



# 6



202en06

## A TIGER COMES TO TOWN-II

Sometimes a small problem becomes complicated because of a lack of proper information and communication. This can also happen due to an incorrect understanding of a situation. Why does this happen? It could be because we analyse a situation according to our fixed ideas about it.

In Part I of ‘A Tiger Comes to Town’, the people on the street run helter-skelter to save themselves from the tiger, even though the tiger does not want to harm anyone. The teachers in the school do not allow the circus master to go into the room to fetch the tiger. This is because they do not understand or know the true nature and habits of a tiger. People believe that tigers are ferocious animals to be feared.

Likewise, in the lesson, ‘Snake Bite’, Raja’s complaint about being stung gets complicated because of certain fixed ideas.

In Part II of the story you will read about what the teacher did next to solve the problem.



### OBJECTIVES

After completing Part II of this lesson you will be able to:

- enjoy the continuation of the story ‘A Tiger Comes to Town’;
- challenge common myths and superstitions related to animals;
- write an appropriate reply to a letter of complaint;
- convert sentences into reported speech;
- use prefixes;



## Notes

- use contractions effectively;
- evaluate a situation from different perspectives;
- identify words in the text by applying their given meanings to the context of the text, and
- enhance your vocabulary of antonyms.



## 6.1 LET US READ THE TEXT

**Remember:** *In Part I of the story, 'A Tiger Comes to Town', the tiger reached a school, entered the Headmaster's room and spread himself on the floor to sleep. The teachers locked the room from outside and would not let the circus master go inside to bring the tiger out despite his repeated requests. Why do you think no one allowed him to go into the room? What happened next? The story continues in this lesson...*

Meanwhile, I awoke after a very good stretch of sleep and heard voices outside. I looked up and saw the headmaster cowering in the attic. I stretched myself and roared, for no particular reason except that I felt alive. The poor human being in the loft must have trembled at the moment. I wished to assure him that I was not going to hurt him. I raised myself, put up my forelegs on the wall, scratched it, and growled softly which made him more nervous.

I knew my Master was outside, I could hear him say, 'No one is going to school. You will see the tiger come out and walk off with me... One of you take a ladder in and help the headmaster come down from the attic.'

'Do you mean to say you are going in as you are, without arms or protection?' They asked him.

'Yes, that's what I'm going to do. We have no time to waste.'

The Chairman of the 'Tiger Committee' said, 'By the powers I have being the second Honorary Magistrate, I give you notice that you shall not open nor enter that room.'

My Master asked, 'Why do you prevent me from going near the tiger?'

They were at a loss to answer – 'It's unlawful to commit suicide,' they said.

'May be,' said my Master, 'but which section of the law says that a man should not approach a tiger? Are not circus people doing it all the time?'

'Yes,' replied the Chairman weakly. 'But that's different.'

'I can tame a tiger. It's after all my life that I'm risking.'

stretch: span of time

cowering: shrinking back in fear

stretched myself: put out my arms and legs

roared: made a loud sound

trembled: shook with fear

assure: convince

protection: something which keeps you safe

honorary: given as an honour, generally a position without a salary

notice: information, warning

approach: go near

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The Chairman was visibly confused and bewildered. 'In that case you will have to sign an affidavit absolving us from all responsibilities for your life or death'.

'All right, give me a piece of paper and tell me what to write.'

The Magistrate took out a sheet of paper from his briefcase and gave it to my Master. My Master wrote the Chairman's dictation, absolving everyone there from all responsibility. He signed the document and returned it with the comment: 'I've signed it just to respect your magistracy, although I'm convinced it's uncalled for and irrelevant. You are exercising unnecessary authority.'

The Chairman looked at the document and said, 'Stop, wait. Tell me what is it that you have written here?'

'Only what you have dictated.'

'In a language we don't know! I can't accept it.'

'It's in Sanskrit, in which our scriptures are written, the language of the gods. I write only Sanskrit although I know ten other languages including Japanese.' Without further ado he put the key into the lock of the Headmaster's room.

'Let us go now,' said my Master. 'You must realise' that human beings, for all their bluster are timid creatures. They are likely to panic when they see you. Don't look at them. That's the only way to maintain one's peace of mind.'

– R.K. Narayan

## 6.2 LET US UNDERSTAND THE TEXT

### 6.2.1 PART 1

*Meanwhile, I awoke after a very good sleep ..... responsibilities for your life or death.*

In this part of the story, the tiger wakes up and stretches himself. The Headmaster who has been sitting in the loft all this time is frightened to see the tiger awake. The tiger wants to tell him that he is not going to harm him but he cannot communicate this to him. The tiger hears his master begging the teachers to allow him to enter the Headmaster's room to fetch the tiger. The teachers do not want him to go in without arms or some sort of protection. The teachers call the Magistrate to stop the circus master from going into the Headmaster's room. The Magistrate forbids the circus master from entering the room. When the circus master argues with him and insists on going in, the Magistrate tells him to sign a document that says that no one should be held responsible for the circus master's death in case the tiger attacks him.



### Notes

visibly: as could be seen easily, obviously, clearly

confused: mixed up

bewildered: unable to understand

affidavit: written statement, a legal document

absolving: freeing from blame, declaiming that they were not responsible for his life or death

