

## The Dear Departed - II

**Abel** : What's the matter with little Vicky?

*(He sees Ben and Mrs. Jordan)* Hello! What brings you here? How's yourself, Ben?

*(Abel thrusts his hand at Ben who skips back smartly and retreats with Mrs. Jordan to a safe distance below the sofa.)*

**Mrs. Slater** : *(approaching Abel gingerly)* Father, is that you? *(She pokes him with her hand to see if he is solid.)*

**Abel** : Of course it's me. Don't do that, Amelia. What the devil do you mean by this tomfoolery?

**Mrs. Jordan** : You took us by surprise, father. Are you keeping quite well?

**Abel** : *(trying to catch the words)*  
Eh? What?

**Mrs. Jordan** : Are you quite well?

**Abel** : Aye, I'm right enough but for a bit of a headache.  
*(Looking at Amelia)* Amelia, what the dickens did I do with my new slippers?

**Mrs. Slater** : *(confused)* Aren't they by the hearth, father?

**Abel** : I don't see them.  
*(Observing Henry trying to remove the slippers)*  
Why, you've got 'em on, Henry.



**Mrs. Slater** : (*promptly*) I told him to put them on to stretch them; they were that new and hard. Now, Henry.

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(*Mrs. Slater snatches the slippers from Henry and gives them to Abel, who puts them on and sits in the armchair.*)

**Mrs. Jordan** : (*to Ben*) Well, I don't call that delicate, stepping into a dead man's shoes in such haste.

(*Victoria runs across to Abel and sits on the floor at his feet.*)

**Victoria** : Oh, Grandpa, I'm so glad you're not dead.

**Mrs. Slater** : (*in a vindictive whisper*) Hold your tongue, Victoria.

**Abel** : Eh? What's that? Who's gone dead?

**Mrs. Slater** : (*loudly*) Victoria says she's sorry about your head.

**Abel** : Ah, thank you, Vicky, but I'm feeling better.

**Abel** : Why, Ben, you are in mourning! And Lizzie too. And Amelia, and Henry and little Vicky! Who's gone dead? It's someone in the family.

(*He chuckles.*)

**Mrs. Slater** : No one you know, father. A relation of Ben's.

**Abel** : And what relation of Ben's?

**Mrs. Slater** : His brother.

**Ben** : (*to Mrs. Slater*) Damn it, I never had one.

**Abel** : Dear, dear. And what was his name, Ben?

**Ben** : (*at a loss*) Er-er. (*He crosses to front of table.*)

**Mrs. Slater** : (*Right side of table, prompting*) Frederick.

**Mrs. Jordan** : (*Left side of table, prompting*) Albert.

**Ben** : Er-Fred-Alb-Isaac.



**Abel** : Isaac? And where did your brother Isaac die?

**Ben** : In-er-in Australia  
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**Abel (rising)** : Well, I suppose you've only been waiting for me to begin tea. I'm feeling hungry.

**Mrs. Slater** : *(taking up the kettle)* I'll make tea.

**Abel** : Come along, now, sit you down and let's be jolly.

*(Abel sits at the head of the table, facing spectators.)*



**Abel** : *(suddenly recollecting)* Ay, Amelia and Henry, what the devil did you mean by shifting my bureau out of my bedroom? *(Henry and Mrs. Slater are speechless.)* D'you hear me? Henry! Amelia!

**Mrs. Jordan** : What bureau was that, father?

**Abel** : Why, my bureau, the one I bought –

**Mrs. Jordan** : (*pointing to the bureau*) Was it the one, father?

**Abel** : Ah, that's it. What's it doing there? Eh?  
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(*A pause. The clock on the mantelpiece strikes six. Everyone looks at it.*)

Drat me if that isn't my clock, too. What the devil's been going on in this house?

(*A slight pause*)

**Ben** : Well, I'll be hanged.

**Mrs. Jordan** : (*rising*) I'll tell you what's been going on in this house, father. Nothing short of robbery.

**Mrs. Slater** : Be quiet, Elizabeth.

**Mrs. Jordan** : I'll not be quiet. Oh, I call it double-faced.

**Henry** : Now, now, Elizabeth.

**Mrs. Jordan** : And you, too. Are you such a poor creature that you must do every dirty thing she tells you?

**Abel** : (*rising; thumping the table*) Damn it all, will someone tell me what's been going on?

**Mrs. Jordan** : Yes, I will. I'll not see you robbed.

**Abel** : Who's been robbing me?

**Mrs. Jordan** : Amelia and Henry. They've stolen your clock and bureau.

(*Working herself up*)

They sneaked into your room like thieves in the night and stole them after you were dead.

