  
**Father asked me if mother had arrived.**
7. Ravi (to Saurav): Can I help you?  
**Ravi asked Saurav if he (Ravi) could help him (Saurav).**
8. Mother: When sis you come?  
**Mother asked me when I had come.**
9. Aman (to you): What are you reading?  
**Aman asked me what I was reading.**
10. Alia (to you): Will Manisha have lunch with Sunita?  
**Alia asked me if Manisha would have lunch with Sunita.**

**H. Change these sentences from indirect to direct speech.**

1. Ram told me that he was unwell.  
**Ram said to me, 'I am unwell'.**
2. The geography teacher said that the earth moves around the sun.  
**The geography teacher said, 'The earth moves around the sun'.**
3. My mother asked me if I had bought a new pair of jeans.  
**My mother said, 'Have you bought a new pair of jeans?'**
4. The judge told the witness to be honest.  
**The judge said to the witness, 'Be honest'.**
5. Marc told me that he had finished his homework.  
**Marc said to me, 'I have finished my homework'.**
6. Samuel asked me if I was going on a picnic.  
**Samuel said to me, 'Are you going on a picnic?'**
7. Sameer told me that he had been fired.  
**Sameer said to me, 'I have been fired'.**
8. Karan exclaimed that he had won the kite flying competition.  
**Karan said 'Hurrah! I have won the kite flying competition.'**

**I. Change the Imperative sentences into indirect speech.**

1. The officer said to the clerk, 'Bring my file immediately'.  
**The officer ordered the clerk to bring his file at once.**
2. The beggar said to the woman, 'Please give me some money'.  
**The beggar requested the woman to give him some money.**
3. The teacher said to the children, 'Don't make a noise'.  
**The teacher told the children not to make a noise.**
4. The doctor said to Ravi, 'Quit smoking'.  
**The doctor advised Ravi to quit smoking.**
5. My father said to me, 'Post this letter immediately'.  
**My father told me to post that letter at once.**

**GRAMMAR WORKSHEET – V**  
**(Phrases and Clauses)**

**A. Underline the phrase in these sentences.**

1. I filled the flask with hot coffee.
2. The little stream rushed down the mountainside.
3. I saw the program on dinosaurs on the National Geography Channel.
4. The chocolate cake was topped with nuts and raisins.
5. We welcomed the New Year with great joy.

**B. Underline the subordinate clauses in the given sentences.**

- a) The house, which has a big garden in front, is Ratan's.
- b) God helps those who help themselves.
- c) The train that was running late arrived five hours behind schedule.
- d) The lady, who is wearing a green saree, is my aunt.
- e) If you come early, we will play a few games on the computer.

**C. Complete the sentences given below. One has been done for you.**

- a) Here is the book (which)  
Here is the book which you wanted to read.
- b) I came late because my vehicle broke down on the way.
- c) Give me the pen that I bought yesterday.
- d) The man who helped me was a stranger.
- e) I will go to Shimla when my parents are free.
- f) Rita is the girl who stood first in the examination.

**Clauses**

**D. Identify the main clauses, subordinate clauses and coordinate clauses wherever they occur in the following sentences.**

1. Priya had a nice basket full of fruits.  
Priya had a nice basket. (Main clause)
2. I want to play scrabble, but my sister was keen on playing Monopoly. (Coordinate clause).
3. Dabu likes music that is composed by A R Rahman.  
Dabu likes music (main clause) that is composed by A R Rahman (subordinate clause).
4. The lady who is wearing a black dress is my aunt.  
The lady-is my aunt (main clause) who is wearing a black dress (subordinate clause).
5. Use the washing machine carefully, as I showed you yesterday.  
Use the washing machine carefully (main clause), as I showed you yesterday (subordinate clause).
6. Ravi has a car but he prefers to travel by bus. (coordinate clause)
7. Rinku left for Gujarat last month, and she has not returned since. (coordinate clause).
8. The boy who came yesterday was Monu's brother.  
The boy was Monu's brother (main clause) who came yesterday (subordinate clause).
9. The train will leave when the green signal is given.  
The train will leave (main clause), when the green signal is given (subordinate clause)
10. Sir. Bruce tried again and again (main clause), till he succeeded (subordinate clause)