briefcase: bag, small suitcase for papers

magistracy: magistrate's position

uncalled for: not wanted, not required

irrelevant: not important or of significance

exercising: applying

authority: power to enforce obedience

document: written record of events

scriptures: holy or sacred writings

ado: fuss, trouble

bluster: angry or empty threats



Notes

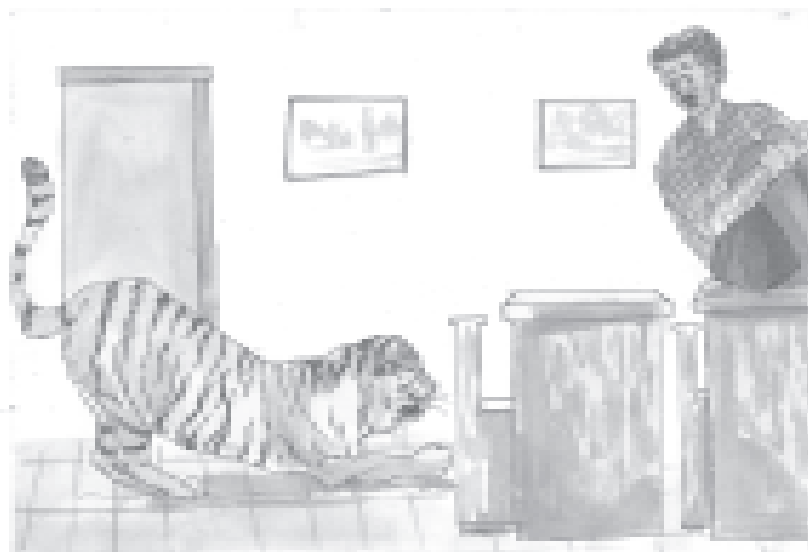


Fig. 6.1



## INTEXT QUESTIONS 6.1

Answer the following questions.

1. *'Do you mean to say you are going in as you are, without arms or protection.'* they asked him. *'Yes, that's what I'm going to do. We have no time to waste.'*
  - a. Where did the above conversation take place?
  - b. Who were the 'they' being referred to?
  - c. Who were 'they' talking to?
  - d. Why did they want to know if he was going unarmed?
  - e. Why do you think he said, *'We have no time to waste.'*?
2. Where was the tiger all this time?
3. The Headmaster was already nervous. Which actions of the tiger further added to his fear?
4. What did the tiger want to tell the Headmaster?
5. Give two reasons why the people outside did not allow the Master to go in.
6. The Master's attempts to go in are compared to:
  - a. life

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- b. suicide  
c. death  
d. war
7. Which statement made by the Master confused the Chairman of the Tiger Committee?
8. When the Chairman asked the Master to sign an affidavit before he was allowed to enter the room, he was trying to put a condition on his entry. Which of the following statements correctly interprets the condition?
- a. that the Master shall not take the tiger away  
b. that he must pay an entry fee  
c. that everybody outside would share the responsibility of his action  
d. that he would not hold anybody responsible for whatever happened to him



Notes



### LET US LEARN NEW WORDS 6.1

In the table below you can see three columns: A, B, and C.

- Column A consists of words from the text but there are some letters missing in each word. Column B consists of the meanings of the words in Column A. Refer to the text to guess each word from its meaning. Then insert the missing letters to complete each word.
- Column C contains a list of words that are opposite in meaning to the words in Column A. They are in mixed order. Guess the antonym/opposite of each word in Column A. Draw a line to join each word meaning with its antonym.

One example has been done for you.

	Column A	Column B	Column C
	Word	Meaning	Antonym
1	C O W E R	to crouch in fear	Invisible/hidden
2	A _ _ U _ _ E	to make sure, convince	brave
3	P A _ I _	sudden and unreasonable fear	relevant
4	TI _ _ D	easily frightened	to be undecided
5	D E _ E _ MI _ _ D	to be firm in ones decision	to remain calm
6	V _ S _ _ LE	capable of being seen	to act bravely
7	I _ _ ELE _ _ NT	not important	to be unsure



## Notes



## DO YOU KNOW

## HOW ARE TIGERS COUNTED?

Just as the Government conducts a population census, it also carries out an animal census every four years. In India we call it an All India Wild Animal Census.

A separate Tiger Census is conducted every two years.

Some organisational details and methods used for counting tigers are given below.

- The area to be covered is divided into smaller zones. These zones are further subdivided into a number of compartments. The normal period of any census is 8-10 days.
- Earlier the census authorities used the method of monitoring (watching carefully) rivers or water bodies in the forests. They believed that since animals generally visit these places for drinking water, counting at these places would be easier and reliable. They also believed that a tiger visits only one water hole once in 24 hours, so the counting would be accurate. But this method was not very reliable as this belief was incorrect.
- The preferred method today is to do a pug mark (an animal's footprint) count. Pug marks are commonly found near river beds, water bodies or other less-travelled paths. Once a clear pug mark is found, its impression (the shape of the pug mark) is taken on liquid plaster of Paris.
- Infrared cameras are also used for counting tigers. These cameras are set up on tiger trails every evening and checked every morning to see if there is any fresh information.
- People doing the census also note things like the length of stride, speed of the walk, the surface of the soil, scratch marks, visual sightings, fresh droppings, the roar, or a nearby kill.



## LET US DO 6.1

## Myths and superstitions about animals

Have you heard people say that it is not a good omen (unlucky) if a black cat crosses your path?

## A Tiger Comes to Town-II

Such beliefs which do not have a scientific logic are called myths or superstitions.

Most myths and superstitions related to animals and birds have been handed down to us. The main reason for this is that there is insufficient knowledge about animals and their behaviour. The source of these beliefs may have been coincidental or accidental. Some myths may also have been coined as preventive measures. For example, there is a belief that a sneeze before setting out on a journey is unlucky. The reason for this may be that a sneeze is a symptom of a cold or flu, which can make the journey difficult and uncomfortable.



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### Exercise

The table below contains some myths or beliefs related to animals, and the possible reasons for these beliefs. Some of these myths/beliefs may have a logical explanation which is lost over a period of time. Find out two more myths and the possible reasons for these myths, and complete the table.

	Myth/Superstition	How do you think this myth originated
1.	Birds will reject their young ones if the young ones are touched by human beings.	This myth is promoted to prevent people from harming baby birds.
2.	Black cats bring bad luck.	Maybe a person had bad luck immediately after seeing a black cat.
3.		
4.		

### 6.2.2 PART 2

*All right, give me a piece of paper ..... one's peace of mind.*

In this section of the story, the Magistrate who is a government officer responsible for the law and order in his area, comes to the school to solve the problem of the runaway circus tiger who has entered the Headmaster's room. The circus master tells the Magistrate that the tiger would harm no one if he went in and brought him out. The Magistrate tells him that he will let him go into the Headmaster's room only if he signs an affidavit which says that no one should be held responsible in case the tiger attacks or injures him. The Magistrate wants to take all legal precautions. The circus master agrees. The Magistrate dictates the content of the affidavit to the circus master. The Master who is very angry with the teachers and the Magistrate decides to teach them a lesson. He writes the affidavit in Sanskrit, which they cannot read or understand. The master wants to prove to the learned magistrate



## Notes

and the teachers that if they can not understand ancient language, their assumption about tiger's behaviour in the situation may also be flawed.