**Henry and Mrs. Slater:** Hush! Quiet, Elizabeth!

**Mrs. Jordan** : I'll not be stopped. After you were dead, I say.

**Abel** : After who was dead?

**Mrs. Jordan** : You. [www.apteachers.in](http://www.apteachers.in)

**Abel** : But I'm not dead!

**Mrs. Jordan** : No, but they thought you were. (*A pause. Abel gazes round at them.*)

**Abel** : Oho! So that's why you're all in black to-day. You thought I was dead. (*He chuckles.*) That was a big mistake. (*He sits and resumes his tea.*)

**Mrs. Slater** : (*sobbing*) Father.....

**Abel** : It didn't take you long to start dividing my things between you. I'll tell you what I'm going to do. Since your mother died, I've lived part of the time with you, Amelia, and part with you, Lizzie. Well, I shall make a new will, leaving all my bits of things to whoever I'm living with when I die. How does that strike you?

**Mrs. Jordan** : You know, father, it's quite time you came to live with us again. We'd make you very comfortable.

**Mrs. Slater** : No, he's not been with us as long as he was with you.

**Mrs. Jordan** : I may be wrong, but I don't think father will fancy living on with you after what's happened today.

**Abel** : It seems to me that neither of you has any cause to feel proud about the way you've treated me.

**Mrs. Slater** : If I've done anything wrong, I'm sure I'm sorry for it.

**Mrs. Jordan** : And I can't say more than that, too.

**Abel** : It's a bit late to say it, now. Neither of you cared to put up with me.

**Mrs. Slater and Mrs. Jordan:** No, no, father.

**Abel** : Aye, you both say that because of what I've told you about leaving my money. Well, since you don't want me, I'll go to someone that does.

**Ben** : Come, Mr. Merryweather, you've got to live with one of your daughters.

**Abel** : I'll tell you what I've got to do. On Monday next I've got to do three things. I've got to go to the lawyer and alter my will; and I've got to go to the insurance office [www.apteachers.in](http://www.apteachers.in) and I've got to go to St Philip's Church and get married.

**Ben and Henry:** What!

**Mrs. Jordan** : Get married!

**Mrs. Slater** : He's out of his senses.  
(*General consternation*)

**Abel** : I say I'm going to get married.

**Mrs. Slater** : Who to?

**Abel** : To Mrs. John Shorrocks who keeps the 'Ring-o-Bells'. We've had it fixed up a good while now, but I was keeping it for a pleasant surprise. (He rises.) I felt I was a bit of a burden to you, so I found someone who'd think it a pleasure to look after me. We shall be very glad to see you at the ceremony. (He gets to the door.) Till Monday, then. Twelve o'clock at St. Philip's Church. (opening the door) It's a good thing you brought that bureau downstairs, Amelia. It'll be handier to carry it across to the '**Ring-o-Bells**' on Monday. (He goes out.)



## THE CURTAIN FALLS

*By William Stanley Houghton*



### About the author

William Stanley Houghton (1881 - 1913) was a famous English dramatist. He was one of the best of a group of realistic playwrights often called the Manchester School. In every play he sought to present an idea. He had a remarkable gift for dialogue that is evident in 'The Dear Departed'. *The Dear Departed* was first produced in Manchester in 1908. Here Houghton satirizes the degradation of moral values in the British middle-class.

