

INSIGHTS-I

General English Text Book
I Semester B.Com/B.B.A/B.H.M



Editor
Dr. Chitra Panikkar

PRASARANGA
BENGALURU CENTRAL UNIVERSITY (BCU)
Bengaluru

INSIGHTS-I: General English Textbook for I Semester B.Com./ BBA/BHM and other courses coming under Faculty of Commerce, is prepared by the Members of the Textbook Committee, Bengaluru Central University (BCU)

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FOREWORD

INSIGHTS-I General English Text Book for I Semester B.Com./BBA and other courses coming under Faculty of Commerce, Bengaluru Central University (BCU), has been designed with the dual-objective of inducing literary sensibility and developing linguistic skills in students. Both of these have been combined in a single text instead of two separate texts. This is the first General English Text Book for Undergraduate students of BCU, Bengaluru, prepared by the Members of the Textbook Committee.

I congratulate the Text Book Committee on its efforts in the preparation of the material, which includes a variety of literary pieces and workbook for honing language skills. I thank the Director of Bengaluru Central University Press and their personnel for bringing out the textbook neatly and on time.

I hope the text will motivate the teachers and the students to make the best use of it and develop literary sensibility as well as linguistic skills.

Prof. S. Japhet
Vice-Chancellor
Bengaluru Central University
Bengaluru-560 001.

PREFACE

The General English Course book for I Semester B.Com/BBA, **INSIGHTS-I**, introduces undergraduate students to a spectacular kaleidoscope of literary selections that cover a wide range of subjects and issues. These model pieces of writing cast in different genres and forms are meant not only to cultivate literary sensibilities in students but also to sensitize them to social concerns. It is assumed that the thinking practices and extended activities incorporated as part of every lesson would help students interpret literature as a form of cultural expression.

The Course book has two parts: Part I comprises the literary component; Part II concentrates on language. The language section is designed to perfect and hone the soft skills of students pertaining to effective verbal expression and communication.

It is hoped that the students would make best use of the present anthology and understand the importance of acquiring fine language skills while engaging with a verbal medium like literature.

I would like to thank the concerned Chairperson and her team of teachers who have put in all their time and effort into the realization of this textbook. I thank the Vice Chancellor and Registrar of Bangalore Central University for their consistent support. I also thank the publisher, Guruprasad, who helped us bring out the book on time.

Dr. Chitra Panikkar

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Note to the Teacher

INSIGHTS-I, the new General English Textbook for the undergraduate Commerce Course under Bengaluru Central University aims to develop literary sensibilities and language competence in students across the four semesters. The Course material is designed with an integrated approach to language learning, emphasizing on essential skills of the language. The Workbook complements the Course Book.

The Course Book material reflects variety and diversity in terms of language use and the themes discussed (American, African and Indian short stories). Poetry selections reflect classic literature. The teachers need to encourage the learners to pay attention to the use of language in these texts. The Essays are drawn from the science and sports domains providing urgent messages to be conveyed to the youngsters. The teacher can foreground the topic and elicit responses from the students and facilitate interactive learning. The weightage for course book is 40 marks while it is 30 marks for the workbook. 30 marks for Internal Assessment can be allotted as follows.

Assignments - 15, Test - 10, Attendance - 5 = 30 + 70 (Final Exam) = 100

The Workbook focuses on the basic language skills expected of an undergraduate in the competitive global job scenario. It attempts to give a comprehensive training in terms of elimination of errors, proper sentence structures, logical sequence of sentences and writing coherent paragraphs. The exercises are meant to be worked out in the classroom and generate meaningful discussion that leads to proper learning. The teacher can guide and facilitate learning by providing more exercises from other sources including online resources.

Extended Activity is meant to provide opportunities for the students to go beyond the text and gain better insight into the world. The teachers can also use these activities for project work.

The Committee expresses its sincere thanks to Dr. Chitra Panikker, Chairperson, Bengaluru Central University for constant guidance and support in preparation of the Textbook. The Committee also thanks Dr. Japhet, the Honourable Vice Chancellor of Bengaluru Central University and Dr. Ramachandra Gowda for their support in bringing out the new textbook.

Text Book Committee

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A SERVICE OF LOVE

- O' Henry

Approach to the Text

- 'True love demands sacrifice.' Discuss.
- 'Love and loyalty prompts one to do supreme sacrifices'. Do you think so?



About The Author:

O' Henry is the pen name of William Sidney Porter who was an American writer, whose short stories are known for wit, wordplay and clever twist endings. He wrote nearly 600 stories about life in America. He was born on September 11, 1862, in Greensboro, North Carolina.

He wrote mostly about ordinary people going about the daily adventure of living. Not infrequently, his stories involve coincidences or unexpected twists that result in surprise endings like that in '**THE GIFT OF THE MAGI.**' He cultivated his writing skills and became a professional writer. He became famous under his pseudonym, O' Henry.

This story is essentially similar to his more famous story "**THE GIFT OF THE MAGI**". In both, the theme is love and sacrifice. The moral of the story is 'when one loves, no service seems too hard.'

When one loves one's art no service seems too hard.

That is our premise. This story shall draw a conclusion from it, and show at the same time that the premise is incorrect. That will be a new thing in logic, and a feat in story-telling somewhat older than the Great Wall of China.

Joe Larrabee came out of the post-oak flats of the Middle West pulsing with a genius for pictorial art. At six he drew a picture of the town pump with a prominent citizen passing it hastily. This effort was framed and hung in the drug store window by the side of the ear of corn with an uneven number of rows. At twenty he left for New York with a flowing necktie and a capital tied up somewhat closer.

Delia Caruthers did things in six octaves so promisingly in a pine-tree village in the South that her relatives chipped in enough in her chip bat for her to go 'North ' and 'finish'. They could not see her f—, but that is our story.

Joe and Delia met in an atelier where a number of art and music students had gathered to discuss chiaroscuro, Wagner, music, Rembrandt's works pictures, Waldteufel, wall-paper, Chopin, and Oolong.

Joe and Delia became enamoured one of the other, or each of the other, as you please, and in a short time were married --for (see above), when one loves one's Art no service seems too hard.

Mr. and Mrs. Larrabee began housekeeping in a flat. It was a lonesome flat- something like the A sharp way down at the left-hand end of the keyboard. And they were happy; for they had their Art, and they had each other. And my advice to the rich young man would be--sell all thou hast, and give it to the poor--janitor for the privilege of living in a flat with your Art and your Delia.

