

# English Eduspot

([englisheduspot.blogspot.com](http://englisheduspot.blogspot.com))

## SSLC ENGLISH

Intensive Coaching  
Sessions

### Unit – 5

### Down Memory Lane

*Mahmud K Pukayoor*  
*Blog: [englisheduspot.blogspot.com](http://englisheduspot.blogspot.com)*  
*Whatsapp: 9895889250*  
*Voice Call: 8848153351*  
*Email: [englisheduspot@gmail.com](mailto:englisheduspot@gmail.com)*

## LESSON - 15

# ADOLF



### About the Author:



**David Herbert Richard Lawrence (D H Lawrence)** was born in England on 11 September 1885. He is regarded as one of the most influential writers of the 20th century. He published many novels and poetry volumes during his lifetime, including *Sons and Lovers* and *Women in Love*, but is best known for his infamous *Lady Chatterley's Lover*, which was banned in the United States until 1959. His collected works represent, among other things, an extended reflection upon the dehumanising effects of modernity and industrialisation. He passed away on 02 March 1930 in France and rests in peace in Taos, New Mexico.

### Glossary:

1. **Sunny:** bright with sunlight
2. **Slurring:** (here) unsteadily
3. **Dewy:** wet with dew drops
4. **Daybreak:** dawn, sunrise
5. **Pit:** (here) coal mine
6. **Trammeling:** limiting or controlling freedom
7. **Hastily:** (adv) quickly, fast
8. **Poured out tea:** (here) served the tea
9. **Morsel:** (here) a small piece (like a mouthful of food)
10. **A made thing:** (here) like a stuffed thing, an artificial thing
11. **Enigmatically:** (adv) in a way mysterious and difficult to understand.
12. **Poune on something:** accept with enthusiasm
13. **Retort:** (v) answer quickly
14. **Drowned in:** (here) (The mother's sound) became unheard

15. **Clamour:** (n) loud noise (especially of people's voice)
16. **Condemnation:** an act of very strong disapproval
17. **Outcry:** (here) a loud cry
18. **Dunna:** do not (slang)
19. **Pine:** (here) become weak, unhealthy and die
20. **Testily:** (adv) annoyed or irritated
21. **Sulk:** to refuse to be happy, be in silence or in bad temper
22. **Retreat:** move back
23. **Burrow:** a hole or tunnel dug by a small animal, especially a rabbit, as a dwelling.
24. **Oblivious:** (here) indifferent, insensitive
25. **Whiskers:** the long, stiff hairs growing on the face of a cat, rabbit, or other mammal.
26. **In vain:** without success, useless
27. **Obscure:** unclear
28. **Yearn:** (v) intensely desire or long for
29. **Ambushed:** attacked unexpectedly
30. **Trespass:** enter without permission, (here) onslaught
31. **Suffocate:** die from lack of oxygen. (here) feel trapped or oppressed
32. **Parlour:** a sitting or living room
33. **Affronted:** (here) provoked, displeased
34. **Flannel:** a piece of cloth or towel
35. **Sore:** painful



36. **Dandelion:** a yellow flower with thin petals in a circular pattern (ജമന്തി)

37. **Hopped:** jumped
38. **Palpitated:** (here) moved or beat in breathing
39. **Mutter:** murmur, whisper, talk in a low and inaudible voice
40. **Wantonness:** (here) extreme carelessness, lack of seriousness, a lavish and playful manner
41. **Singlet:** a sleeveless undergarment like a vest
42. **Scullery:** a small room next to the kitchen for washing and cleaning dishes, pans etc.
43. **Scuffle:** (n) sound of something moving hurriedly
44. **Dabbles:** (here) splashed drops
45. **Droppings:** excrements or dung of certain animals or birds
46. **Miscreant:** a wrong-doer, (here) naughty
47. **Crouch:** to hide bending knees and lowering the body to the ground
48. **Tame:** no more wild, became friendly
49. **Christened:** (here) named
50. **Enchant:** attract
51. **Hutch:** a box made of wood with a wire-front where small animals such as rabbits are kept
52. **Humping:** raising into a round shape
53. **Hobble:** walk slowly