# Glossary

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gingerly ( <i>adv</i> )	:	in a careful way
poke ( <i>v</i> )	:	push
what the devil ( <i>phrase.</i> )	:	old fashioned way of showing annoyance or displeasure; This phrase is always used in questions.
tomfoolery ( <i>n</i> )	:	foolish or silly behaviour
what the dickens ( <i>idiom</i> )	:	(old-fashioned and informal) used in questions instead of 'devil' to show that you are annoyed or surprised
vindictive whisper ( <i>n.phr</i> )	:	talking about someone in a harsh, hasty manner
double-faced ( <i>adj</i> )	:	hypocritical/ deceitful / dishonest
thumping ( <i>v</i> )	:	hitting hard
will ( <i>n</i> )	:	legal document that says what is to happen to somebody's property after his / her death
fancy ( <i>v</i> )	:	want / feel like
consternation ( <i>n</i> )	:	a worried, sad feeling
Ring-o-Bells ( <i>n</i> )	:	the name of a restaurant
handier ( <i>adj</i> )	:	easier

# Comprehension

## I. Answer the following questions.

1. Justify the view that the husbands of Mrs. Slater and Mrs. Jordan are men with no individuality.

2. Discuss the irony in the title 'The Dear Departed'.
3. List the arguments the two sisters gave to keep their father in their care.
4. How does the spat between the old man's daughters lead to father discovering the truth?
5. List the comic elements in the play 'The Dear Departed'.
6. In what way is the play 'The Dear Departed' a commentary on the hollowness of human relationships?
7. What are the three things that the father plans to do on Monday next? What effect does it have on his daughters?

**II. Arrange the following sentences in sequence so that a continuous narrative of the story of 'The Dear Departed' could be made.**

1. One day Mrs. Slater felt that Abel Merryweather had died.
2. Suddenly Victoria came into the room telling that grandfather was moving.
3. The Slaters and the Jordans wanted to ascertain if Abel Merryweather had paid his insurance premium.
4. Abel Merryweather found fault with the two daughters and wanted to change his will.
5. Before the arrival of the Jordans, the Slaters had pinched Abel's bureau and clock.
6. Victoria was sent to Abel Merryweather's room to bring the key bunch of the bureau.
7. Abel Merryweather informed that he was going to marry Mrs. John Shorrocks.
8. The Slaters sent a telegram to the Jordans about the death of Abel Merryweather.

**III. Here is a list of traits of a personality. Tick (✓) the traits that describe Mrs. Slater's character.**

- a) Greedy    b) Overpowering    c) Honest    d) Sensitive    e) Dominating  
f) Blunt    g) Straight talking    h) Humble    i) Impolite    j) Insensitive

**IV. The following are the features of a one act play. Which of the following characteristics does the play 'The Dear Departed' have? Justify.**



## II. Exclamations / Interjections

Look at the following list of interjections (exclamations) taken from the text.

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Ah Oh Eh Er Ay Oho Hist

An interjection is a word added to a sentence to convey the emotion of happiness, displeasure, anger, annoyance etc. It is not grammatically related to any other part of the sentence.

Here is a list of sentences with exclamations or interjections used in different contexts in the play. Now observe the sentences and decide which emotion is expressed in each context. Put a tick (✓) in the appropriate box. The first one has been done for you.

Sentences taken from the play	Interjection / Exclamation used	The emotion / feeling expressed in the context by using the interjection						
		Annoyance	Surprise	Attracting attention	Hesitation	confirmation	Pleasure / delight / admiration	Distress / regret
Ah! He was drunk this morning.	Ah						✓	
Oh, grandpa, I'm so glad you're not dead.								
Eh? What's that? Who's gone dead?								
Er-Fred – Alb – Isaac.								
Ay, Amelia and Henry, what the devil did you mean by shifting my bureau out of my bedroom?								
Oho! So that's why you're all in black today.								
Hist! Listen.								

### III. Compound Adjectives

Read the following sentences from your text and notice the underlined words.

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1. Henry and Mrs. Slater stagger in with a pretty, old-fashioned bureau.
2. Mrs. Slater rose briskly at length in a business-like tone.
3. His bright eyes twinkle under his heavy, reddish-gray eye brows.
4. I'll not be quiet. Oh, I call it a double-faced behaviour.

The underlined words in the above four sentences are 'compound adjectives' in hyphenated form. A compound adjective is an adjective that comprises more than one word. Hyphens are used to link the words together to show that they constitute one adjective.