Fig. 6.2



## INTEXT QUESTIONS 6.2

Answer the following questions.

1. 'All right, give me a piece of paper and tell me what to write.'
  - a. Who is the speaker in the above line?
  - b. Who is he/she talking to?
  - c. Why does he/she ask for a piece of paper?
2. Why wasn't the Master happy to write the affidavit?
3. In what language did the Master write the affidavit? Why did he do so?
4. Why wasn't the Magistrate happy to see the affidavit? Why did he finally accept it?
5. What advice did the Master give the tiger before leaving? Choose the correct option from the ones given below.
  - a. Growl and make a noise to show your anger.
  - b. Chase the teachers and children to create a sensation.
  - c. Stare hard at the Magistrate.
  - d. Don't look at human beings if you want peace of mind.



## A Tiger Comes to Town-II



### LET US DO 6.2

In your 'Friends of the Animals Club' hold a mock parliament of animals. Each member should play the role of an animal and suggest one way in which human beings can show their concern towards animals collate these suggestions and address them to human beings in one of the following forms:



- song or poem
- a dance drama
- a short skit (play)
- a letter to the Minister of Environment
- a letter to the editor of a newspaper

If planning a dance or skit, you can make face masks out of paper plates or paint your faces with vegetable colours as they are not harmful to the skin. Compose background music with the help of ordinary tins and drums. Put yourself into the character of the animal you have chosen. Imitate its sounds and actions.



### LET US LEARN NEW WORDS 6.2

1. Given below are some sentences. Fill in the blanks with words/phrases from the text which are given in the box. Refer to a dictionary to check the meanings of the words if necessary.

stretched,	growled,	absolved,	exercise unnecessary authority,
blustered,	peace of mind		

- a. A good team leader is one who works along with his team and does not \_\_\_\_\_ on others.
- b. Since there was plenty of evidence and several eye witness reports in support of her, the court finally \_\_\_\_\_ her of all blame for the accident.



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- c. The dog \_\_\_\_\_ at every passerby.
  - d. “Get out of my office, you scoundrel!” \_\_\_\_\_ the officer when he came to know that his most trusted officer had cheated him
  - e. If you want to lose weight don’t lose your \_\_\_\_\_ but start exercising daily.
  - f. As he \_\_\_\_\_ his arm to pick up the bowl of salad lying at the far end of the table, his hand accidentally hit his mother’s favourite jug, which fell and broke.
2. Given below is a crossword puzzle grid. Read the given clues and identify words of the same meaning in the lesson. Fill in the words in the puzzle grid.

						1				2A
			3F			E				
	4C		W							
										R
5G				L		D				
6H		N				R				7W
		8A				D	9			T
							T			
										S
						C				

**Clues:**

**Across**

- 3. the front legs of an animal
- 4. moving back in fear

**Down**

- 1. confused
- 2. to say something with confidence in order to remove doubt

## A Tiger Comes to Town-II

5. made a low sound in the throat to show anger
6. a designation given as a mark of respect /honour, usually without payment
8. a written statement /legal document
7. a person who sees something and makes a statement about it in court
9. a room just below the roof, used for storing things



Notes

### 3. Body Language

Read the sentences given below. The underlined words relate to human body and feelings expressed by gestures.

- The poor human being in the loft must have trembled.
- I raised myself, growled softly which made him nervous.
- ‘Yes,’ replied the Chairman weakly.
- The Chairman was visibly confused and bewildered.

The underlined words in the above sentences describe different states and moods of a person –body language.

### Exercise

- Given below is an interesting puzzle. Jumbled words are given for different examples of body language. Form correct words by rewriting the letters of each jumbled word.
  - You suddenly become red in the face because of shame or embarrassment. (BSHUL)
  - You give a broad smile. (NIRG)
  - Your body shakes because you are feeling cold. (SVIHRE)
  - You pull your eyebrows to show you are angry or worried. (RFOWN)
  - You raise your shoulders to show that you don’t care or are not interested. (RSUGH)
- ‘Roared’ and ‘growled’ are words that express sounds made by animals. Given below are some animal sounds. Fill the correct words in the sentences given below. The first one has been done for you.

croak	chirping	barked	howled	neighed	roared	hooting
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- The lion roared at the hunter.
- The owl was heard \_\_\_\_\_ in the night.
- The boy fell down in fear when the horse \_\_\_\_\_ suddenly.



## Notes

- d. The dog \_\_\_\_\_ at the stranger.  
 e. The wolves \_\_\_\_\_ in the jungle.  
 f. The \_\_\_\_\_ of birds wakes us up in the morning.  
 g. Frogs \_\_\_\_\_ on rainy days.



## DO YOU KNOW

An **affidavit** is a legal document written by someone who wishes to make a statement or a declaration of certain facts. It can also be an affirmation.

*It can be written on an official form or paper or even on plain paper. It must be signed by the person making the declaration. The purpose of an affidavit may be to assure the authorities that the person signing it takes full responsibility for his/her actions and their consequences (in case something goes wrong), and to make sure that no other person is held responsible. It may also be for the purpose of guaranteeing that the contents of a document are correct and genuine.*

A sample of an affidavit is given below:

## AFFIDAVIT

I, Meenal Goswami do hereby declare that the information provided in this application is correct. I further declare that in case any information is found to be incorrect, my application may stand cancelled and that I will have no right to complain or plead.

signed:

Meenal Goswami

Resident of: House No. 345, Keshavpura,  
New Delhi-110093

Dated: 27.10. 2011



## 6.3 LET US LEARN GRAMMAR

## A. Prefixes

A prefix is a group of letters added before a word to change its meaning.

Example:

- 'relevant' means something significant or important.

## A Tiger Comes to Town-II

When 'ir' is added as a prefix, the word becomes ir + relevant = irrelevant, which means insignificant or not important.

Example:

- 'Human' means something which is normal or natural to man.

It is human to make mistakes.