54. **Unconcern:** (n) feeling of lack of interest, worry, concern etc.
55. **Crane:** (v) stretch (the neck) so as to see better.
56. **Lump:** a piece
57. **Paw:** the clawed foot of a rabbit, cat etc.
58. **Rap:** a gentle blow
59. **Flung:** (Pt, PP of fling) moved suddenly
60. **Hindquarters:** the hind legs and the back part of an animal with four legs
61. **Nibble:** to take small bites of food
62. **Shoo:** (v) drive away by crying or making the sound `shoo!'
63. **Deluge:** fill or cover completely
64. **Bounce:** leap, hit
65. **Hearthrug:** a rug ( a piece of hard cloth or carpet) spread out in front of a fireplace
66. **Chased:** followed to catch
67. **Pasture:** a meadow or a piece of grazing land. (here) the hearthrug which the rabbit often nibbles.
68. **Scuffle:** (here) slight movements or struggle as if in a preparation to jump or run
69. **Whirl out:** run out in a circular motion.
70. **Stile:** (n) a set of steps that helps to climb over a fence
71. **Loiter:** to spend time idly, to stand, wait or move aimlessly.
72. **Zig-zag:** having twists and turns.
73. **Pelt:** (here) run or rush swiftly
74. **Loin:** either side of the backbone between the hipbone and the ribs
75. **Twitch:** make an uncontrolled, short, jerky motion



76. **Nettle:** a wild plant with leaves that have pointed edges (കൊടിത്തൂവ)

77. **Cower:** crouch in fear; shiver
78. **Glower:** look in an angry and aggressive way
79. **Muzzle:** (n) the nose and mouth of an animal
80. **Elongation:** the action of lengthening something
81. **Hideous:** ugly; disgusting
82. **Detestable:** hateful
83. **Harbour:** (v) protect; nurse
84. **Clump:** to walk noisily with slow, heavy steps
85. **Prowl:** walk quietly and secretly in search of prey
86. **Look after:** (phrasal Verb) to rear; protect; take care of
87. **Doom:** destruction; ruin
88. **Undergrowth:** a mass of bushes, small trees, and plants, especially growing under the trees in a forest
89. **Rents:** (here) large holes torn in a piece of material
90. **Entangle:** to cause somebody or something caught or twisted in something such as a net.
91. **Pelargonium:** a flowering plant which blossoms throughout the year

- 92. Extricate:** rescue or free someone or something from a difficulty; release; disentangle
- 93. Deliberation:** long and careful consideration or discussion
- 94. Stow:** pack or store (an object) carefully and neatly in a particular place.
- 95. Coppice:** an area of woodland in which the trees or shrubs are periodically cut back to ground level.
- 96. Neither elated nor moved:** neither excited nor sad
- 97. Heart-searchings:** the act of thinking very seriously about your feelings, usually before making an important decision
- 98. Rend:** (v) (pt, pp rent; US also rended) tear or break something violently
- 99. Pooh-pooh:** (pt,pp pooh-poohed) reject or disregard an idea or suggestion as unworthy
- 100. Cojole:** persuade or attract by talking in a soothing or nice manner.

## Questions and Answers based on Textual passages

**Read section I of the story “Adolf” and answer the following questions.**

1. What did the father love to do after his night shift at the pit?
2. Why did the children become uneasy?
3. Father brought a rabbit. How did it look like?
4. What was the mother’s question about the rabbit?
5. Find out a single word that means ‘replied rapidly.’

**Read section II of the story “Adolf” and answer the following questions.**

6. How did the father get the little rabbit?
7. Why do the children think that their father must bring the little rabbit home?
8. Why does the mother say that there will be another outcry in the house?
9. What happened to the other little wild animals the father had brought?
10. ‘You know well enough’. Here the word ‘enough’ is used as an adverb modifying another adverb ‘well’. ‘Enough’ should come after the adjective or adverb it modifies in a sentence. Make a similar sentence using ‘enough’ as an adverb.

**Read section III of the story “Adolf” and answer the following questions.**

11. ‘Troubles fell on us’. What were the troubles that fell upon the children?
12. What was the mother’s command that was in vain?
13. What does the narrator mean saying that ‘we must not love it, for its own existence...’?
14. What was the order that he passed to his sister and mother?
15. “Useless to love it, to yearn over it.” Expand these phrases to a sentence beginning with the dummy subject “It” and use a suitable conjunction to combine the infinitives.

**Read section IV of the story “Adolf” and answer the following questions.**

16. ‘It was a sore problem to us’. What was the problem and why was it sore?
17. The rabbit was not drinking, eating or moving. Then, what signs of life did the little rabbit show?
18. When the night came, how were the temperaments of his sister and mother towards the rabbit?
19. What is referred to as the father’s ‘wantonness’?

20. What did the narrator do to give the rabbit the feeling that it was inside a burrow?

**Read section V of the story “Adolf” and answer the following questions.**

21. What did the narrator see next day morning in the scullery?

22. Where was the miscreant hiding?

23. Why were the children very much happy about the rabbit?

24. How were the children enchanted by Adolf?

25. “We were enchanted by Adolf”. Rewrite the sentence beginning with ‘Adolf’.