**Make compound adjectives choosing one word from list 'A' and another word from list 'B' and fill in the blanks with them.**

#### List 'A'

clear

new

cold

four

curly

well

half

five

peacock

long

#### List 'B'

last

sunk

head

blood

day

star

read

lay

blue

sight

#### Compound Adjective

eg. *clear-sighted*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. Sindhu is very clear-sighted about her choice.
2. The headmaster suggested a \_\_\_\_\_ trip to Hyderabad.
3. The \_\_\_\_\_ girl who is under the tree is my sister.
4. All the people were shocked at the sight of this \_\_\_\_\_ murder.
5. After the terrible tempest, the \_\_\_\_\_ sailing boat was unusable.
6. Prasad booked a room in a \_\_\_\_\_ hotel for Srikanth.
7. Every week, \_\_\_\_\_ eggs are used by my mother to make some wonderful cakes.
8. This \_\_\_\_\_ coat is too large for me.
9. It was a \_\_\_\_\_ war between the English and the French.
10. I like to correspond with this \_\_\_\_\_ teacher. She speaks about interesting topics.

#### IV. Words often Confused

**Read the following sentences and notice the underlined words.**

1. Mrs. Jordan said, 'Except his gold watch. He promised that to our Jimmy. (except = excluding or apart from)
2. The Slaters did not accept the proposal of the Jordans. (accept = allow)

In the above sentences the words **except** and **accept** look and sound alike. But they have different meanings and spellings.

There are many such words in English that look or sound alike but have very different meanings. It's easy to get confused with these.

**A. Write the words that are likely to be confused with the words given. Find their meanings and use them in sentences of your own to show the difference in meaning.**

- |            |                |
|------------|----------------|
| 1. alter - | 2. principal - |
| 3. gait -  | 4. canvas -    |

5. check -

6. ceiling -

7. complement -

www.apteachers.in 8. stationary -

9. all ready -

10. advice -

**B Read the following paragraph. It contains errors in words often confused. Correct them and rewrite the paragraph replacing them with the right words.**

It was one of those October daze when it was a pleasure to be alive. The sky was blew and the heir was cold and sharp with a cent of wet earth as the mourning sun warmed the chilled countryside . And then I caught site of a lonely be struggling to find the pollen of a final flour . Wear had he bean , this sad worker , doomed so soon to dye ? I marvelled at his energy as he climbed along so many bear stalks . Finding nothing, he flue on and disappeared from cite . I continued my walk to a country in where, sitting outside , I contentedly sipped my beer , musing all the wile on the mixed fortunes of life .

## V. Idiomatic Expressions

**Here is a list of idioms and idiomatic expressions used in the play, 'The Dear Departed'. Guess their meanings. Then look them up in a dictionary, note down their meanings and use them in your sentences.**

1. get one's own way

2. for ages

3. set foot

4. drive a hard bargain

5. get rid of

6. give way

7. at length

8. on purpose

9. took by surprise

10. at a loss

## I. Read the following sentences from the play and notice the underlined words.

1. She'll come fast enough after her share of what our father has left.
2. Mrs. Slater doesn't have enough money to buy the bureau.

In both the sentences 'enough' is underlined. 'Enough' means 'sufficient'.

In a sentence, 'enough' is used after adjectives, adverbs or verbs as an adverb, and before nouns as a determiner.

## A. Now decide whether 'enough' in the following sentences is used as an 'adjective' or an 'adverb'.

1. This house is not *big enough* for me.
2. We didn't leave *early enough*.
3. I was not *trained enough* for the game.
4. Is there *enough room* for me?
5. I do not have *enough clothes* for my journey.

## B. Complete the following sentences using 'enough' / 'not enough' and one of the words given in the list below.

*fast strong time sweet money old warm beds hard water*

1. Harish wants to be a great wrestler but he is \_\_\_\_\_ .
2. I want to sit and watch T.V. but I just don't have \_\_\_\_\_ .
3. He tried to win the race but he came third as he was not \_\_\_\_\_ .
4. This bath is freezing. The water is \_\_\_\_\_ .
5. We had to sleep on the floor as there were \_\_\_\_\_ .
6. There is \_\_\_\_\_ to make a cup of tea! What is wrong with the pipes?
7. If Sujatha does not have \_\_\_\_\_, I can lend her.
8. Vasavi is not \_\_\_\_\_ to become a member of this club. She must be at least 18 years of age to join.