Flat- dwellers shall endorse my dictum that theirs is the only true happiness. If a home is happy it cannot fit too close- let the dresser collapse and become a billiard table; let the mantel turn to a rowing machine, the escritorio to a spare bedchamber, the washstand to an upright piano; let the four walls come together, if they will, so you and your Delia are between . But if home be

the other kind, let it be wide and long--enter you at the Golden Gate, hang your hat on Hatteras, your Cape on Cape Horn, and go out by Labrador.

Joe was painting in the class of the great Magister--you know his fame .His fees are high; his lessons are light-- his high --lights have brought him renown. Delia was studying under Rosenstock--you know his repute as a disturber of the piano keys.

They were mighty happy as long as their money lasted. So is every-- but I will not be cynical. Their aims were very clear and defined. Joe was to become capable very soon of turning out pictures that old gentlemen with thin side-whiskers and thick pocketbooks would sandbag one another in his studio for the privilege of buying. Delia was to become familiar and then contemptuous with Music , so that when she saw the orchestra seats and boxes unsold she could have sore throat and lobster in a private dining-room and refuse to go on the stage.

But the best, in my opinion, was the home life in the little flat-- the ardent, voluble chats after the day's study; the cozy dinners and fresh, light breakfasts; the interchange of ambitions--ambitions interwoven each with the other's or else inconsiderable--the mutual help and inspiration; and--overlook my artlessness-- stuffed olives and cheese sandwiches at 11 p.m.

But after a while Art flagged. It sometimes does, even if some switchman doesn't flag it. Everything going out and nothing coming in, as the vulgar-ians say. Money was lacking to pay Mr. Magister and Herr Rosenstock their prices. When one loves one's Art no service seems too hard. So, Delia said she must give music lessons to keep the chafing dish bubbling.

For two or three days she went out canvassing for pupils. One evening she came home elated.

"Joe, dear," she said, gleefully, "I've a pupil. And, oh, the loveliest people! General--General A.B.Pinkney's daughter--on Seventy-first Street. Such a splendid house,-- Joe you ought to see the front door! Byzantine I think you would call it. And inside! Oh, Joe, I never saw anything like it before.

My pupil is his daughter Clementina. I dearly love her already. She's a delicate thing-- dresses always in white; and the sweetest, simplest manners! Only eighteen years old. I'm to give three lessons a week; and, just think, Joe! \$5 a lesson. I don't mind it a bit; for when I get two or three more pupils I can resume my lessons with Herr Rosenstock. Now, smooth out that wrinkle between your brows, dear, and let's have a nice supper."

"That's all right for you, Dele," said Joe, attacking a can of peas with a carving knife and a hatchet, "but how about me? Do you think I'm going to let you hustle for wages while I philander in the regions of high art? Not by the bones of Benvenuto Cellini! I guess I can sell papers or lay cobblestones, and bring in a dollar or two."

Delia came and hung about his neck.

"Joe, dear, you are silly. You must keep on at your studies. It is not as if I had quit my music and gone to work at something else. While I teach I learn. I am always with my music. And we can live as happily as millionaires on \$ 15 a week. You mustn't think of leaving Mr. Magister."

"All right," said Joe, reaching for the blue scalloped vegetable dish. "But I hate for you to be giving lessons. It isn't Art. But you're a trump and a dear to do it."

"When one loves one's Art no service seems too hard," said Delia.

"Magister praised the sky in that sketch I made in the park," said Joe. "And Tinkle gave me permission to hang two of them in his window. I may sell one if the right kind of a moneyed idiot sees them."

"I'm sure you will," said Delia, sweetly. "And now let's be thankful for General Pinkney and this veal roast."

During all of the next week the Larrabees had an early breakfast. Joe was enthusiastic about some morning-effect sketches he was doing in Central Park, and Delia packed him off breakfasted, coddled, praised, and kissed at seven o'clock. Art is an engaging mistress. It was most times seven o'clock when he returned in the evening.

At the end of the week Delia, sweetly proud but languid, triumphantly tossed three five-dollar bills on the 8x10 (inches) centre table of the 8x10 (feet) flat parlour.

“Sometimes,” she said, a little wearily, “Clementina tries me. I’m afraid she doesn’t practice enough, and I have to tell her the same things so often. And then she always dresses entirely in white, and that does get monotonous. But General Pinkney is the dearest old man! I wish you could know him, Joe. He comes in

Sometimes when I am with Clementina at the piano--he is a widower, you know--and stands there pulling his white goatee. ‘And how are the semi-quavers and the demi-semiquavers progressing?’ he always asks.

“I wish you could see the wainscoting in that drawing-room, Joe! And those Astrakhan rug portieres, and Clementina has such a funny little cough. I hope she is stronger than she looks. Oh, I really am getting attached to her, she is so gentle and high bred. General Pinkney’s brother was once Minister to Bolivia.”

And then Joe, with the air of a Monte Cristo, drew forth a ten, a five, a two and a one--all legal tender notes--and laid them beside Delia’s earnings.

“Sold that watercolour of the obelisk to a man from Peoria,” he announced overwhelmingly.

“Don’t joke with me,” said Delia, “not from Peoria!”

“All the way I wish you could see him, Dele. Fat man with a wool-len muffler and a quill toothpick. He saw the sketch in Tinkle’s windows and thought it was a windmill at first. He was game, though, and bought it anyhow. He ordered another --an oil sketch of the Lackawanna freight depot -- to take back with him. Music lessons! Oh, I guess Art is still in it.”

“I’m so glad you’ve kept on,” said Delia heartily. “You’re bound to win, dear. Thirty-three dollars! We never had so much to spend before. We’ll have oysters to- night.”

“And filet mignon with champignons,” said Joe. “Where is the olive fork?”

On the next Saturday evening Joe reached home first. He spread his \$ 18 on the parlour table and washed what seemed to be a great deal of dark paint from his hands.

Half an hour later Delia arrived, her right hand tied up in a shapeless bundle of wraps and bandages.

“How is this?” asked Joe after the usual greetings. Delia laughed, but not very joyously.

“Clementina,” she explained, “insisted upon a Welsh rabbit after her lesson. She is such a queer girl. Welsh rabbits at five in the afternoon. The General was there.