**Read section VI of the story “Adolf” and answer the following questions.**

26. How would Adolf behave on the dining table while they were having meals with him?

27. ‘It’s your own fault, mother’. What incident is referred to as the mother’s fault?

28. What was the bad habit that Adolf had cultivated?

29. ‘He was too small to live in a hutch’. Rewrite this sentence using ‘so...that’ in place of ‘too...to’.

30. If you left him alone,..... (not knock over the cup.) Complete the sentence appropriately using the hints from the bracket.

**Read section VII of the story “Adolf” and answer the following questions.**

31. What happened one day when the children were playing by the stile?

32. Why did Adolf make a sudden unearthly scream one Sunday morning?

33. What were the mother’s remarks about cats?

34. Why was Adolf’s presence for the mother worse than having a child to look after? Or, Why was Adolf ‘too much’ for the mother?

**Read section VIII of the story “Adolf” and answer the following questions.**

35. ‘Adolf brought his own doom on himself’. What was it?

36. What was one of Adolf’s joys?

37. Why was Adolf once again stowed into the great pocket of the pit jacket?

38. What were the many heart searching they made after Adolf was sent back?

39. Why didn’t Adolf respond when the father called him?

## **Answers**

1. The father loved to walk through the dewy fields in the first day break after his night-shift at the pit.
2. The children were uneasy because their father’s presence was disturbing and trammeling.
3. It was a tiny brown rabbit, a mere morsel. It was still as if it were a made thing.
4. The mother asked whether it was a wild one.
5. ‘Retorted’ means replied rapidly.
6. The father found this live but unmoving rabbit with its dead mother and other three dead little ones on the field path.
7. The rabbit was not big enough to live by itself. If the father didn’t bring it, it would die.

8. The mother says so because the children will love the pet rabbit and if it dies or goes away, they will cry in grief.
9. All the other little wild animals had sulked and refused to live and brought some tears and trouble in their house.
10. The rabbit was not big enough to live by itself.
11. The little rabbit was not moving and refused to drink the milk they provided. It did not show any sign of life.
12. Mother's command was to take the rabbit and put it down the field.
13. It was a wild little creature. It suffocated when we put it under arrest and tried to love it.
14. The order was that nobody should speak to the rabbit or even look at it.
15. It is useless to love or yearn over it.
16. The children tried to make it comfortable and gave it milk. But it did not drink milk at all and it preferred to sulk.
17. Its eye was bright and its side palpitated slightly with life.
18. His sister was about to cry in despair but mother's anger gathered and she muttered against the father's wantonness.
19. The Father would bring home little wild animals and try to make them pet.
20. He carried the rabbit into the scullery and put it under the copper fire-place to give it the feeling it was inside a burrow.
21. He saw dabbles of milk all over the floor and tiny rabbit-droppings in the saucers.
22. The miscreant was hiding behind a pair of boots.
23. The children were happy because the little rabbit started drinking milk and became tamed.
24. The children were enchanted by the rabbit and they named it Adolf. But they could not really love it as it being a wild creature it would be loveless to the end.
25. Adolf enchanted us.
26. He would sit on the table sipping his milk and shaking his whiskers. He would hobble up to the sugar-basin and reach for it. He trembled his whiskers at the sugar and did his best to lift down a lump with his paw.
27. When Adolf reached to the sugar pot, the mother shooed it away with a rap of her hand on the table. At the sound of the rap Adolf flung his hind-quarters and knocked over a cup.
28. Adolf had cultivated the bad habit of nibbling certain bits of cloth in the hearth-rug.
29. He was so small that he cannot live in a hutch.
30. If you left him alone, he would not knock over the cup.
31. One day while the children were playing, they saw Adolf crossing the road and passed into the field that faced houses. They ran behind but could not catch him. Then somebody headed him off and he sat with sudden unconcern.
32. Adolf made a sudden unearthly scream because a great black and white cat glowered intently at him, a few yards away.
33. Cats were hideous detestable animals.

34. Adolf grew fast and dropped too many pills. To keep him away from the front door when cats prowled outside was impossible.
35. One day Adolf entangled himself altogether in the lace curtain. He kicked and screamed and brought down the curtain-rod right on the mother's beloved pelargonium.
36. One of Adolf's joys was to scuffle wildly through the lace curtains in the parlour.
37. They decided to take him back to the wild-woods.
38. The heart searching they made were whether the other rabbits receive him, whether they smell his tameness and his humanized degradation and whether they rend him.
39. Wilderness gains so soon upon its creatures, which is the rule of nature. Adolf also regained its wilderness so soon that it could not respond to human calls.