- 'human' also means suitable or fit for human beings.

When 'in' is added as a prefix, the new word becomes in + human = inhuman, which means cruel or not fit for human beings.

Children working in *beedi* factories are treated in an inhuman manner.

### Exercise

Given below are two groups of words, Group A and Group B. In Group A, we have some prefixes and in Group B, there are some words. Match the two to make new words. You can use a prefix more than once. You will be able to make at least ten words. One example is done for you.

- co + curricular = cocurricular

#### Group A

inter ir un

co mis anti

hyper dis

#### Group B

regular school

tension acceptable

available honestly

interest reversible

answerable curricular

## B. Direct Speech and Indirect Speech

### 1. Indirect Speech

In our day-to-day life, there are many instances, when we hear something said by a person and then we report the same to another person. This reporting of statements is termed 'Report Speech'.

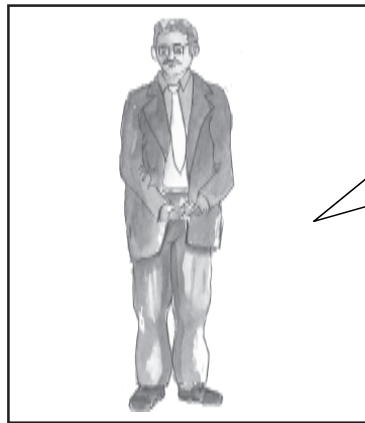
The one who speaks is the 'SPEAKER' and the other is a listener. When the listener reports it to a third person, he becomes the 'REPORTER'.



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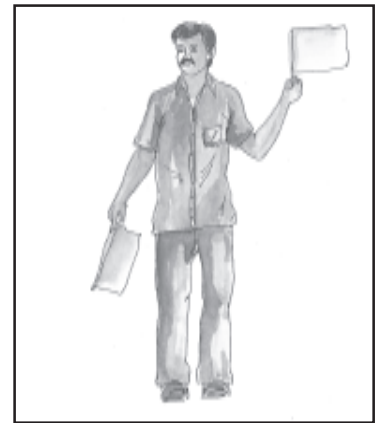


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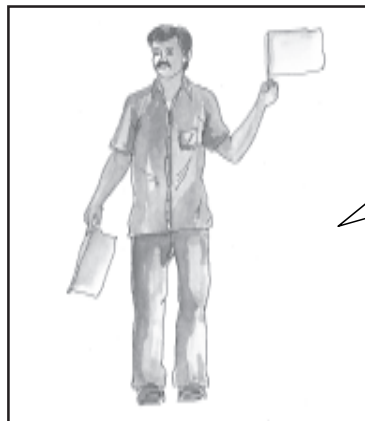
“I have to go to the town today”

SPEAKER  
(Mr. Rao)



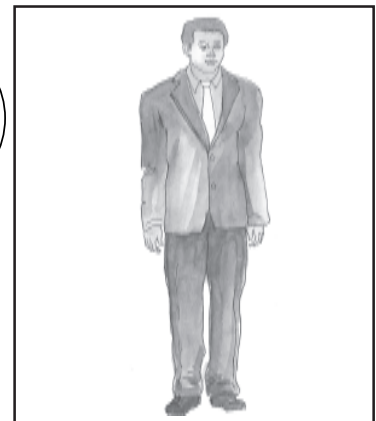
LISTENER  
(Mr. Mehta)

The station master tells another person.



Mr. Rao told me that he had to go to the town today

REPORTER  
(Mr. Mehta)



LISTENER  
(Mr. William)

2. Direct Speech

Mr. Rao said to Mr. Mehta,

(reporting verb change - told)                      that (added)  
“I have to go to the town today.”

↓  
remove    that day  
inverted    he (3rd                      (verb changes to  
commas    person)                      past tense had)

Therefore, the indirect speech statement will be:

Mr. Rao told Mr. Mehta that he had to go to the town that day.

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Complete the following table:

First speaker	Questioner	Reporter
You should work less	What did she say?	She said that ....
	What did she say?	She replied that she never feels tired.
Shall we go for a picnic?	What did she say?	

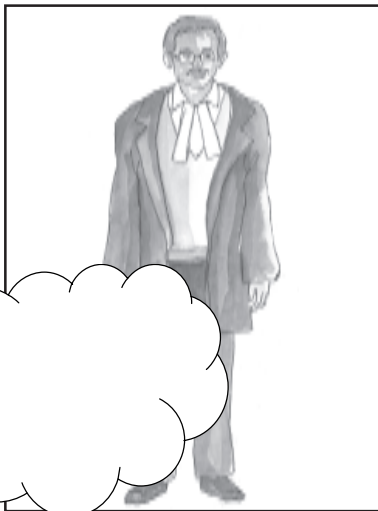


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### Exercise

Now change the following direct speech sentences to indirect speech.

The Magistrate said



I order you not to enter the room

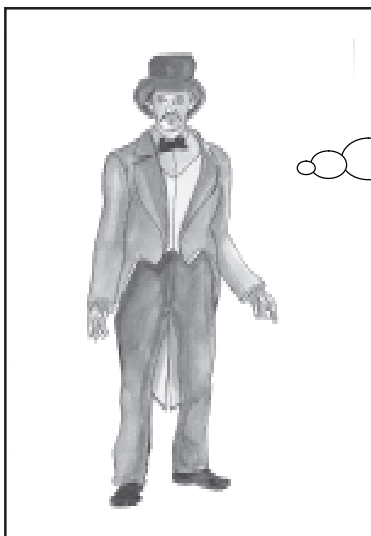
1. The Magistrate said that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The Master asked the people