9. Is this coffee \_\_\_\_\_ for you? Would you like some more sugar?
10. Do you think he has studied \_\_\_\_\_ to pass the entrance exam?

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**II. We generally use articles (a, an and the) before common nouns. But in some cases articles are not used before them. Read the following sentences from the play 'The Dear Departed' and notice the underlined common nouns.**

1. He went out soon after breakfast to pay his insurance.
2. And when we'd finished dinner I thought I'd take up a bit of something on a tray.

In the above sentences the underlined common nouns '*breakfast* and *dinner*' refer to the names of meals and food. In primary and general sense we don't use articles before the words that refer to the names of meals and food ie. *breakfast, dinner, lunch, supper, pizza, fish fry* and *omelette*.

**The following are the cases where 'the' is not used in the primary sense. (In a special or particular sense, 'the' is used before them.)**

- a) Before proper nouns (Rama, Sita, Mohan, Ramya, India, Ongole, Gandhi Nagar etc.)
- b) Before abstract nouns and material nouns (honesty, beauty, poetry, iron, gold etc.)
- c) Before the words 'man, woman, society, heaven and hell'.
- d) Before the names of diseases, games and sports, seasons, days, months. (fever, cricket, summer, April etc.)
- e) Before the words 'church, jail, prison, school, college, market, hospital, office, university, temple, mosque, bank, home and nursing home.
- f) Before plural nouns (books, people, villages, pens etc.)
- g) Before the words referring to relations. (mother, father, brother, sister, aunt etc.)
- h) Before the names of languages. (Telugu, English, Hindi, Tamil, French etc.)
- i) In certain expressions or phrases ( catch fire, send word, set sail, set foot, at home, in hand, in debt, by car, at night, on demand, on earth, on foot, etc.)

## Write the following paragraphs, inserting *a*, *an*, and *the* where needed.

- A. Horse knows when he is going to race. How does he know? His breakfast was scanty. (He is angry about that.) He does not have saddle on his back. He is being led, not ridden, to grandstand. He is led under grandstand into unusual, special stall. Horse is nervous. Sometimes he does not know what to do when starting gate flies open and track is before him. If he does not begin to run instantly, other horses are already ahead of him. During race, when he sees another horse just ahead of him, he will try to pass him. Sometimes jockey holds him back to save his energy for last stretch. Eventually horse gets to run as fast as he can. Exercise boy, watching owner's favorite jockey riding horse he has exercised day after day, says nothing. Secretly, he is planning for day when he will be jockey himself, and his horse will be first to cross finish line.
- B. I have horse of my own. I call her Pretty Girl. She is intelligent animal, but she is not thoroughbred horse. I could never enter her in race, even if I wanted to. But I do not want to. She is companion, for my own pleasure. I took her swimming day or two ago.

### III. Compound Prepositional Phrases

Read the following sentences from the play 'The Dear Departed' and notice the underlined words.

1. Victoria dressed according to her mother's instructions.
2. You both say that because of what I have told you about leaving my money.
3. It was here instead of in his room.

The underlined phrases are compound prepositional phrases. The following are some more important compound prepositional phrases. Their meanings are given in brackets.

along with (*together with*)

on account of (*because of*)

by means of (*through the agency of*)

apart from (*separate from*)

ahead of (*earlier than somebody / something*)

in front of (*located before*)

in place of (*as a substitute for*)

in spite of (*disregarding the difficulty*)

in case of (*in the event of*)

by way of (*via*)

due to (*on account of*)

for the sake of (*for the good of*)

in addition to (*added to*)

in accordance with (*in agreement with*)

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**A. Use the above compound prepositional phrases in sentences of your own.**