## Textual Activities and Solutions

### Activity 1, textbook page 157

Read the story once again and find out the attitude of different members of the family towards the rabbit and complete the table below.

Character	Actions/Words	Attitude
Children	Oh, we wanted it.	Shows children's fascination and love for the rabbit.
	Who gave it you, Father? Where did you get it, father?	Shows the children's excitement and eagerness to know about their would-be pet animal.
	But what had killed them, Daddy?	The children's sympathy over the death of the mother rabbit and other little ones.
	He must bring it. It's not big enough to live by itself.	The children's affection towards the little rabbit and their anxiety over its life.
	It won't die, father, will it?	Shows the children's anxiety as well as hope. They want a consoling assurance from an elder person like their father.
Father	I picked it up.	Shows his consideration for lonely and wretched living creatures.
	I sh'd think, not.	His optimistic and reassuring attitude that console his children.
	They dunna always pine	Shows his confidence and objection to negativism.
Mother	Is it a wild one? Then, why did you bring it?	Shows the mother's disapproval of keeping wild animals at home.
	Yes, it will die now. And then there will be another outcry.	Shows the mother's attitude of warning the children against a possible future disaster that may happen if their beloved pet dies.
	Take it and put it down the field.	Shows the mother's practical knowledge that a wild animal should grow and live in its own world of wilderness.



### Activity 2, textbook page 157

Identify and write down expressions or statements from the story that gives details of Adolf on the day it was brought home and after it was tamed.

<i>On the day Adolf was brought home</i>	<i>After it was tamed</i>
<p>The day it was brought home, the tiny brown rabbit was a mere morsel, as if it were a made thing. It sat on our lap, unmoving, its eye wide and dark. We brought it milk, warm milk, and held it to its nose. It sat as still as if it was far away in some deep burrow, hidden, oblivious. We wetted its mouth and whiskers with drops of milk. It gave no sign, did not even shake off the wet white drops. I put it in an obscure corner of the cold parlour, and put a saucer of milk before its nose. At midday, after school, we saw the rabbit still and unmoving in the piece of flannel – still alive! It prefers to sulk its life away. We put dandelion leaves to its nose. There was no response. Yet its eye was bright. Only its side palpitated with life. In the night, the rabbit was once more covered in the old pit-singlet and was kept in the scullery under the copper fire-place. Saucers with milk were placed, about, four or five, here and there on the floor. When morning came, I saw dabbles of milk all over the floor and tiny rabbit-droppings in saucers. It was very much alive. By evening, the little creature was tame, quite tame.</p>	<p>Later when it was tamed, he was christened Adolf and we were enchanted by him. We decided he was too small to live in a hutch-he must live at large in the house. We had him upstairs. Adolf made instantly at home. He had the run of the house, and was perfectly happy, with his tunnels and his holes behind the furniture. We loved him to take meals with us. He would sit on the table, sipping his milk and shaking his whiskers and tender ears. He would hobble up to the sugar basin, and would crane his neck to peep in. He would do his best to lift down a lump of sugar with his paw. He liked warm tea and sugar. One day he overturned the cream-jug, and his chest deluged with cream. The parlour was his happy hunting ground. He had cultivated the bad habit of nibbling certain bits of cloth in the hearth-rug. When chased, he would retreat under the sofa. From there with a sudden bumping scuffle he would whirl out of the room, going through the doorway with his little ears flying. Adolf grew up rapidly. It was almost impossible to keep him from the outer door.</p>