You should have seen him run for the chafing dish, Joe, just as if there wasn't a servant in the house . I know Clementina isn't in good health; she is so nervous. In serving the rabbit she spilled a great lot of it, boiling hot, over my hand and wrist. It hurt awfully, Joe. And the dear girl was so sorry! But Gen Pinkney!-- Joe, that old man nearly went distracted. He rushed downstairs and sent somebody--they said the furnace man or somebody in the basement --out to a drug store for some oil and things to bind it up with. It doesn't hurt so much now.”

“What's this?” asked Joe, taking the hand tenderly and pulling at some white strands beneath the bandages.

“It's something soft.” said Delia, “that had oil on it. Oh, Joe, did you sell another sketch?” She had seen the money on the table.

“Did I?” said Joe; “just ask the man from Peoria. He got his depot today, and he isn't sure but he thinks he wants another parkscape and a view on the Hudson. What time this afternoon did you burn your hand, Dele?”

“Five o'clock, I think,” said Dele plaintively. “The iron--I mean the rabbit came off the fire about that time. You ought to have seen General Pinkney, Joe, when--”

“Sit down here a moment, Dele,” said Joe. He drew her to the couch, sat beside her and put his arm across her shoulders.

“What have you been doing for the last two weeks, Dele?” he asked.

She braved it for a moment or two with an eye full of love and stubbornness, and murmured a phrase or two vaguely of General Pinkney; but at length down went her head and out came the truth and tears.

“I couldn’t get any pupils,” she confessed. “And I couldn’t bear to have you give up your lessons, and I got a place ironing shirts in that big Twenty-fourth street laundry. And I think I did very well to make up both General Pinkney and Clementina, don’t you, Joe? And when a girl in the laundry set down a hot iron on my hand this afternoon I was all the way home making up that story about the Welsh rabbit. You’re not angry, are you, Joe? And if I hadn’t got the work you mightn’t have sold your sketches to that man from Peoria.”

“He wasn’t from Peoria,” said Joe, slowly.

“Well, it doesn’t matter where he was from. How clever you are, Joe--and--kiss me, Joe--and what made you ever suspect that I wasn’t giving music lessons to Clementina?”

I didn’t,” said Joe, “until to-night. And I wouldn’t have then, only I sent up this cotton waste and oil from the engine-room this afternoon for a girl upstairs who had her hand burned with a smoothing-iron. I’ve been firing the engine in that laundry for the last two weeks.”

“And then you didn’t--”

“My purchaser from Peoria,” said Joe, “and General Pinkney are both creations of the same art--but you wouldn’t call it either painting or music.” And then they both laughed, and Joe began:

“When one loves one’s Art no service seems--”

But Delia stopped him with her hand on his lips. “No,” she said--"just ‘When one loves.’”

Glossary:

atelier: (French) a workshop or studio esp. of an artist or a designer.

chiaroscuro: the treatment of light and shade in drawing and painting.

enamour: inspire with love or liking, charm, delight.

janitor: doorkeeper, caretaker of building.

labrador: (in full Labrador dog or retriever), a retriever of a breed With a black or golden coat often need as a gun dog or as a guide for a blind person) (Labrador, a large peninsula in N.E. Canada).

voluble: speak/spoken vehemently , incessantly or fluently.

chafing: making or becoming sore or damaged by rubbing.

hustle: push roughly, jostle.

philander: flirt or have casual affairs with women, womanize.

cape: overcoat, gown.

veal roast: roast of calf’s flesh.

coddled: treat as an invalid, protect attentively.

languid: lacking vigor, idle ,inert, apathetic.

Astrakhan: a city in Russia.

portieres: (French) a certain hang over a door or doorway.

filet mignon: a small tender piece of beef from the end of the undercut.

escritoire: writing table.

wainscot: the paneled boards on the walls of an apartment.

John Peter Wagner (Wagner): U.S. baseball player. Wagner played principally for the Pittsburg Pirates (1900-17) and coached the team from 1933 to 1951. The right-handed hitter led the National League in batting average in eight seasons (1900, 1903-04, 1906-09, 1911) and in stolen bases five seasons. His total of 252 three-base hits remains a National League record. Nick named the “Flying Dutchman” for his speed, Wagner is considered as one of the greatest shortstops and all-around players in baseball history.

Chopin, Frederic (Francois): orig. Fryderyk Franciszek Szopen (born March 1, 1810, Elazowa Wola, near Warsaw, Duchy of Warsaw-died Oct. 17, 1849, Paris, France) Polish-French composer. Born to middle-class French parents in Poland, he published his first composition at age seven and began performing in aristocratic salons at eight.

Waldteufel: Emile Waldteufel was a French pianist, conductor and composer of dance and concert music.

Oolong: Oolong is a traditional semi-oxidized Chinese tea produced through a process including withering the plant under strong sun and oxidation before curling and twisting. Most Oolong teas, especially those of fine quality, involve unique tea plant cultivars that are exclusively used for particular varieties.

Rosenstock: Jeff Rosenstock is an American musician and song writer from Long Island, United States.

Benvenuto Cellin: an Italian goldsmith, sculptor, draftsman, soldier, musician, and artist who also wrote a famous autobiography and poetry. He was one of the most important artists of Mannerism.

Monte Cristo: The count of Monte Cristo (French: Le Comte de Monte-Cristo) is an adventure novel by French author Alexander Dumas (pere) completed in 1844. It is one of the author's more popular works, along with The Three Musketeers.

Bolivia: it is a country in Central South America, with a varied terrain spanning Andes Mountains, the Alacama Desert and Amazon Basin rain forest.

Filet mignon: is a streak cut of beef taken from the smaller end of the tenderloin, or Psoas major of the cow carcass, usually a steer or heifer. In French this cut is always called filet de beef as filet mignon refers to pork tenderloin.

Champignon: Agaricus bisporus, a small, edible mushroom.

Welsh rabbit: Welsh rare bit or Welsh rabbit is a traditional Welsh dish made with a savoury sauce of melted cheese and various other ingredients and served hot, after being poured over slices of toasted bread, or the hot cheese sauce may be served in a chafing dish like a fondue, accompanied by sliced, toasted.

Parkscape: urban parks for all, seeking the creation of safe, bio diverse, open and shaded urban parks in the buffer zones of TMNP where Park meets urban edge. Safety first.