**B. Fill in each blank with the correct compound prepositional phrase from the options given under each sentence.**

- I finished my project work several days \_\_\_\_\_ the deadline.  
a) instead of      b) ahead of      c) in spite of
- Sravani goes to school \_\_\_\_\_ Yamuna daily.  
a) according to      b) in spite of      c) along with
- My house stands \_\_\_\_\_ all the other houses in the street as it is big in size.  
a) apart from      b) in accordance with      c) in addition to
- Madhu got a good job \_\_\_\_\_ his own abilities and skills.  
a) in addition to      b) instead of      c) by means of
- She was unable to attend the party \_\_\_\_\_ her marriage engagement.  
a) in spite of      b) in addition to      c) due to
- \_\_\_\_\_ fire, ring the alarm bell.  
a) In spite of      b) In case of      c) In addition to
- Sriram continued his batting carefully \_\_\_\_\_ his team though he was hungry.  
a) for the sake of      b) in addition to      c) in front of
- You should complete your B.Ed. \_\_\_\_\_ your B.Sc to get a teacher job.  
a) in addition to      b) according to      c) in spite of
- The physical director of our school selected me \_\_\_\_\_ my friend, Ganesh for tomorrow's match.  
a) in spite of      b) in place of      c) ahead of

10. \_\_\_\_\_ his poverty, he completed his Ph.D. in English.

- a) In place of                      b) For the sake of                      c) In spite of

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#### IV. Language Function (It's time + Simple Past Verb...):

**Read the following sentence from the play and notice the underlined expression.**

It's quite time you came to live with us again.

The underlined expression 'It's quite time + simple past verb' is used to say that something is not happening, but it should be happening or to express that something should be done and that it is already a little late.

Now the sentence can be understood as: It is a suitable time for you to live with us. / It is already late that you should live with us.

**Note:** *The expressions 'It's quite time', 'It's high time', 'It's time' and 'It's about time' are all the same. The adjectives 'high' or 'quite' are used to make the feeling stronger.*

**Read the following contexts and express them using expressions 'It's quite time', 'It's high time', 'It's time' or 'It's about time'**

1. Bhavani usually wakes up at 6 a.m. daily. It is 6.15 a.m. now. Bhavani has not woken up yet. You feel it is already late. Express your idea using 'It's high time'.

A: \_\_\_\_\_

2. You and your friend have spent more time than you spend daily in the playground. You feel it is late and better to go home. What would you say to your friend? Use the expression 'It's time'.

A: \_\_\_\_\_

3. You to your friend: 'You have not thought seriously about what you want to do in your life.' How would you express this idea using 'It's high time'.

A: \_\_\_\_\_

4. Your friend promised you to make a phone call at 7 a.m. But you haven't received any phone call from him yet. Now it is 7.30 a.m. How would you express this idea using 'It's time'?

A: \_\_\_\_\_

5. Your friend has been working on a project for 5 months. But he has not completed it yet. You feel that your friend should take your help to complete the project fast. Give him / her advice using 'It's time. [www.apteachers.in](http://www.apteachers.in)

A: \_\_\_\_\_

**V. The following passage has some errors. Identify and rewrite them with necessary corrections.**

Varanasi is locate on the north eastern part of India. Hindu pilgrims go to there to purify their souls. To the Hindus Varanasi is a holiest pilgrimage center to all.

Thousands of pilgrims visit this wholly city every year.

As early as four o'clock at the morning the pilgrims are seen make their way to the famous bathing steps knowed as Gatz. From there they board row boats to the holy river ganges to take bath. In doing this the pilgrims believe that their sins would be wash away.

**VI. The Simple Past and the Present Perfect**

Look at the following sentence from the lesson, 'The Dear Departed'

They've stolen your clock and bureau.

Now compare this sentence with the following sentence.

They sneaked into your room like thieves in the night and stole them after you were dead.

*Both the sentences express a past action. The first sentence is in the present perfect tense and the second sentence is in the simple past tense. In the first sentence the time or the place of action is not mentioned or specified. But in the second sentence the time or the place of action is mentioned.*

You should use the present perfect tense when the time of action is not important or not specified and it shows the effect of the past action on the present.

We should use the simple past tense when details about the time or place that an action occurred are given or specified.

**Uses of the simple past tense:**

1) The simple past is used to refer to past actions or events.

**Examples:**

a) He passed his examination in 2013.

b) I visited Delhi last month.

c) Raju met his friend yesterday.

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- 2) The simple past form can also be used to refer to the present time. This is a special use of the simple past form with verbs like **want, wonder, hope, think** to make an utterance more polite or tactful.

### Examples:

a) I **wanted** to discuss my proposal with you, madam.

b) I **wondered** if I could discuss my proposal with you, sir.

c) I **thought** of discussing my proposal with you, sir.

d) I **hoped** to discuss my proposal with you, sir.