### Activity 3, textbook page 158

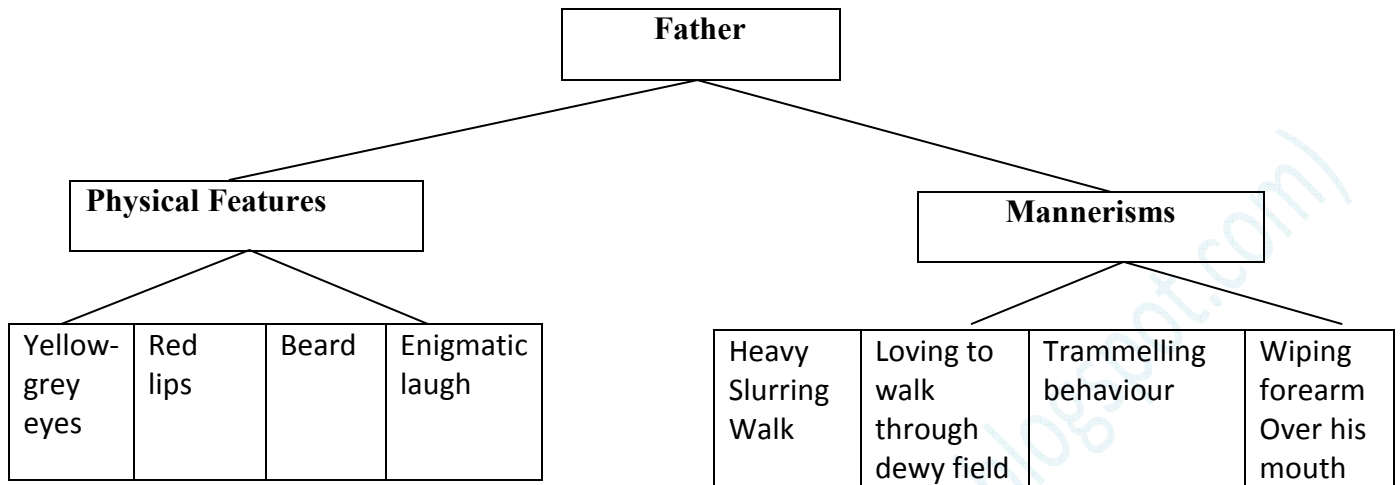
For mother, ‘having Adolf at home was worse than having a child to look after’.

**Read section VII of the story and write a paragraph on how Adolf had become too difficult for her to deal with.**

Adolf was only half-grown. But soon he became somewhat an unbearable burden for the mother. He dropped too many pills in the rooms. When the mother was alone in the house, she was startled by the sound of his clumping downstairs. Though she was always complaining against the presence of a wild animal inside the house, she seems to be anxious about its safety. In her opinion, cats were hideous and detestable animals, and they were Adolf’s enemies at home. Cats prowled outside, and it was a hard and impossible task to keep Adolf from the front door and protect from the cats. In short, for the mother, having Adolf at home was worse than having a child to look after.

**Activity 4, textbook page 158**

**Complete the tree diagram and write a description of the father.**



**The description of the father**

The father of the narrator was a night-shif worker at the pit. In the first daybreak after his work, he loved to make long walk throuh the dewy fields. His heavy slurring walk can be heard from distance. His presence created disturbances for his children as his was a trammelling behaviour. He seems to have certain peculiar mannerisms. He responded to his children’s queries with an enigmatic laughter and a sliding motion of his yellow-grey eyes. He would sit heavily in his armchair and blew his tea from the saucer pushing out his red lips. He would wipe his naked forearm over his mouth and beard while sipping the tea. Though he seems to be a little tough, he is a kind-hearted person. He used to bring wild animals home to make pets.

**Activity 5, textbook page 159**

Do you justify the decision of sending Adolf back to the wild woods? If so, why? Is it right to keep wild animals at home for our amusement?

**Conduct a debate in your class. You can support your arguments with relevant news reports and articles.**

Arguments ‘for’	Arguments ‘against’
Yes, the decision to send Adolf back to the woods is right and justifiable.	No, it’s not justifiable. It’s a wrong decision.
We try to tame wild animals and make them pet for our amusement. But for them, our love and care are a trespass.	Wild animals can be tamed and made our pets. Pets are good in our stressful life, especially for those who are leading a lonely life.
Wild animals and birds feel suffocated, once they	If we tame wild animals, they get comfortable

are caged. They want their freedom more than our love and care.	dwelling and good food. They do not want to prey for food.
Even the tamed animals cannot forget and forsake their wilderness completely. Like the rabbit Adolf, they will nibble and destroy certain household things.	Tamed and trained animals can be useful in humans' life. We have read about such animals and birds in the lesson 'Project Tiger'.
Wild animals cannot fully forget their wilderness. Any time they can be wild and violent. We have heard many incidents of tamed elephants and other animals trained in circus getting violent and ferocious.	If we treat tamed animals carefully with love and affection and without harming them, they will not normally turn violent. If we misbehave to them, they will sometimes react in the same way. Even domestic animals will behave adversely if we treat them cruelly.
Animals can be carriers of many diseases. It's not safe for us, especially for children, to keep them inside our houses.	Pet animals can bring relief to many of our problems. When we are stressed and tensed, pet animals' presence can bring us some pleasant moments.
After all, wild is always wild. Wilderness gains so soon upon its creatures.	Tamed pet animals can often be good friends – more faithful and trustworthy than some human friends.