Why do you prevent me from going near the tiger

2. The Master asked

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\_\_\_\_\_

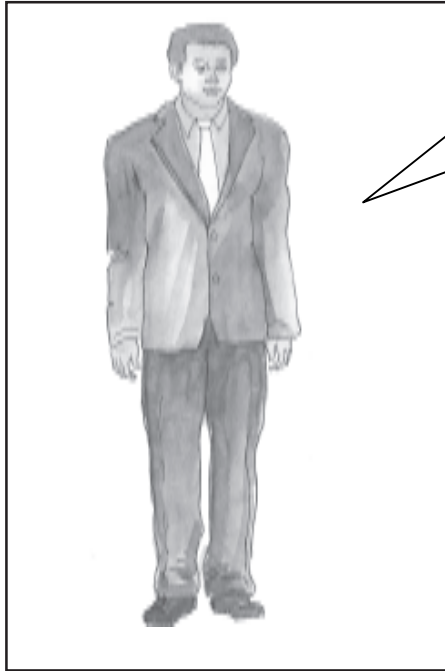
\_\_\_\_\_

\_\_\_\_\_



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The Chairman said to the secretary



Tell me what is it  
that you have  
written there

3. The Chairman asked

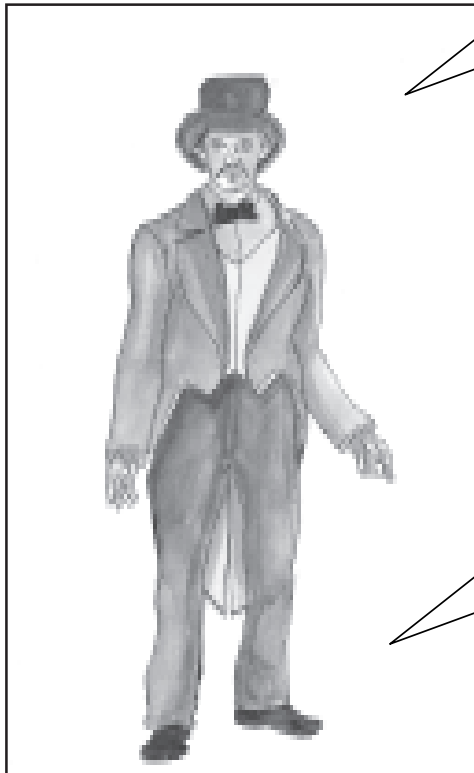
\_\_\_\_\_

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\_\_\_\_\_

The master assured the people



I can tame the  
tiger

4. The Master  
assured the people

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\_\_\_\_\_

The master told the tiger

Don't look at  
them

5. The Master told the  
tiger \_\_\_\_\_

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\_\_\_\_\_





**C. Contractions**

Contractions are short forms which are used very often in spoken English and in informal writing. In the examples given below you will notice how two words have been combined to make one word. Notice also that an apostrophe ' is inserted in place of the letter which is omitted.

I am sorry, I am late.

I'm sorry, I'm late.

He has come to take her books.

He's come to take her books.

She was late in submitting her assignment, was she not?

She was late in submitting her assignment, wasn't she?

**Read some of the rules for contracting two words:**

combining a noun/ pronoun + verb

she/ he is changes to she's/ he's

I am changes to I'm

you are changes to you're

we are changes to we're

they are changes to they're

they will changes to they'll

she/he will changes to she'll/he'll

cannot changes to can't

shall not changes to shan't

will not changes to won't

could not changes to couldn't

But in the following question forms, where there is a pronoun in the middle of the 'verb' and 'not', the position of the pronoun gets shifted to the end.

did she/he not changes to didn't she/he?

does she/he not changes to doesn't she/he?

will she/he not changes to won't she/he?

would she/he not changes to wouldn't she/he?

can she/he not changes to can't she/he?

could she/he not changes to couldn't she/he?

was she/he not changes to wasn't she/he?

were they not changes to weren't they?

**Exercise**

Now write the following sentences using contracted forms of the words given in italics.

- a. I *cannot* cheat anyone.



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- b. *I am* not going for the picnic with my friends.
- c. *Do not* touch electrical gadgets or appliances with wet hands.
- d. *Can I not* buy one more ice cream?
- e. The thief was eventually caught, *was he not?*
- f. *You are* not to be blamed.
- g. *They are* going to Manali during the summer holidays.
- h. *We are* going to have lots of fun at the party.
- i. *She is* busy completing her homework.



## 6.4 LET US WRITE

## Formal Letter

After the incident with the tiger at the school, the worried parents of the school children wrote a letter of complaint to the Principal. Read it carefully.

The Secretary 27.10.2010  
Parents' Association of Malgudi Public School  
Malgudi

The Principal  
Malgudi Public School  
Malgudi

Dear Sir,

**Subject: Security Measures at School**

Yesterday after coming home, our children narrated the story of a runaway circus tiger having entered the school campus. This news left us totally shocked. Though it is reliably learnt that no one was hurt or attacked, the fact that a tiger could enter the school premises has raised a lot of questions about the safety and security of our children whilst they are in school. How could the tiger enter the premises? Were the gates not kept locked? Why did the guard on duty not raise a timely alarm? What if the tiger had attacked the students and teachers?

As concerned parents we would like to know what measures you propose to take to ensure that such incidents do not happen again.

We propose that the school authorities meet the local authorities and persuade them to cancel all shows of the circus and order the circus to leave at once.

Finally, you are requested to inform us about the action taken by you in this matter.

Thanking you,

Yours sincerely,

V P Raman  
Secretary  
Parents' Association of Malgudi Public School

A formal letter has two essential features:

1. **Format** (the structure)  
and
2. **Content** (the subject matter of the letter)

### Important Parts of the Format

- **The heading** consists of:
  - a) the writer's address
  - b) the date
- **A courteous greeting or salutation**, eg. Dear Sir/Madam or Dear Mr./Mrs.
- **The subject line** which helps the reader to know what the content of the letter is.
- **The message/content/body of the letter.**
- **The subscription or conclusion**, eg. Yours truly, Yours sincerely.
- **The signature of the writer** with name and designation.

### Important Features of the Content

- **The matter** is the message the writer wishes to convey to the reader.
- **The style** of the letter should be formal.
- **The tone** of the letter should be polite and neutral.
- Use **simple and direct language**.
- Come **straight to the point**.
- **Accuracy** (there should be no spelling or grammatical errors)
- **Fluency** (your ideas should be arranged in logical order)

### Exercise

Now imagine you are the Principal of Malgudi Public School. You have just read the above letter. Write a suitable reply to the Secretary, Parents' Association of Malgudi Public School. Include the following information in your letter.