Tinkle: is a fortnightly magazine, published mainly in India. Originally owned by the Indian Book House, the Tinkle brand was acquired by ACK Media in 2007.

Obelisk: An obelisk is a tall, four- sided, narrow tapering monument which ends in a pyramid like shape or pyramidion at the top. There were originally called lekhenu by their builders, the Ancient Egyptians.

Lobsters: is a family of large marine crustaceans. Lobsters have long bodies with muscular tails, and live in crevices or burrows on the sea floor.

Goatee: A goatee is a style of facial hair incorporating hair on a man's chin but not his cheeks. The exact nature of the style has varied according to time and culture.

Comprehension

1. Answer the following questions in one or two sentences each:

1. Where did Joe and Delia meet for the first time? What was the decision taken by them at that moment?
2. What is a feat in the story compared to?
3. Why had the art and music students gathered in an atelier?
4. According to Delia Caruthers, what was the name of her first pupil? Whose daughter was she?
5. At the end of the first week, how much did both Joe and Delia bring home respectively?
6. What stories did both of them fabricate about their jobs?
7. Why was Delia not satisfied with Clementina?
8. What is the theme of the story “A Service of Love”?
9. Joe and Delia went in search of job, because
 - a. They had loved their work very much.
 - b. It was inevitable to work for their livelihood
 - c. There was no need of looking for job, but just for a change they thought of it.
10. Why did Joe refuse to send her to look for job?

II. Answer the following questions in a page each:

1. Under whom did Joe and Delia begin to train themselves? And what made them look for job?
2. How did Delia remonstrate for Joe’s refusal to send her to job?
3. In the first week of their job, how much did they earn? And how did they defend themselves fabricating stories about their job?
4. Finally, how did Joe suspect about Delia’s job? Does she agree with Joe that she is not teaching and doing other kind of job? Explain.

5. What plan did they have for the night, after both of them brought their salary home?
6. Why did Joe not sell his sketches to the man from Peoria?

III. Answer the following questions in about two pages each:

1. How did Delia and Joe confess? Was there any change in their love, after knowing that both had lied? Explain.
2. When they could not pay for their training, what did Delia Carruthers decide? Was she successful in seeking the intended job?
3. 'True love shows way to the wandering barks like a light house.' How far is this statement true to the story? Elucidate.
4. Bring out the significance of the title 'A service of love'.
5. Discuss the irony in the story.

Suggested Reading:

- The Merchant of Venice-By William Shakespeare (simplified version by Mary Lamb and Charles Lamb).
- The Gift of the Magi - By O' Henry.

Extended activity:

- Compare Shakespeare's sonnet 116, 'Let me not to the marriage of true minds admit impediments' to this story.
- Discuss in pairs any story that you have read about 'love and sacrifice'.

2. ACCEPTANCE

- Bhaswar Mukherjee

Approach to the Text:

- Have you ever noticed people giving cold shoulders to some people who come begging at the traffic signals?
- What might be the reason for the general indifference/apathy of the society towards the LGBT community?
- Do you think it is necessary to revise the existing Reservation Policies so as to bring LGBT community into the mainstream?



About the Author:

Bhaswar Mukherjee runs his own learning solutions company in Chennai. He has a number of short stories published in anthologies: *21 tales to tell*; *Chronicles of Urban Nomads*; *something happened on the way to Heaven*. His stories are appreciated for clarity of expression, use of metaphor and pun. Some of his stories have been published by Notion Press, Readomania, Penguin Random House and Times of India. Acceptance is one of the twenty inspiring stories handpicked by Sudha Murthy from entries submitted in an open competition run by Penguin.

Acceptance reflects the apathy of the society towards the LGBT community whose identity has long since been unnoticed and ignored. It highlights the sad plight of a transgender trying to lead a normal life in society.

The January sun streamed in mercilessly at 7 a.m. through the open window on the seventh floor, into the Srinivasan household in Mylapore. With three principal seasons in Chennai-hot, hotter and hottest-the city was already warm in a month that was still winter in most parts of the country.

In tandem, the temperatures within the household were reaching boiling point too. The concatenation of events started with Mr. Ashoke Srinivasan's mother's visit to Chennai during the auspicious Pongal festival, which traditionally signalled the onset of the harvest with prayers for agricultural abundance. Savithri had painstakingly and lovingly brought the choicest savouries and sweets for her son and grandson Vijay, a three-year-old toddler. Her relationship with her daughter-in-law Rama was cold at best and hostile at worst. Savitri grudged Rama's rather modern upbringing in Delhi and had continued to berate her husband Srinivasan Vellu for the match till Mr.Vellu passed on to the next world. Savitri was left behind to fend for herself and jostle for space and acceptance within her son's world which was rapidly moving away from her—first with his marriage and then with the arrival of his child.

A further reason for the raised mercury levels was the fact that just a few days ago, the household's live-in-maid had demanded a week's vacation during the festival. When it was not forthcoming, she had quit her job in a huff. Now, there was no one to take care of Vijay. Rama was clear that they would not take unfair advantage of Savitri's visit; the family needed a long-term solution for domestic support.

But then Rama's request for some days off from work to handle the crisis at home had also been declined.

In the living room, Ashoke was immersed in The Hindu- the staple diet of news for the city. He was engrossed in an article that was lobbying for the recognition of and equal opportunities for transgender people as the legitimate third sex.

Suddenly, Rama cursed under her breath and slammed down a tumbler of coffee on the table next to Ashoke. Sensing her anger and frustration, he attempted to douse the fire. 'Calm down, Rama, we will work something out,' he said, putting the newspaper aside and reaching for the coffee.

Rama, who had already turned to go, spun back. She put her hands on her hips and glared at him, panting slightly, her bosom heaving with the turmoil of emotions. She was perspiring from the strain of cooking and attending to the morning chores.

Jallikattu is a bull-taming sport popular in Tamil Nadu as a part of the Pongal celebrations. Unlike the Spanish running of the bulls, the animals here are neither killed, nor does the ‘matador’ use any weapons. The bulls are picked predominantly from the Pulikulam breed of cattle, which attacks not because they are irritated or agitated or frightened, but because that is their basic nature. Those daring to tame the bulls adopt strategies of either ‘fight’ or ‘flight’. It was with similar trepidation that Ashoke met Rama’s eyes.