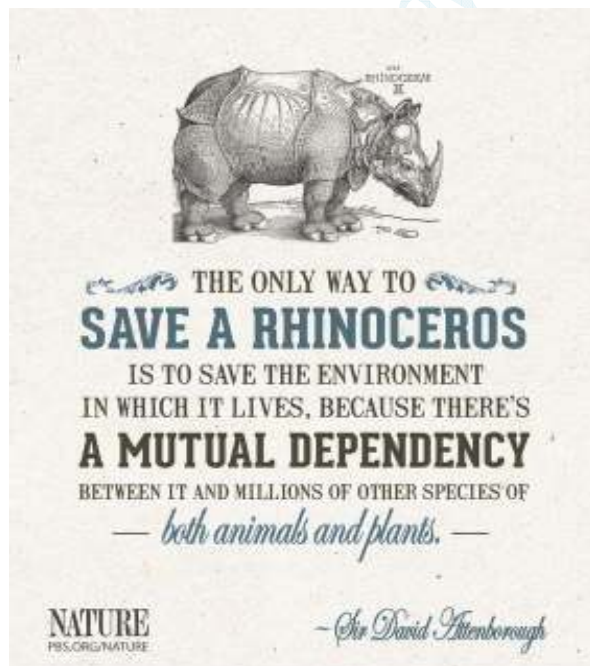
### Activity 6, textbook page 159

#### Prepare a poster on wildlife protection.

Students can have enough and more materials for poster-making on various subjects here: (**Ctrl + click** to follow links)

<https://in.pinterest.com/redpanda4h/save-endangered-animals/>

<http://www.arkive.org/>



**Activity 7, textbook page 159**

**Narrate the experiences of the narrator's family with Adolf.**

**Adolf**

“Adolf” is an attractive short story told by the very famous English writer DH Lawrence. It is the story of a tiny wild rabbit brought home by the narrator's father and his children's excitement and enchantment over the creature.

One day morning, the narrator's father came back home from his night-shift work at the pit with a tiny rabbit. It was very tired and motionless and looked like a mere morsel. The father found it on the field path together with its dead mother and other three dead little ones. When it was brought home, it was unmoving and showing no sign of life except for its side palpitated slightly with life.

The entire family except for the mother, the little wild rabbit was a surprise guest and they were much delighted in its presence. Though in the beginning it was motionless, refusing to drink milk, the next day it started becoming energetic. They named it Adolf.

Adolf became tamed with the family. The narrator and his sister were enchanted by him and they took much care of him. Adolf was too small to live in a hutch, so that they decided to make him live at large in the house. The narrator's mother was protesting, but all in vain.

Soon he became a member of the family. He had the run of the house and was perfectly happy with his tunnels and holes behind the furniture. They loved him to take meals with them. He would hobble up to the sugar-basin and reach for it. The mother would rap on the table to frighten him away. But Adolf seemed to be so delighted at the sound of the rapping.

Adolf grew up very fast. One day he hopped away into the field that faced the house across the road. When he became half-grown, it was very difficult to manage him inside the house. Cats prowled outside and it was impossible to keep him from the door. For the mother it was worse than having a child to look after when she was alone at home. Adolf liked very much to scuffle through the lace curtains in the parlour. One day he entangled himself in the curtain laces and in the struggle to escape, he brought down the curtain-rod with a smash, right on the mother's best beloved pelargonium. The mother became very annoyed, angry and upset. That incident finally made them decide to send him back to the wild woods.

After having sent him back to the wild-wood, the father several times saw Adolf peeping through the nettle stalks. But he never responded to the father's calls. After all, wild is wild, and wildness gains so soon upon its creatures.

## Activity 8, textbook page 160

Adolf was sent back to the wild-woods. Write down the thoughts and feelings of the narrator that day in the form of a diary entry.

Saturday, 10 March 2018

10:30pm

It's like I lost a family member. Oh, Adolf is no more here, the house has become lonely! When I close my eyes, I can see still his tiny face and shining eyes. Will he get good food in the woods? Can he ever forget that I gave him tea and milk? Father told that he hopped away with utmost indifference. I can't believe it. Can he forget us all so soon! His thoughts pain me. Perhaps other wild rabbits won't accept him anymore. Tomorrow morning he will come back to us. Let me sleep now in his memories. I'm sure tomorrow he will be at the front door waiting for me. Adolf, I love you so much!

Let's learn more about words

Activity 1, textbook page 160)

(Discussion: "Clouds of my mother's anger" is a metaphorical expression. Her anger is compared to gathering clouds. Such a comparison is known as **metaphor**. A metaphor is a comparison in which two unlike things are compared as they are one and the same, without using 'as' or 'like'.)