- Acknowledge the receipt of their letter (mention the date too)
- Mention the steps you plan to take to prevent such incidents in future.
- Inform him about the steps you have taken to bring the matter to the attention of the local authorities. (think of 2 or 3 suitable ideas)



Notes



## Notes



## LET US DO 6.3

Imagine the following situation:

One day you find a small pup lying abandoned in a drain. You decide to bring it home and take care of it.

When you come home and tell everybody about your decision to keep it as a pet everyone reacts differently.

The table below gives the names of your family members and describes each member's temperament and attitude .

Do a role play with your friends. Allot the roles of the different family members as given in the table among your friends. Explain each character's temperament and attitude to him/her. What do you think each one would say and what would be your reply to each one? Write the responses in the table below. The first situation has been done as an example.

Family member	Temperament	What they say	Your reply to each member
Grand parent	Open to new idea	I hope you understand that the pup is a lot of responsibility	Yes, Granny! I promise to do my best
Mother			
Father			
Sibling			
Any other			



## WHAT YOU HAVE LEARNT

In this part of the story the author has again emphasised that animals do not attack unless they are deprived of food or are teased and that our fear of animals arises out of our inability to understand them. In this story, though the Master has thoroughly tamed the tiger and is sure that no one will come to harm, the Magistrate and the teachers do not believe him. You learnt that to protect himself from any blame, the Magistrate allows the Master to

## A Tiger Comes to Town-II

enter the room where the tiger is hiding after making him sign a legal document called an affidavit. We call ourselves literate and educated, but our knowledge about animals is limited. Our ideas and fears about animals are based on this limited and often incorrect knowledge.



Notes

### Suggested reading/viewing

- Stories from the Hitopadesha, Jataka tales, Panchatantra, Aesop's fables, etc.
- Some writers who have used animals as characters in their stories are Rabindranath Tagore, Ruskin Bond, Vikram Seth, Jack London, and James Herriot.
- Discovery Channel, Animal Planet, National Geographic
- Movies: *Born Free*, *Free Willy*



### TERMINAL QUESTIONS

1. Given below is a summary of the story you have read so far. Complete the summary with the help of the words and phrases given in the box .

stretched	nervous	entering the room	woke up from his sleep
arrived	outside the room	an affidavit	put to risk
something happened to him	tame a tiger	growl	in the attic

After some time the tiger \_\_\_\_\_. He kept his legs on the table, \_\_\_\_\_ himself and gave out a soft \_\_\_\_\_. The Headmaster who was sitting crouched \_\_\_\_\_ became more \_\_\_\_\_. Meanwhile, \_\_\_\_\_ there was a commotion. The Magistrate too had \_\_\_\_\_. He stopped the Master from \_\_\_\_\_. When the Master said that he knew how to \_\_\_\_\_ and that it was his life which was being \_\_\_\_\_, the Magistrate asked him to sign \_\_\_\_\_ that he would hold no one responsible in case \_\_\_\_\_.

2. Read the following statements. State whether they are true or false by ticking the correct option given against each statement. Give reasons for your answer.
  - a. The tiger had entered a house. True/False
  - b. The tiger sat under the table because he was frightened of the headmaster. True/False
  - c. The tiger was roaming around without his Master. True/False
  - d. The Master had no difficulty in entering the room. True/False



Notes

- e. The Chairman asked the Master to sign an affidavit. True/False
  - f. The Master wrote the affidavit in English. True/False
  - g. The Headmaster tried to scare the tiger with a rod. True/False
  - h. The Magistrate helped the Master to bring the tiger out. True/False
  - i. The Master was a learned man. True/False
  - j. The Magistrate fined the Master for being careless. True/False
3. The Master deliberately wrote the affidavit in Sanskrit. The Magistrate could not read or understand Sanskrit. He was angry. He could have ordered the Master to write it again in English or Hindi but he did not do so. Why?

(Hint: The Master was annoyed when some teachers called the tiger a brute and also when he was prevented from going into the room by the Magistrate despite his assurance that the tiger would not harm anyone. He knew that neither the teachers nor the Magistrate understood the tiger. By writing in a language which he knew the Magistrate could not understand he was in a way mocking their limited knowledge and understanding.)

4. Which incident in the story did you find funny and why? Write your answer in 30 – 40 words in the space provided below.

We all look at an issue from our own perspective. Our perspectives differ on account of our temperament, awareness, needs, experience, level of maturity, status, etc. After reading both Parts I and II of the story we saw how different people, including the Magistrate reacted towards the tiger.

- 5. Do you think the Magistrate was right in not allowing the master to enter the Headmaster's room?
- 6. Complete the table below by summarising some of the actions and behaviour of different people towards the tiger.

## A Tiger Comes to Town-II

	Different people	What they did	What they said	Why they behaved the way they did
a.	The people on the street	-----	no statement	they were frightened
b.	The Headmaster	looked shocked, climbed up to the attic and sat there shivering	no statement	-----
c.	The children	ran to the hall	shouted school is closed	they were excited as well as frightened
d.	The teachers	<ul style="list-style-type: none"> <li>locked the children in a safe place</li> <li>-----</li> <li>waited for someone with authority to take the tiger safely out of the room</li> <li>did not allow the Master to go in</li> </ul>	<ul style="list-style-type: none"> <li>used harsh words like brute and beast for the tiger</li> <li>called the Master 'reckless fellow' and even asked him sarcastically if he knew who he was</li> </ul>	<ul style="list-style-type: none"> <li>-----</li> <li>they wanted to ensure everybody's safety</li> <li>-----</li> </ul>
e.	-----	<ul style="list-style-type: none"> <li>-----</li> <li>-----</li> </ul>		<ul style="list-style-type: none"> <li>he was duty bound to provide safety to the people</li> <li>he had to use his authority</li> </ul>
f.	-----	nothing	nothing	<ul style="list-style-type: none"> <li>-----</li> <li>they were concerned about the security of their children</li> </ul>
g.	The Master	<ul style="list-style-type: none"> <li>-----</li> <li>wanted to enter the Headmaster's office to bring the tiger out</li> </ul>	<p>Don't call him a brute or a beast Do you know .....?</p> <p>No one is going out of the school. You will see the tiger come out with me and walk off with me. I can tame.....</p>	<ul style="list-style-type: none"> <li>he understood the tiger well</li> <li>he was sure the tiger was not going to .....</li> <li>he was hurt to hear .....</li> <li>he did not like the idea of signing an affidavit</li> </ul>
h.	The tiger	<ul style="list-style-type: none"> <li>went out for a simple stroll</li> <li>sat at the coffee shop</li> <li>slept .....</li> </ul>	<p>wanted to say:</p> <ul style="list-style-type: none"> <li>I thought human beings were brave</li> <li>I am full, don't .....</li> <li>I love sleeping .....</li> <li>I will not attack you</li> </ul>	<ul style="list-style-type: none"> <li>he was confused to see people run away from him</li> <li>he was amused by .....</li> </ul>