### Other Uses of the Simple Past Form

- 1) After the conditional **if** to indicate tentativeness (hypothetical)  
e.g. If I **were** the Prime Minister, I would provide free education at all levels.
- 2) After **it's time, would rather, wish**  
e.g. It's 10 o'clock---it's time you **went** to bed.
- 3) In reported speech  
e.g. I asked you what the time **was**.

### The present perfect

**The present perfect (has/have + Verb in the past participle form)** refers to actions in the past which have no definite time reference. The present perfect in English is used in the following three situations:

1. The present perfect tense is often used to talk about past actions and events which are completely finished. However, instead of the simple past, the present perfect is used if the action has current relevance, that is, it is related to the speaker's experience. In this case even though the actions took place in the past, they are still with the speaker, as part of his/her experience and knowledge. This use of the present perfect is therefore also called the experiential use of the present perfect.

e.g. I have seen the Taj Mahal.

(Meaning: I know the Taj Mahal. It is still fresh in my memory.)

(Contrast: I saw the Taj Mahal two years ago.)

2. To indicate an action/situation which began in the past and which has continued up to the present moment, i.e. the moment when we are speaking, the present perfect tense is used.

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e.g. I **have lived** in Hyderabad for 10 years.

(Meaning: I started living in Hyderabad 10 years ago and I am still living in Hyderabad.)

If you wish to state that you still continue to live in Hyderabad you should say, 'I have been living in Hyderabad for 10 years'.

This use of the present perfect is also known as its linking use as it links the past with the present.

3. The present perfect is also used to refer to past actions/events whose results are seen in the present, i.e. when there is evidence in the present for some action/event that happened in the past. Hence, it is also called the evidential use of the present perfect. This is called resultative past.

e.g. It has rained! (evidence-Look! The ground is wet.)

**The following examples make the difference clear:**

1. I saw the film, Gandhi last March. (*Here the speaker is calling attention to the action of seeing and to the time when it happened.*)
2. I have seen the film, Gandhi. (*Here the speaker is not saying when he saw the film. He is calling attention to the fact that he is now a person with personal experience of the film or someone who can tell us about it.*)
3. I cut my finger when I was sharpening the pencil. (*Nothing is said about any result now.*)
4. I have cut my finger (*and it is bleeding now.*)

**The simple past is often used with adverbs of past time (e.g. yesterday, two months ago, in June, in 1965, during the war).**

Sometimes it is also used to refer to present time or future time actions.

Examples: 1. Sir, may I come in? I wanted to talk to you.

2. If you left for Delhi tomorrow, when would you return?

The present perfect is never used with adverbs of past time. You should not say, for example, 'She has gone to Hyderabad yesterday'. Say either 'She went to Hyderabad yesterday', if you are interested in the action when it happened, or 'She has gone to Hyderabad', if you wish to convey the idea that she is not in the town now.

**The present perfect can be used with adverbs of present time (e.g. today, this morning, this week, this month).**

Example: I have seen Raju this week.

**The present perfect is also used with just, recently, yet, already, never, ever, often, so far, etc.**

Example: They have just gone.

Example: Hasn't Anirudh left yet ?

**Read the following sentences .Complete the conversations with the appropriate forms of the verbs. Then say why you chose simple past/present perfect forms.**

1. "Is your brother in?"

"No, he isn't. He \_\_\_\_\_ (go) to Chennai."

"When \_\_\_\_\_ he \_\_\_\_\_ (go) to Chennai?"

"Yesterday."

2. "I \_\_\_\_\_ (lose) my pencil. \_\_\_\_\_ you \_\_\_\_\_ (see) it anywhere?"

"No, I \_\_\_\_\_. When \_\_\_\_\_ you last \_\_\_\_\_ (use) the pencil?"

"I \_\_\_\_\_ (use) it when I was in the class."

"Perhaps you \_\_\_\_\_ (leave) it in the class."

3. A: \_\_\_\_\_ Madhu \_\_\_\_\_ ( not arrive) yet ?

B: No, he \_\_\_\_\_ .

C: But he \_\_\_\_\_ already \_\_\_\_\_ (arrive).