‘How? How will we ever work anything out if you are more involved with the affairs of the state than with those of your own home?’ she demanded.

‘What about the agency we had tried earlier?’ offered Ashoke weakly.

‘They sent us two and a half maids over three months.’

‘Half?’ he countered, quite forgetting that silence was the better part of valour in arguments with his wife.

‘Don’t you remember anything?’ thundered Rama. ‘They sent us someone almost as young as Vijay!’

Hearing the commotion in the living room, Savitri stopped decorating the foyer with the traditional kolam and came rushing in with Vijay in tow. ‘What happened, Ashoke?’ she asked as she closed the door and wiped her stained hands on her sari.

Rama turned to Savitri with her eyes blazing. Mother- and daughter-in-law locked eyes with each other, almost as if daring the other to advance proceedings.

Vijay, who had previously been squatting next to Savitri in the foyer watching her draw intricate patterns with coloured rice powder on the floor, sensed the lack of parental attention and started sucking on the piece of chalk in his hand.

And as often happens in the battle between royals, the poor rookie pawn is sacrificed. ‘Vijay’! Rama shrieked as her son helped himself to a generous chunk of limestone. He immediately dropped the chalk and started bawling.

The melee was interrupted by the doorbell. On most mornings, the doorbell was unwelcome because the family was busy trying to rush off to work or school. Today, however, it had a salubrious effect. Vijay stopped mid-bawl and the fight went out of Savitri and Rama who withdrew their claws. Ashoke looked at the door with the gratitude of a losing pugilist at the sound of the end-of-bout bell.

Rama opened the door and was taken aback. An enormous lady stood there. She was dressed in an ill-fitting sari and towered close to six feet with long and muscular arms. With sudden shock, Rama realized that the person in front of her resembled the many eunuchs who roamed the streets of the city, stopping traffic and asking for money. ‘Do these people now have the temerity to leave the streets and come knocking at our doors?’ she wondered.

Deciding to exercise caution rather than display annoyance, she closed the door just enough to engage the night lock and asked stiffly, ‘Yes? What is it?’

The lady said politely in a man’s voice, ‘I’m sorry to disturb you, Ma’am. I heard that you are looking for a maid. Is that true?’

Rama remembered the aggression that these marginalized creations of God often exhibited in public by clapping their hands in her face or knocking on the car window and demanding money. She was taken aback by the politeness.

‘We . . . we . . .’ she floundered.

response was cut short by a shriek in her ear. Savitri’s curiosity had got better of her and she was next to Rama. ‘Shut the door! Shut the door!’ she screamed.

‘Just wait here ..’ Rama managed to say before hastily closing the door.

Savitri ran to Ashoke and cried, ‘There is a man at the door dressed up as a woman. He’s come to rob us! What should we do? Should we call the police?’ Ashoke stood up, abandoning all hope of ever getting through the morning newspaper. It was impossible for a man to read the newspaper in a leisurely fashion as befitted a holiday when accosted by shouting wives and wailing mothers. Vijay added his might to the chaos by bawling even louder and clinging to Rama.

Rama knelt down to calm Vijay. Drawing her son to her bosom, she looked up at Ashoke. ‘It is strange,’ she said in a quiet voice. ‘There is a eunuch at the door asking for work as a maid.’

‘Are you sure?’ asked Ashoke. ‘It could just be ... Another thought struck him, ‘But how the hell has the watchman allowed this creature inside?’

Rama flinched at the use of the word ‘creature’. Before she could protest, Savitri positioned herself between her son and Rama. ‘What? What is a eunuch?’ She demanded.

Ashoke looked at Rama, waiting for her to save him from this delicate predicament.

‘Amma, a eunuch is thiru nangai, an aravani,’ explained Rama in Tamil.

‘Aiiyyo, Shiva, Shiva...’ incanted Savitri. She closed her eyes and rocked back and forth seeking deliverance from the Almighty for this evil intrusion.

‘What should we do?’ Rama asked her husband.

‘Just give her some money and tell her to go away,’ he replied, and added grudgingly, ‘You could also give her one of your old saris. After all, it is a festive occasion.’

Grateful for a solution, Rama went to the bedroom. Within a few minutes, she emerged carrying a well-worn sari and money and went to the front door.

When the visitor saw Rama, she quickly got up and dusted herself. She dwarfed Rama by a good foot.

‘We are sorry. We do not need a maid. But here’s something for you...’ Rama’s voice trailed off as she flinched while handing out the sari and the money.

The eunuch eyed the items but made no move to take them. She looked imploringly at Rama and said, ‘Amma have you already employed someone? The watchman said that there was no maid working here and yet, he would not allow me in. I begged him at first and later threatened him to let me pass. I apologize for my behaviour. We see the hate and fear in everyone’s eyes. Often it gets the better of us,’ she said quietly.

‘I am sorry, er...what’s your name?’ asked Rama, somewhat chastened.

The eunuch smiled, revealing betel stained teeth. ‘Thank you, Amma. Someone has asked for my name after a long time. My name is Santoshi. Tell me, please, have you given someone the job already?’

Rama could not bring herself to lie, ‘No, not really, but...’

‘Amma,’ interrupted Santoshi, ‘I see a rare but familiar emotion in your eyes –pity. Please, Amma, if human beings more fortunate than us continue to fear, hate or pity us, then we will remain in the eclipse of society forever. We will continue to beg, coerce people for money or peddle sex for the voyeuristic pleasures of deranged men. We need a hand from people like you, Amma.’

‘Arrey, this aravani is a witch. She must know black magic! She is hypnotising you with her words. Be careful, Rama!’ Savitri whispered in her daughter-in-law’s ear.

‘No Pati,’ said Santoshi, addressing Savitri as grandmother. ‘I am not a witch. I was born as a boy to a poor family. When I was two years old, my father was killed in a drunken brawl. And when I was about that old,’ she gestured towards wide-eyed Vijay who was standing near them, ‘some hoodlums castrated me and forced me to beg for them’. The pain in her eyes was evident as she recalled the trauma. ‘Then I became Santoshi,’ she finished abruptly.

‘Where do you live?’ asked Rama, suddenly ashamed of the money and sari she was holding in her hands.