Notes

7. You must have heard the oft-quoted proverb, 'Don't try the patience of a calm man' or 'Beware the wrath of a patient man'. This means that there is a limit to one's patience. If someone provokes a calm, cool and patient man beyond his limits, even he will retaliate in anger. The tiger in this story was calm and harmless.

Under what circumstances could he have become dangerous? Think of at least three such situations. One situation has been done as an example.

Example: if the crowds, instead of hiding, had started throwing stones at him

- 
-



Notes

- c.
- d.
- e.



## ANSWERS

## 6.2.1 PART 1

## INTEXT QUESTIONS 6.1

1.
  - a. The above conversation took place outside the Headmaster's room.
  - b. The teachers who had gathered outside the Headmaster's room were the 'they' being referred to in the conversation.
  - c. They were talking to the tiger's Master.
  - d. They felt that a tiger was a ferocious animal and could attack the Master. They could not imagine him facing a tiger without any weapon for self defence.
  - e. The tiger had woken up. If he was kept locked for too long he could get irritated. It was not good to try an animal's patience. He could become dangerous and harm the Headmaster.
2. The tiger was in the Headmaster's room all this time.
3. Seeing that the tiger had woken up, put his legs on the table, stretched himself and given out a growl made the Headmaster more nervous.
4. He wanted to assure the Headmaster that he was not going to harm him.
5. The people outside did not allow the Master to go in because he was planning to go without any arms for self protection. They feared the tiger could kill him.
6. b.
7. The Master's statement that he knew how to tame a tiger and that after all it was he who was risking his life, confused the Chairman of the Tiger Committee.  
He wondered how a sensible person could risk his life.
8. 'd'



**LET US LEARN NEW WORDS 6.1**

	<b>A</b>	<b>B</b>	<b>C</b>
	<b>word</b>	<b>meaning</b>	<b>antonym</b>
1.	C O W E R	to crouch in fear	invisible/hidden (6)
2.	A S S U R E	to make sure, convince	brave (4)
3.	P A N I C	sudden and unreasonable fear	relevant ( 7)
4.	T I M I D	easily frightened	to be undecided ( 5)
5.	D E T E R M I N E D	to be firm in one's decision	to remain calm (3)
6.	V I S I B L E	capable of being seen	to act bravely ( 1)
7.	I R R E L E V A N T	not important	to be unsure (2)



**Notes**

**6.2.2 PART 2**

**INTEXT QUESTIONS 6.2**

- The tiger's Master is the speaker in the above line.
  - He is talking to the Magistrate.
  - He asks for a piece of paper so that he can write the affidavit which he has been asked to write.
- He was unhappy to write the affidavit because he was sure he could bring out the tiger without causing any harm to anyone. He wrote it because no one believed him.
- He wrote the affidavit in Sanskrit. He did so because Sanskrit is the language of the Gods and of our scriptures. It is also considered the mother of all languages. He wanted to prove to the learned teachers and Magistrate how hollow their own learning was. Despite their high qualifications and degrees they could not read and understand the language which was the mother of many languages. If they could not understand a human language, how could they understand a tiger's nature.
- The Magistrate was not happy to see the affidavit because it was written in Sanskrit which he could not read. So, he was unable to make out what was written in it. He finally accepted it because Sanskrit is one of the official languages of India and being a Government officer he could not have refused it .
- Option d. Don't look at human beings if you want peace of mind.

**LET US LEARN NEW WORDS 6.2**

- exercising unnecessary authority
  - absolved
  - growled
  - blustered
  - peace of mind
  - stretched



## Notes

2. **Across**
3. the front legs of an animal - **forelegs**
4. moving back in fear - **cowering**
5. made a low sound in the throat to anger - **growled**
6. a designation given as a mark of respect/ honour, without payment - **honorary**
8. a written statement /legal document - **affidavit**
3. a. BLUSH  
b. GRIN  
c. SHIVER  
d. FROWN  
e. SHRUG
4. a. The lion roared at the hunter.  
b. The owl was heard hooting in the night.  
c. The boy fell down in fear when the horse neighed suddenly.  
d. The dog barked at the stranger.  
e. The wolves howled in the jungle.  
f. The chirping of birds wakes us up in the morning.  
g. Frogs croak on rainy days.

**Down**

1. confused - **bewildered**
2. To say something with confidence in order to remove doubt - **assure**
7. A person who sees something and show makes a statement about it in court - **witness**
9. A room just below the roof, usually used for storing things - **attic**

**6.3 LET US LEARN GRAMMAR****A. Prefixes**

irregular	dishonestly	unacceptable	hypertension
unavailable	irreversible	unanswerable	interschool
disinterest			

**B. Direct Speech and Indirect Speech**

- The Magistrate ordered him not to enter the room.
- The Master asked why he was being prevented from going near the tiger.
- The Chairman asked what he had written there.
- The Master assured the people that he could tame the tiger.
- The Master told the tiger not to look at them.

### C. Contractions

- a. I can't solve these problems.
- b. *I'm* not going for the picnic with my friends.
- c. *Don't* touch electric gadgets and appliances with wet hands.
- d. *Can't* I buy one more ice cream?
- e. The thief was eventually caught, *wasn't* he?
- f. *You're* not to be blamed.
- g. *They're* going to Manali during the summer holidays.
- h. *We're* going to have lots of fun at the party.
- i. *She's* busy completing her homework.