Some metaphorical expressions and their meanings and explanations:

- **Broken heart** - Your heart is not literally broken into pieces; you just feel hurt and sad.
  - **The light of my life** - The person described by this metaphor isn't really providing physical light. He or she is just someone who brings happiness or joy.
  - **It's raining men** - Men do not literally pour from the sky; there are simply an abundance of male suitors around at the time.
  - **Time is a thief** - Time isn't really stealing anything, this metaphor just indicates that time passes quickly and our lives pass us by.
  - **He is the apple of my eye** - There is, of course, no real apple in a person's eye. The "apple" is someone beloved and held dear.
  - **Bubbly personality** - A bubbly personality doesn't mean a person is bubbling over with anything, just that the person is cheerful.
  - **Feel blue** - No one actually ever feels like the color blue, although many people say they are "feeling blue" to mean they are feeling sad.
  - **Fade off to sleep** - You don't actually fade, you simply go to sleep.
  - **Inflamed your temper** - The news inflamed your temper is not a situation where there is any actual fire or flames, it is just a situation where someone gets mad.
  - **Reeks of infidelity** - When said about a cheating partner, this doesn't actually mean that there is a literal smell. Instead, it is just apparent that the person is cheating.
  - **Rollercoaster of emotions** - A rollercoaster of emotions doesn't exist anywhere, so when people are on a rollercoaster of emotions, they are simply experiencing lots of ups and downs.
- Stench of failure** - The stench of failure is strong, according to the common metaphor, but of course failing doesn't really smell.

**Activity 2, textbook page 161**

Down	Across
1. Trained.	2. Cowered
2. Crouched	4. Hop
3. Twinkled	5. Zigzagged
7. Bounced	6. Hobbled
8. Craning	9. Nibbled

**Let's find out how language elements work**

**Activity 1, textbook page 162**

**Introducing Passive voice**

- When the doer of an action is the subject of a sentence, the sentence is said to be in the Active Voice.
- When the receiver of an action (the object) becomes the subject of a sentence, the sentence is said to be in the Passive Voice.
- When the performer of the action is unknown or unimportant or inappropriate to mention, we use the Passive Voice.
- We use the Passive Voice to emphasize the action (i.e. when the action is more important than the performer.)

Passive Voice verbs = Be + Past Participle			
<b>Be</b>	Used with Modal Auxiliaries and Infinitives to create passive Voice.	<i>Active Voice</i>	<i>Passive Voice</i>
		I can write English.	English <b>can be written</b> by me.
<b>Am / is / are</b>	Simple Present	I write English.	English <b>is written</b> by me.
<b>Was / were</b>	Simple Past	I wrote English.	English <b>was written</b> by me.
<b>Being</b>	Present/Past/Future Continuous	I am writing English	English <b>is being written</b> by me.
<b>Been</b>	Present/Past/Future Perfect	I have written English	English <b>has been written</b> by me.

Now, read the news report given in the textbook page 162 and underline the verbs and then list them as active and passive.

1. Was found 2. Reported 3. Had found 4. Informed 5. Was taken out 6. Was sent 7. Are 8. Says 9. Are 10. Are going on.

Active Verbs	Passive Verbs
1. Reported 2. Had found 3. Informed 4. Are 5. Says 6. Are 7. Are going on	1. Was found 2. Was taken out 3. Was sent

**Activity 2, textbook page 163**

- **Discussion:** When the doer of an action is unknown or unimportant or the performance is more important than the performer, we use normally the passive voice structures.
- Verb **Be + PP** is the structure of a passive voice verb.
- The object of the active voice becomes the subject of the passive voice and the subject of the active voice becomes a **by+agent** in the passive voice.
- The **by+agent** is not a necessary part of the passive voice and often it is omitted.

**More Examples:**

Active Voice				Passive Voice			
Subject	Active Verb	Object	Adverbial/ Complement	Subject	Passive Verb	By + Agent	Adverbial/ Complement
Seema	took	this photograph	yesterday	This photograph	was taken	by Seema	yesterday.
Navin	wrote	the letter.		The letter	was written	by Naveen.	
He	washes	the clothes		The clothes	are washed	by him.	
He	may write	the homework		The homework	may be written	by him.	
He	is to wash	the plates.		The plates	are to be washed	by him.	