‘In the slums beneath the Kotturpuram Bridge,’ she replied. ‘A few of us are trying to ensure that the poor slum orphans do not suffer the same fate as us. We take them under our wing, give them food and shelter and protect them. But we do not have the means to do this on a long- term basis. We need a steady income and begging is not enough. Please help us, Amma,’ said Santoshi, bringing her palms towards Savitri and said, ‘Isn’t it a shame, Pati? On the one hand, we are considered auspicious and are invited to celebrate the birth of a child, but on the other, we are so cruelly kept on the periphery of human existence for no fault of ours.’

‘Enough!’ said Savitri. She held Rama by the hand and dragged her inside. ‘Are you insane? Why are you talking to that creature for so long when there is so much work to be done? We have to complete the preparations for the puja too. Ashoke, please drive some sense into her!’

The fight seemed to have gone out of Rama. She slowly extricated her hand from Savitri’s grip and looked at her husband, ‘Can we give her a try, Ashoke?’

‘Rama, please use your common sense-think with your head and not your heart,’ Ashoke said, ‘How can we leave our three-year old son with this creature? We do not know what its intentions are; it has not been referred to us by an agency that we can fall back on. There are enough rumours of gangs kidnapping small children for ransom or worse. And just think of the social stigma! How will we ever explain this employment to family and friends? I am not in favour of this,’ he finished breathlessly.

‘Ashoke, please don’t call her a creature’. ‘Don’t the regular domestic helps who are normal human beings also commit crimes? I don’t know how employing her will affect us, so I cannot even begin to imagine the impact of our decision on our friends, family and society. But if educated people like us do not take the first step to bring these souls into the mainstream, who else will? Also, I am desperate. I will lose my job if I have to stay at home, and you too cannot take a leave of absence. Yes we don’t know how Vijay will take to her either...’ Rama’s voice trailed off as she looked around, ‘Where is Vijay?’

They all glanced at the main door. It was ajar and swinging slightly on its hinges. Vijay was nowhere in sight.

‘Vijay!’ screamed Rama as she ran out.

There was no one outside the front door. No Vijay. No Santoshi.

Savitri collapsed in a heap in the foyer wailing, ‘Oh God! Oh God! I told you Rama, why did you...’

But Rama wasn’t listening. She stood rooted to the spot by the front door.

Ashoke grabbed his cell phone from the table, scooped up the house keys and barked orders as he rushed out, ‘Amma, stay at home and wait by the phone. In case the doorbell rings, remember to put on the chain before you open the door.’ He shook Rama out of her stupor and said, ‘Take the lift. I am taking the stairs.’ Then he ran down the stairs two at a time.

Rama got into the lift shakily. Her journey of seven floors down in the lift seemed unending. Her heart was in her mouth and she felt unsteady as she stepped into the lobby. Moments later, Ashoke joined her, panting heavily. Taking her by the hand, he ran out of the building.

His worst fears were confirmed, there was no one in the porch or in the kid’s park. A swing swung lazily, wafted by the breeze. The main gate was unmanned.

‘Damn these security guards! Watchman, Watchman!’ yelled Ashoke as Rama and he ran towards the gate. Finally, he saw the security guard Bahadur and shouted, ‘Have you seen Vijay leave the premises with that lady who forced her way in a short time ago?’

‘No, sir,’ replied the guard.

‘Let’s go to the other gate!’ Said Ashoke and started sprinting to the back of the apartment complex.

Rama began to feel faint as she tried to keep up. Suddenly, she detected

a slight movement at the entrance of the building and veered off, shouting, ‘Ashoke, come back!’

Santoshi was sitting at the foot of the staircase, holding Vijay to her bosom. She stood up when she saw them coming towards her.

‘How dare you?’ cried Rama and tried to snatch Vijay away. To her surprise, her son had both his arms around Santoshi’s neck and would not let go.

Santoshi explained, ‘Amma, I was waiting outside when the child came running out and went straight into the lift. Before I could react, the doors closed and the lift started moving down. I took the stairs and followed the lift all the way. I managed to grab a hold of the boy here in the lobby and then I immediately went up to your apartment. I rang the bell but Pati refused to open the door, I am sorry.’

Ashoke realized that Santoshi and Vijay had probably been going up in the second lift while Rama and he were rushing downstairs. Yet, something about the story didn’t seem quite right.

‘Why didn’t you take the second lift and go down to find Vijay?’ he queried. ‘And why didn’t you tell us?’

Santoshi cast him an incredulous look. ‘Sir I was scared that the child may get off on a random floor and fall down the stairs. I wasn’t thinking of what was right and proper. Thankfully, the lift did not stop on any floor but went all the way down.’

Ashoke felt chastened; he looked at Rama and smiled awkwardly. ‘I think you have found your domestic help,’ he said. ‘Let’s all go up, shall we? There’s still a mountain of work at home!’

Rama turned to Santoshi and said, ‘Thank you. Will you please come upstairs so that we can discuss the terms of your employment?’

Santoshi whispered softly into Vijay’s ear. He smiled and stretched out his arms. Rama scooped Vijay up in her arms and held him tightly as she felt the tears well up in her eyes.

As they walked to the lift, Ashoke asked his wife in a hushed tone, 'How did Vijay take to Santoshi so easily? She looks positively formidable and scary!'

Rama replied, 'A child is innocent and trusting. As we grow up, we become sceptics and taking a leap of faith becomes increasingly difficult.' Then she smiled, 'Or may be Vijay saw his new and strong aunty as his protector. He knew that I would be angry with him for running out of the house!'

Ashoke laughed.

Santoshi respectfully stood behind them at a distance. When the lift came and the family stepped inside, Santoshi heard Rama saying in a raised voice, 'And dear, the best decisions are made with the heart and not the head. Do you think I would have agreed to our marriage if it was the other way round?'

Santoshi smiled.