### 6.4 LET US WRITE

Individual responses

Suggested response:

Letter from the Principal to the Secretary, Parents' Association of Malgudi Public School

The Secretary

30.10.2010

Parents' Association of Malgudi Public School

Sir,

I am in receipt of your letter dated 27.10.2010 in which you have expressed your concern about the safety of students in school.

The school has adequate security measures and incidents like a tiger straying onto the campus do not happen often. We are fortunate indeed that no untoward incident happened when the tiger was in the campus. Such incidents are rare, but we shall not take the matter lightly. The School Management is equally concerned and has ordered the immediate raising of the school's boundary walls. CCTV's are also being ordered for placement on the campus.

I have written a letter to the local authorities highlighting the seriousness of this matter. I have requested them not to give permission to any organisation to run entertainment shows involving animals as it is not only dangerous but also unethical. I have also forwarded a copy of your letter for their information.

I am sure that with the cooperation of all those concerned, we will be able to ensure better security for our children.

Thanking you,

Yours sincerely,



Notes



## Notes

Principal  
Malgudi Public School

## LET US DO 6.3

Individual responses

## TERMINAL QUESTIONS

1. After some time the tiger woke up from his sleep. He kept his legs on the table, stretched himself and gave out a soft growl. The Headmaster who was sitting crouched in the attic became more nervous. Meanwhile, outside the room there was a commotion. The Magistrate too had arrived. He stopped the Master from entering the room. When the Master told him that he could tame a tiger and that it was his life which was being put to risk, the Magistrate asked him to sign an affidavit that he would hold no one responsible in case something happened to him.
2.
  - a. False (The tiger had entered a school.)
  - b. False (The tiger sat on the floor in front of the table. The Headmaster was scared of the tiger.)
  - c. True (The tiger had come out on the street on his own.)
  - d. False (He had a lot of difficulty in entering the room because the teachers and the Magistrate would not allow him to go in without a weapon.)
  - e. True (He asked him to write an affidavit saying that he alone would be responsible for the outcome.)
  - f. False (He wrote in Sanskrit.)
  - g. False (He did not try to scare the tiger. He climbed up into the attic to save himself.)
  - h. False (He did not allow the Master to enter the room till he had signed the affidavit.)
  - i. True (The Master was well versed in Sanskrit.)
  - j. False (He did not give him any punishment.)
3. The Magistrate did not insist on asking the Master to write the affidavit in English because:
  - a. Sanskrit is not only the language of the scriptures but also one of the official languages of India. Being a government employee holding a responsible post, he could not show disrespect to the law of the country.
  - b. He felt that if he confessed his ignorance, he would be laughed at.
4. Individual responses.  
Write about any part of the story you found funny. Give reasons for your choice.

## A Tiger Comes to Town-II

### 5. Individual responses.

Suggested response: The Magistrate was right in not allowing the Master to enter the room without any protection because he was holding a position of responsibility. It was his duty to ensure the safety of people.

### 6.

	Different people	What they did	What they said	Why they behaved the way they did
a.	The people on the street	<i>ran helter-skelter, hid in cupboards and drains</i>	no statement	they were frightened
b.	The Headmaster	looked shocked, climbed up to the attic and sat there shivering	no statement	they were frightened
c.	The children	ran to the hall	shouted school is closed	they were excited as well as frightened
d.	The teachers	<ul style="list-style-type: none"> <li>locked the children in a safe place</li> <li><i>locked the Headmaster's room</i></li> <li>waited for someone with authority to take the tiger safely out of the room</li> <li>did not allow the Master to go in</li> </ul>	<ul style="list-style-type: none"> <li>used harsh words like brute and beast for the tiger</li> <li>called the Master 'reckless fellow' and even asked him sarcastically if he knew who he was</li> </ul>	<ul style="list-style-type: none"> <li>they were scared but wished to remain alert</li> <li>they wanted to ensure everybody's safety</li> <li>they wanted to take charge of the situation</li> </ul>
e.	<i>The Magistrate</i>	<ul style="list-style-type: none"> <li><i>gave orders</i></li> <li><i>asked the Master to write an affidavit</i></li> </ul>	<ul style="list-style-type: none"> <li>he ordered the master not to open or enter the room</li> <li>You will have to sign the affidavit absolving us of all responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>he was duty bound to provide safety to the people</li> <li>he had to use his authority</li> </ul>
f.	<i>The parents</i>	nothing	nothing	<ul style="list-style-type: none"> <li><i>they were shocked to hear the news</i></li> <li>they were concerned about the security of their children</li> </ul>
g.	The Master	<ul style="list-style-type: none"> <li><i>followed the tiger to school</i></li> <li>wanted to enter the Headmaster's office to bring the tiger out</li> </ul>	<ul style="list-style-type: none"> <li>Don't call him a brute or a beast</li> <li>Do you know <i>who you are?</i></li> <li>No one is going out of the school.</li> <li>You will see the tiger come out with me and walk off with me.</li> <li>I can tame <i>a tiger</i>.</li> </ul>	<ul style="list-style-type: none"> <li>he understood the tiger well</li> <li>he was sure the tiger was not going to <i>harm anyone</i></li> <li>he was hurt to hear <i>the remarks of the teachers</i></li> <li>he did not like the idea of giving an affidavit</li> </ul>
h.	The tiger	<ul style="list-style-type: none"> <li>went out for a simple stroll</li> <li>sat at the coffee shop</li> <li>slept <i>in the headmaster's room</i></li> </ul>	<ul style="list-style-type: none"> <li>wanted to say:</li> <li>I thought human beings were brave</li> <li>I am full, don't be afraid</li> <li>I love sleeping <i>on the cool floor</i></li> <li>I will not attack you</li> </ul>	<ul style="list-style-type: none"> <li>he was confused to see people run away from him</li> <li>he was amused by <i>what he saw</i></li> </ul>



Notes



Notes

7. Individual responses.

Suggested responses:

- a. if the crowds, instead of hiding, had started throwing stones at him
- b. if he was kept hungry for a long time
- c. if his Master had started caning him in anger
- d. if the children had teased him
- e. if any attempt had been made to tie up the tiger's limbs