**E. State whether the underlined words groups are dependent clause, independent clause or noun clause.**

1. Although my brother is elder to me, my parents think that I am more responsible.  
Noun clause
  2. We wore our raincoats because we were sure that it would rain. Independent clause.
  3. My mother brings us gift whenever she goes abroad. Independent clause.
  4. After the tsunami struck, thousands of people were shifted to temporary shelters.  
Dependent clause.
  5. When I listened to her, I realised that she was a very thoughtful girl. Noun clause
  6. While I was walking in the park, I saw a strange bird. Independent clause
  7. The students cheered their respective teams when the game was over. Dependent clause.
  8. The principal was irritated with the students who were misbehaving. Independent clause.
  9. When you finish your home work, please give me your notebook. Independent clause.
  10. I slept early as I had to board the morning flight. Independent clause.
  11. While I was running to catch a bus, I dropped my keys. Dependent clause.
  12. Before shifting to the new location, my father found out all the necessary details.  
Dependent clause.
- F. Complete the following sentences by inserting suitable clauses.
1. He raced home when he heard his mother was sick.
  2. We must leave early or we will miss the train.
  3. The girl who won the first prize for speech is the daughter of the principal.
  4. It was raining hard when I reached the town.
  5. Have you sent me the photographs which we have taken at the picnic.
  6. The bakery which stands at the corner, sells delicious muffins.
  7. We had to cross in the course of our adventure trek.
  8. The task which you have given me carried a huge risk.
  9. I am Afraid you cannot meet the principal now as he is in a meeting.
  10. Since he was late to office he drove at breakneck speed.

## GRAMMAR WORKSHEET – VI

### (Clauses)

- A. Complete each sentence with a properly formed NOUN CLAUSE.**
1. Harish asked me what he had to do.
  2. They couldn't tell what was the matter with her.
  3. He doesn't know that he is loved by all.
  4. What makes us joy is not important.
  5. What he told us was true.
  6. We are not responsible for what they have done.
  7. Is that what we heard about Priyanka true?
  8. Nobody can tell you what brought me here.
  9. They wondered hearing the expereinces that we had from Thailand.
  10. The assistant showed us where to keep our bags.
- B. Rewrite the sentences changing the underlined noun phrases into noun clauses.**
1. No one can guess the time of her arrival.  
**No one can guess when she will arrive.**
  2. The weatherman predicted a change in the weather.

- The weatherman predicted that there would be a change in the weather.**
3. I've heard of his success.  
**I've heard that he has succeeded.**
  4. We don't know the reason of his failure.  
**We don't know why he has failed.**
  5. The jury believed the man innocent.  
**The jury believed that the man was innocent.**
  6. The doctors doubt an improvement in her health.  
**The doctors doubt that there will be an improvement in her health.**
  7. I know her to be trustworthy.  
**I know that she is trustworthy.**
  8. Saleem hopes to be there in time.  
**Saleem hopes that he will be there in time.**
  9. The team is confident of winning the match.  
**The team is confident that they will win the match.**
  10. Abdul's demise was totally unexpected.  
**It was totally unexpected that Abdul would die.**

### ADJECTIVE CLAUSES

#### A. Complete the sentences with adjective clauses.

1. Manish is the boy who helps me with my gardening.
2. The food which is on the table looks fresh.
3. The bat is the only mammal which can travel easily at night.
4. Look! That's the singer who came from Denmark.
5. I don't like animals which destroys our crops.
6. I felt bad for the boy who was begging for food.
7. Jasmine is a flower which gives sweet smell.
8. They are inviting the girl whom they met last month.
9. There's the troupe which is going to stage 'Macbeth'.

#### B. Combine each of the following pairs of sentences by using ADJECTIVE CLAUSE.

1. I met Mukesh, who is a tour guide, in Kashmir.
2. The girl, who was frightened, looks very pale.
3. She was sitting in the emergency room which was very crowded.
4. She called out to a nurse who was nearby.
5. The nurse called a doctor who came immediately.
6. The woman, whom the doctor asked to lie down, looks very worried.
7. The nurse gave the patient an injection which made her go to sleep.
8. The police have caught the man who committed the theft last week.
9. Parul, who was my neighbour, was an old woman.
10. Show me the place where you put my spectacles.
11. This is the box in which the shopkeeper keeps the money.
12. Several plans that he had for the business, have failed.
13. This is the town where I was born and raised.
14. Everyone says that this is the house which is haunted.
15. Radha is the lady who started this NGO.
16. I met the sailor who saved many people in the ferry disaster.

**C. Underline the adjective clause in each sentence. Place the missing comma, if it is a non-defining clause.**

1. Meena wrote a letter to her friend who stays abroad.
2. The vase, that is lying on the table, is a gift from my friend.
3. My mother wore the dress which I gave her.
4. We went to the garden which has beautiful flowers.
5. The Principal gave the prize to Naresh who was the winner.
6. The student, Who is sitting on the last bench, is my brother.

**ADVERB CLAUSE**

**A. COMPLETE THE SENTENCES WITH ADVERB CLAUSES.**

1. Hockey players wear lots of protective clothing so that they may not be hurt during the play.
2. You need proper shoes to go hiking in the mountains because it is a very risky task.
3. You should give the iron time to heat up so that it could be used to press clothes.
4. You will have to pay higher insurance as you are becoming older.
5. You may get Malaria if you don't follow a healthy living.
6. You shouldn't drive as you have consumed alcohol.
7. We keep our vegetables in the fridge so that it could remain fresh.

