

SUPPLEMENTARY READER

STD-VIII

SUBJECT : ENGLISH
CHAPTER NUMBER: 1
PERIOD NUMBER : 1
CHAPTER NAME :THE PASSIVE VOICE
BY-POILE SENGUPTA

CHANGING YOUR TOMORROW

EXPECTED LEARNING OUTCOMES

GENERAL OBJECTIVES

- Understanding the concept
- Being acquainted with prose and author's biography
- Understanding the idea
- Appreciate the language of the prose
- Developing LSRW Skills

SPECIFIC OBJECTIVES/ EXTENDED OBJECTIVES

- Understanding the concept
- Being acquainted with prose and author's biography
- Understanding the idea
- Appreciate the language of the prose
- Developing LSRW Skills

The diagram is set against a yellow background and is divided into two vertical panels. The left panel is titled 'ACTIVE VOICE' in a red box. It features three cartoon penguins with angry expressions. Below them, the text 'Wild penguins' is written. Underneath that, the words 'attacked' and 'my sister' are placed in separate boxes. Below these boxes, the words 'action' and 'subject' are written in small boxes with arrows pointing to the corresponding words in the sentence above. The right panel is titled 'PASSIVE VOICE' in a green box. It features a cartoon girl with a large open mouth and a shocked expression. Below her, the words 'subject' and 'action' are written in small boxes with arrows pointing to 'My sister' and 'was attacked' respectively in the sentence below. The sentence 'My sister was attacked by wild penguins.' is written in green text.

ACTIVE VOICE

Wild penguins
attacked my sister.
action subject

PASSIVE VOICE

subject action
My sister was attacked
by wild penguins.

INTRODUCTION TO THE AUTHOR



Born: 1948 (age 73 years), [Ernakulam](#)
Nationality: Indian, Genres: children's literature,

Poile Sengupta (nee **Ambika Gopalakrishnan**) (born 1948) is a notable [Indian](#) writer in English. She is especially well-known as a [play-wright](#) and writer for children. Her formal first name is Ambika but she writes, and is known, as Poile. Sengupta has been a college lecturer, a senior school teacher, an educational consultant, a communication and language skills consultant, a consultant editor for a market research firm, and a teacher for Montessori school children.

THEME OF THE STORY

The narrator did not like his younger sister being sent to a progressive school because it made her think she knew more than him; she kept plaguing him about usage in grammar. She asked him about question tags and gave him examples of how tags are added to statements to convert them into questions. She also taught him the right intonation for tag questions. The narrator was irritated with his sister's grammatical knowledge as well as her way of airing it like a teacher. He deliberately used the wrong tags to spite her. His mother asked him to be understanding as his sister was five years younger than him and, anyway, he too showed off when he was her age. The next day, his sister checked out his command over the passive voice, giving him an example of its usage that could serve not to let their mother know he had not drunk his milk while she had.



THEME OF THE STORY

At that very moment, their mother called out to ask if they had drunk their milk and his sister replied immediately, using the active voice, that she had drunk her milk and was going out to play, implying that her elder brother had not drunk his. The next day, his teacher was revising the passive voice in class and the narrator's classmate, Gia, irritated him by answering every question correctly. She seemed worse than his little sister. She also made loud comments to her friend Pia that boys were only good at making fools of themselves. Gia's long plaits struck him every time she put up her hands to answer and Pia's plaits tickled his friend, Niks's nose. Niks sat behind Pia and so, the narrator made a signal to him to tie their plaits together. When Gia stood up to answer the next question, she tugged at Pia's plait and Pia's head struck her jaw. The girls screamed and the teacher asked the guilty boys to explain. Niks stood quiet but the narrator explained the situation using the passive voice to protect themselves. He was not sure why the teacher smiled as she left the class. He thought that, perhaps, she was impressed by the ease with which he used the passive voice.



THE NARRATOR'S USE OF TAGS AND PASSIVE VOICE (PAGE-2,3,4)

- The narrator's desire to send his sister to his school
- His sister's use of question tags to teach her brother
- The narrator's mother defending his sister
- His sister started teaching him passive voice
- The use of passive voice to dodge his mother's instructions..
- The narrator's unwillingness to read passive voice(inactive passive voice)

VOCABULARY

- Progressive-supporting new or modern ideas
- Pestered-annoyed
- Assumed the airs-behaved in a way she thought someone else would (boasting)
- Glare-long and angry look
- Traitor-someone who is not loyal
- Bossier-always telling people what to do in an annoying way
- Playing the fool-behaving in a silly way

Home Assignment:

- Write how the narrator dodged his mother with the help of his knowledge of grammar, one page handwriting

THANK YOU
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