Glossary:

tandem: having two things arranged one in front of the other.

concatenation: series of interconnected things, sequence, succession

huff: express feeling of annoyance

matador: a bullfighter whose task is to kill the bull

trepidation: a feeling of fear or anxiety about something that may happen

foyer: an entrance hall or other open area in a building used by the public

melee: a confused fight or scuffle

salubrious: beneficial, healthy

temerity: excessive confidence, boldness, audacity

predicament: difficult, unpleasant or embarrassing situation

Comprehension:

I. Answer the following questions in one or two sentences each:

1. Where did Srinivasan's family live?
2. Mention the three principal seasons in Chennai as mentioned in the story.
3. What does the writer compare the atmosphere in Srinivasan's household to?
4. What news in "The Hindu" caught the attention of Ashoke?
5. Why was Rama angry and frustrated?
6. _____ is the sport popular in Tamilnadu during Pongal celebrations.
7. Savitri was
 - a) Vijay's mother
 - b) Ashoke's mother
 - c) Rama's mother
8. What bothered Rama's family?
9. Which newspaper was considered to provide the staple diet of news for the city of Chennai?
 - a) The Indian Express
 - b) The Hindu
 - c) The Times of India
10. Why was the doorbell not welcome in the mornings?
11. Who rang the doorbell and why?
12. Why was the family reluctant to offer the maid's job to Santoshi ?
13. What suggestions were given by Ashoke to his wife, to get rid of Santoshi?
14. Where had Vijay gone? Who found him?
15. According to Rama, the best decisions are made with the heart and not with the head. Do you think so?

II. Answer the following questions in about one page each:

1. What were the causes that lead to 'the raise in mercury levels' in Srinivasan's house?
2. What made Rama frustrated? How did Ashoke try to pacify her?
3. Write a note on Jallikattu as described in the story.

4. Compare the attitudes of Rama and Ashoke towards people like Santoshi.
5. How did Santoshi establish that she was badly in need of a job? Did she succeed in persuading Rama to offer a job to her?
6. Describe the situation that led to the acceptance of Santoshi into Rama's household.

III Answer the following questions in about two pages each:

1. Comment on the significance of the title of the story.
2. Trace the change in the attitude of Ashoke towards Santoshi.
3. How does the story address the issue of the challenges faced by LGBT community?

Suggested Reading:

- Gender Trouble -- Judith Butler

Extended Activity:

- Watch the Kannada movie, Nanu Avanalla Avalu
- Watch Episode 3 of Satyameva Jayathe Season 3.
- Collect information about the organizations that work for the causes of LGBT community.
- Create awareness in your neighbourhood about the legal rights of transgender in India.

3. SONNET- 106

-William Shakespeare

Approach to the Text

- “Beauty lies in the eyes of the beholder.” says John Keats. Discuss.
- Does Love lend perfection to beauty?



About the Poet:

William Shakespeare is the most famous and influential playwright in English literature. He wrote thirty-seven plays, one hundred fifty-four sonnets and two epic poems that reinvented and redefined English Language. His plays are categorized as comedies, tragedies and historical plays.

Sonnets

Shakespeare's 154 sonnets were first published in 1609. Shakespeare dedicated 126 sonnets to his friend and mentor. The critics have differences of opinion regarding the identity of the friend. The last 28 sonnets are addressed to a dark lady. The recurrent themes in his sonnets are love, beauty, gratitude, etc. Time and Death are considered to be the indomitable enemies of man and are discussed in many of his sonnets. Sonnets are fourteen lined poems. There are two types of sonnets: Petrarchan and Shakespearean. The Petrarchan sonnet is divided into two stanzas: Octave (abba abba) and Sestet (cdecde cdcdd). The Shakespearean sonnet consists of three quatrains, followed by a couplet.

Shakespeare retired from writing in 1616 and died three years later at the age of fifty-two. Most of his works were published posthumously in 1623.

Sonnet 106 describes the ‘beauty’ of the youth and the limited ability of words to represent his ‘worth’. The sonnet argues the priority of the physical world over the world represented in books. The theme of Immortality is explored and examined in the given sonnet.

When in the chronicle of wasted time,
 I see descriptions of the fairest wights,
 And beauty making beautiful old rhyme,
 In praise of ladies dead and lovely knights,
 Then, in the blazon of sweet beauty's best,
 Of hand, of foot, of lip, of eye, of brow,
 I see their antique pen would have express'd,
 Even such a beauty as you master now.
 So all their praises are but prophecies
 Of this our time, all you prefiguring;
 And, for they look'd but with divining eyes,
 They had not skill enough your worth to sing:
 For we, which now behold these present days,
 Have eyes to wonder, but lack tongues to praise.

Glossary:

chronicle: a written account of events ordered by time.

wights: living creatures, especially human beings or supernatural beings.

rhyme: verse or a tale told in verse

blazon: a literary catalogue of the physical attributes of a subject, usually female. This device was made popular by Petrarch and extensively followed by Elizabethan poets

antique pen: thoughts and words of past poets

prophecies: predictions

prefiguring: a specific instance in which something is foreseen

Comprehension:

I. Answer the following questions in a sentence or two:

1. Whom does the Speaker address in the sonnet?
2. What does a chronicle do?
3. Whose description does the Speaker give and where had he read it?
4. What does the 'antiques pen' mean?
5. Who lacks the 'tongues to praise'? Why?
6. The 'praises' are _____
a. prophecies b. prefiguring c. songs
7. Give an example of personification.

II. Answer the following questions in about a page each:

1. How did the ancient writers extol the beauty of Youth?
2. 'All their praises are but prophecies of this our time, all but you prefiguring'. What does the poet mean here?
3. How were the poets of the past able to describe such beauty?
4. Why does the poet say he lacks words to describe the beauty of his friend?

III. Answer the following questions in about two pages each:

1. How does the poet show his dissatisfaction about the poets of the past?
2. "Have eyes to wonder, but lack tongues to praise" is a statement of confession. Do you agree?
3. Identify the literary devices employed in the sonnet.
4. Comment on the 'time' motif employed in the sonnet. What exactly does "chronicles of wasted time" mean?
5. Do you think the poem records the flawless beauty of the friend or the love of the poet to him?

Suggested Reading:

- **Sonnet 50**

by Samuel Daniel

Beauty, sweet Love, is like the morning dew,
 Whose short refresh upon the tender green
 Cheers for a time, but till the sun doth shew,
 And straight 'tis gone as it had never been.
 Soon doth it fade that makes the fairest flourish,
 Short is the glory of the blushing rose,
 The hue which thou so carefully dost nourish,
 Yet which at length thou must be forced to lose.
 When thou, surcharged with burthen of thy years,
 Shalt bend thy wrinkles homeward to the earth,
 And that, in beauty's lease expired, appears
 The date of age, the Kalends of our death—
 But ah, no more! this must not be foretold,
 For women grieve to think they must be old.