**Change the following sentence from active to passive voice**

1. People speak English all over the world.	English is spoken all over the world (by people).
2. The professor teaches the student.	The students are taught by the professor.
3. John washes the clothes.	The clothes are washed by John.
4. Fathima repaired the computer.	The computer was repaired by Fathima.
5. Many tourists have visited the castle.	The castle has been visited by many tourists.
6. George will finish the work by 5.00pm	The work will be finished by 5.00pm (by George)

**b) Given below is a scribbled note by a news reporter who witnessed a robbery. Read it and develop it into a news report. Don't forget to use the passive voice construction wherever necessary.**

**Bank Robbery**

2, 3 Thieves?.....

One came in through the back door.

All had guns.

No money was stolen.

One clerk injured.

The thieves ran out the bank.

They could not open the safe.

The bank manager alerted the police.

### Robbers break in, bank clerk injured

RJ Singh, Staff reporter  
Sat, 10 March 2018 11:00:am

Mumbai: The city centre branch of the ABC bank was attacked by thieves this morning. In the broad day-light 2 or 3 robbers broke in to the bank through the back door. They were all face-covered and had guns with them. All the customers and staff were made stand still at gun point. They failed to open the safe and escaped immediately. One of the clerks was injured in the struggle, but no money or valuables were stolen. The police arrived immediately as they were informed by the manager. They say the CCTV footages are being examined and the culprits will soon be identified and caught.

➤ (Activity 3, textbook page 165)

## Participial Adjectives

(Discussion: Most of the Past Participle (-ed participle) and Present Participle (-ing participle) forms of verbs that describe emotion or feelings can be used as adjectives.

- The past participle (-ed form) is used to express how a person is affected by something.
- The present participle (-ing form) refers to something or somebody that causes the feeling.

### *Similar adjectives from the story*

Adjectives ending in '-ing'	Adjectives ending in '-ed' (-d, -en past participle)
Slurring walk, disturbing presence, sliding motion, hunting ground, bumping scuffle,	Unmixed delight, Adolf seemed to be so delighted, Adolf, terrified, ..., Adolf was still only half-grown, humanized degradation,



<b>Shocking:</b> The school board took a shocking decision.	<b>Shocked:</b> When she heard the decision, she became very much shocked.
<b>Frightening:</b> Last night we heard a frightening sound.	<b>Frightened:</b> Hearing the sound, the children became very much frightened.
<b>Thrilling:</b> The film we watched yesterday was very thrilling.	<b>Thrilled:</b> The children were thrilled with the film.
<b>Tiring:</b> It was a tiring task for him.	<b>Tired:</b> His face showed that he was very tired.
<b>Boring:</b> His class was as usual very	<b>Bored:</b> Don't sit in the class, if you are

<b>Shocking:</b> <b>The school board took a shocking decision.</b>	<b>Shocked:</b> <b>When she heard of the decision, she became very much shocked.</b>
---	---

**C) Choose the correct adjective from the brackets. (Textbook page 167)**

1. Father saw the (abandoned/abandoning) Adolf.
2. It was so (frustrating/frustrated) when Adolf did not respond to father's calls.
3. The days with Adolf were very much (excited/exciting).
4. The children got an (assuring/assured) answer from the father.
5. Children felt the presence of Adolf absolutely (fascinated/fascinating).

Answers:

1. abandoned
2. frustrating
3. assured
4. fascinating

Activity 4, textbook page 166

➤ **Complete the conversation between a father and children:**

Child1: Who gave you this rabbit, Father?

Father: I picked it up.

Child2: **Where did you pick it up?**

Father: From the street.

Child1: **Is it a wild one?**

Father: Yes, it's a wild one.

Mother: Would you mind **throwing it away?**

Father: No, I won't throw it away.

Child1: It's bad to throw it away, **isn't it?**

Father: if you throw it away, **it will be in danger.**

Mother: Yes, some cruel animals will kill it.

Child2: We'll keep it in our house.

➤ **Complete the dialogue between Kiran and Dr Saurav.**

Kiran: Good morning Dr Saurav.

Dr Saurav: Good morning! **What happened to you?**

Kiran: I have been suffering from fever since yesterday.

Dr Saurav: **Did you take any medicine?**

Kiran: No, I didn't take any medicine.

Dr Saurav: Let me check...Oh! Your temperature is 102 degree.

Kiran: It's serious, **isn't it?**

Dr Saurav: Don't worry. I'll give you some medicine.

Kiran: **Should I consult you again?**

Dr Saurav: You consult me after a week. I'll recommend seven days' rest.

Kiran: Thank you doctor.

Dr Saurav: **You're welcome!**

**Let's Edit (Textbook page 167)**

Answers:

a) on b) in c) who d) was e) the f) it g) Lawrence's h) writing i) remarkably.