**A. Each of the following proverbial sayings contains an adverb clause. Identify the adverb clause in each sentence and state which type of adverb clause it is.**

1. While the cat's away, the mice will play.  
**While the cat's away – adverb clause of time**
2. A lie travels around the world while the truth is putting her boots on.  
**While the truth is putting her boots on – adverb clause of time.**
3. If you don't know where you are going, any road will get you there.  
**If you don't know – adverb clause of condition.**
4. Memory is deceptive because it's coloured by today's events.  
**Because it's coloured by today's events – adverb clause of reason.**
5. Never look down on anybody, unless you are helping him up.  
**Unless you are helping him up – adverb clause of condition.**
6. You will have to run many miles before you reach your final destination.  
**Before you reach your final destination – adverb clause of time.**
7. Whenever you find yourself on the side of the majority, it is time to pause and reflect.  
**Whenever you find yourself on the side of the majority – adverb clause of time.**
8. Life is what happens when you are making other plans.  
**When you are making other plans – adverb clause of time.**
9. As soon as you forbid something, you make it extraordinary appealing.  
**As soon as you forbid something – adverb clause of time.**
10. Everything is funny, as long as it's happening to somebody else.  
**As long as it's happening to somebody else – adverb clause of time.**

**B. Fill in the blanks with subordinating conjunctions/phrases.**

1. Sujoy decided to give up smoking because he had had a heart attack once before.
2. When Newton was sitting under the apple tree, he discovered gravity.
3. When my mother woke up, she realised that she had forgotten to set the alarm.
4. Until he behaves well, Mary will never talk to him.
5. Although my best friend Alka is four years older than me, she looks very young.

6. Debu decided to buy a car so that he could drop his children to school.
7. The boarders in this hostel will be punished if they didn't obey the rules.
8. You must wear you helmet while riding a motor-bike.
9. As long as the person is at the top, people will show him respect.
10. I am going to work harder so that I can get promoted.

### CONDITIONAL CLAUSE

#### A. Complete the following sentences with Type 1 conditional clause.

1. If you send this letter now, it will get delivered by tomorrow.
2. If Wapang takes this test, he will certainly qualify.
3. If the maid finds your purse, she will return it to you.
4. She will help you, if you request her to.
5. He will not be happy, if you fail to keep your word.
6. I shall visit the exhibition, if I get time in the evening.
7. If they do not work hard, they will not pass the exam.
8. If you clean the house, I will water the plants.
9. You will be able to concentrate on your work, if you do not take proper food.
10. Sushil will not move into the new flat, if his salary is not increased.

#### B. Complete the following sentences with Type 2 conditional clause.

1. If you miss the train, what would you do?
2. If I had lot of money, I would help the poor.
3. If our parents were here, we would go for a walk with you.
4. She would spend a year in the UK, if she had money.
5. If the programme was over, they start dinner.
6. We would tell you, if you had time to listen to.
7. My father would buy a mansion if he had the money.
8. If I was free in the evening, I would go to the cinema with you.
9. If you fail to reply on time, he would not be happy.
10. Supong would be eligible for the test, if he submitted all the relevent document.

#### C. Complete the following sentences with Type 3 conditional clause.

1. If he had practised well, he would have won the prize.
2. If they had approached me, I would have accepted the offer.
3. If my father had a transfer to Dimapur, I would have gone to Dimapur.
4. If I had done well in the exams, the teacher would have appreciated me.
5. If I had visited her, she would had been vey happy.
6. I would have written you a post card, if I had known your address.
7. If he had got a loan, he would have bought a car.
8. If we had good college in our village, I would have stayed at home.
9. They would have missed the train, if they had started late.
10. If we had carried an ascender along with us, we would have reached the top of the mountain.

#### D. Make zero conditional clauses.

1. You/too much junk food/you/sick.  
**If you eat too much junk food, you will be sick**
2. Temperature below zero degree/water freeze  
**Water freezes, if the temperature is below zero degree.**
3. Ram/ go out in rain/get wet.

- If Ram goes out in rain, he will get wet.**
4. Mix salt into water/ it dissolves.  
**If you mix salt into water, it dissolves.**
5. Marina /watch too much TV/ get headache  
**If Marina watches too much TV, she will get headache.**
6. Everyone turned up/ over fifty people/attend the party.  
**If everyone turns up, there will be over fifty people to attend the party.**
7. Hassan/ work hard/ top the class.  
**If Hassan works hard, he will top the class.**
8. We/ go for picnic/ weather is fine.  
**If the weather is fine, we will go for a picnic.**
9. Mother/cooks delicious food/she cooks once in a while.  
**If mother cooks once in a while, she cooks delicious food.**
10. Children play regularly/remain healthy.  
**If children play regularly, they will remain healthy.**

**THE END**