B: \_\_\_\_\_ you \_\_\_\_\_ (talk) to him?

C: No, I \_\_\_\_\_. I merely \_\_\_\_\_ (see) him.

B: That cannot be Madhu. He may have been somebody else.

4. A: \_\_\_\_\_ you \_\_\_\_\_(call) me, mother?

B: Yes, I \_\_\_\_\_ [www.apteachers.in](http://www.apteachers.in) \_\_\_\_\_(see) my diary today?  
I \_\_\_\_\_(put) it on the table last night. I \_\_\_\_\_(look) all over  
the house for it. But I \_\_\_\_\_( not, find) it anywhere.

A: I \_\_\_\_\_(see) it on the table this morning, if I remember right. Maybe  
father \_\_\_\_\_(take) it with him by mistake.

5. "Do you know Mrs.Geetha ?"

"Yes, I do. I \_\_\_\_\_(know) her for nearly four years. It \_\_\_\_\_(be)  
at a high school that I first \_\_\_\_\_(see) her in 2009. I \_\_\_\_\_(work)  
with her for several years. Recently we \_\_\_\_\_(meet) at the wedding of a  
mutual friend of us."



I. Imagine that you are the grandfather in the play. Write a letter to your friend, Mr. Tattersall inviting him to your marriage at 'Ring-o-Bells with Mrs. John Shorrocks. Don't forget to say why you are going to get married at this age.

You can include the following:

- |                                    |                               |
|------------------------------------|-------------------------------|
| a) Time of wedding                 | b) Place of wedding           |
| c) Details of the bride            | d) Behaviour of the daughters |
| e) Reason for marrying at this age | f) Cordial invitation.        |

## II. Convert the play, 'The Dear Departed' into a story.

To adapt the story to your culture, you may make changes in the following:

- The names of the characters
- Description of costumes
- Things stolen by the daughter
- The names of the villages / towns the daughters lived in

Health is a major concern during old age. Maintaining health is very important for the elderly, particularly in rural areas, who must continue to work for a living even when they become aged. Good health is central to their ability to work, and support themselves and families. However, many poor rural elderly people have severe problems of health.....

Here is the data collected in January 2013 by 'HelpAge India', a research and development journal on common health problems of the rural elderly in Andhra Pradesh. The data is collected from 150 male and 150 female rural elderly people of above 60 years old.

### Common Health Problems of the Rural Elderly in Andhra Pradesh

Sl.No	Health Problems	Male		Female		Total	
		No.	%	No.	%	No.	%
1	Body/ joint pains	73	48.67	83	55.33	156	52
2	Eye problems	63	42	73	48.67	136	45.33
3	Fatigue / general weakness	51	34	54	36	105	35
4	Sleep disorders	44	29.33	49	32.67	93	31
5	Mental depression	29	19.33	48	32	77	25.67
6	Digestive problems	34	22.67	39	26	73	24.33
7	Dental problems	41	27.33	30	20	71	23.67
8	Bowel complaints	30	20	37	24.67	67	22.33
9	Cold and cough	31	20.67	27	18	58	19.33
10	Ear problems	24	16	26	17.33	50	16.67
11	B.P. / Hypertension	29	19.33	19	12.67	48	16
12	Respiratory problems	17	11.33	21	14	38	12.67
13	Urinary problems	12	8	21	14	33	11
14	Diabetes	15	10	14	9.33	29	9.67
15	Piles	11	7.33	17	11.33	28	9.33

**Read, understand and analyse the data given in the above table and write a report on it to present on the World Grandparents' Day.**

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You should include the following points in your report:

- Introduction
- The type of diseases old people suffer from below 10%, between 10-20, 21-30, 31-40 and 41-50.
- Which diseases have more or less effect on the health of the old people.

## Listening

**Listen to an interesting anecdote and say whether the following statements are true or false.**

1. The woman was a stranger to Hyderabad.
2. In the beginning of the incident, the woman was at the Charminar.
3. The woman in this event might be a villager.
4. The woman knows that the buses in city have numbers.
5. The woman misunderstood the direction given by the police officer.
6. The police officer gave a wrong direction.

## Oral Activity

Work in groups . Tell your group any funny incident you may have witnessed / listened to.