Extended Activity:

- **Figures of Speech and Literary Devices:** The choice of word is a conscious choice or selection of specific word/s in order to achieve the intention or main idea to convey the specific ideas and a more precise meaning to the readers. The reader needs to focus on why an author/writer opts to use the word/s s/he does.

The following are the examples of Figures of Speech and literary devices:

- Metaphor
- Personification
- Alliteration

▶ **Metaphor:** an imaginative comparison of two unlike things that does not use either like or as.

Example: Her mother's love was a **lighthouse** in the storm of disappointment.

▶ **Personification:** Inanimate objects being given the characteristics of a human being.

Example: She did not realize that **opportunity was knocking** at her door.

▶ **Alliteration:** placing words with the same beginning consonant sound next to each other or in very close succession in order to create a sound element.

Example: many merry maidens meet

Exercise:

- Identify the examples for each of the figure of speech discussed above and literary devices in Sonnet 106.
- Identify the figures of speech in Sonnet 50 given for suggested reading.

4. THE SPORTING SPIRIT

- George Orwell

Approach to the Text:

- Sports can be unifying factor between nations. Do you agree?
- On-field rivalries in Cricket like Indo-Pak, Australia-New Zealand, England- West Indies are crowd pulling contests. Why?
- Crowd behaviour and mob mentality displayed in many events are considered unfair. Discuss.
- Is true sporting spirit missing nowadays amidst sledging and needless aggression? Discuss with examples.



GEORGE ORWELL is the pen name of **ERIC ARTHUR BLAIR** (1903-1950). He was a famous English novelist, essayist, journalist and critic, who wrote in lucid prose about social justice, totalitarianism and democratic socialism. Literary criticism was his forte. His famous works include *Animal Farm*, *Nineteen Eighty-Four*, *The Road to Wigan Pier*, *Homage to Catalonia*, *Coming Up for Air* and others. In this essay, he throws light on the sporting spirit and culture prevalent during his times. It also forces readers to look at sporting spirit in modern times.

Now that the brief visit of the Dynamo football team has come to an end, it is possible to say publicly what many thinking people were saying privately before the Dynamos ever arrived. That is, that sport is an unfailing cause of ill-will, and that if such a visit as this had any effect at all on Anglo-Soviet relations; it could only be to make them slightly worse than before.

Even the newspapers have been unable to conceal the fact that at least two of the four matches played led to much bad feeling. At the Arsenal match, I am told by someone who was there, a British and a Russian player came to blows and the crowd booed the referee. The Glasgow match, someone else informs me, was simply a free-for-all from the start. And then there was the controversy, typical of our nationalistic age, about the composition of the Arsenal team. Was it really an all-England team, as claimed by the Russians, or merely a league team, as claimed by the British? And did the Dynamos end their tour abruptly in order to avoid playing an all-England team? As usual, everyone answers these questions according to his political predilections. Not quite everyone, however. I noted with interest, as an instance of the vicious passions that football provokes, that the sporting correspondent of the Russophile *News Chronicle* took the anti-Russian line and maintained that Arsenal was not an all-England team. No doubt the controversy will continue to echo for years in the foot-notes of history books. Meanwhile the result of the Dynamos' tour, in so far as it has had any result, will have been to create fresh animosity both sides.

And how could it be otherwise? I am always amazed when I hear people saying that sport creates goodwill between the nations, and that if only the common people of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield. Even if one didn't know from concrete examples (the 1936 Olympic Games, for instance) show that international sporting contests lead to orgies of hatred, one could deduce it from general principles.

Nearly all the sports practiced nowadays are competitive. You play to win, and the game has little meaning unless you do your utmost to win. On the village green, where you pick up sides and no feeling of local patriotism is involved, it is possible to play simply for the fun and exercise: but as soon as the question of prestige arises, as soon as you feel that you and some larger unit will be disgraced if you lose, the most savage combative instincts are aroused. Anyone who has played even in a school football match knows this. At the international level sport is frankly mimic warfare. But the significant thing is not the behaviour of the players but the attitude of the spectators: and, behind the spectators, of the nations who work themselves into furies over these

absurd contests, and seriously believe-at any rate for short periods-that running, jumping and kicking a ball are tests of national virtue.

Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will, as we saw in the controversy over body-line bowling and over the rough tactics of the Australian team that visited England in 1921. Football, a game in which everyone gets hurt and every nation has its own style of play which seems unfair to foreigners, is far worse. Worst of all is boxing. One of the most horrible sights in the world is a fight between white and coloured boxers before a mixed audience. But a boxing audience is always disgusting, and the behaviour of the women, in particular, is such that the army, I believe, does not allow them to attend its contests. At any rate two or three years ago, when Home Guards and regular troops were holding a boxing tournament, I was placed on guard at the door of the hall, with orders to keep the women out.

In England, the obsession with sport is bad enough, but even fiercer passions are aroused in your countries where games playing and nationalism are both recent developments. In countries like India or Burma, it is necessary at football matches to have strong cordons of police to keep the crowd from invading the field. In Burma, I have seen the supporters of one side break through the police and disable the goalkeeper of the opposing side at a critical moment. The first big football match that was played in Spain about fifteen years ago led to an uncontrollable riot. As soon as strong feelings of rivalry are aroused, the notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated, and they forget that victory gained through cheating or through the intervention of the crowd is meaningless. Even when the spectators don't intervene physically they try to influence the game by cheering their own side and 'rattling' opposing players with boos and insults. Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words it is war minus the shooting.

Instead of blah-blahing about the clean, healthy rivalry on the football field and the great part played by the Olympic Games in bringing the nations together, it is more useful to inquire how and why this modern cult of sport arose. Most of the games we now play are of ancient origin, but sport does not seem to have been taken very seriously between Roman times and the nineteenth century. Even in the English public schools the games cult did not start till the later parts of the last century. Dr. Arnold, generally regarded as the founder of the modern public school, looked on games as simply a waste of time. Then, chiefly in England and the United States, games were built up into a heavily-financed activity, capable of attracting vast crowds and rousing savage passions, and the infection spread from country to country. It is the most violently combative sports, football and boxing, that have spread the widest. There cannot be much doubt that the whole thing is bound up with the rise of nationalism—that is, with the lunatic modern habit of identifying oneself with large power units and seeing everything in terms of competitive prestige. Also, organized games are more likely to flourish in urban communities, where the average human being lives a sedentary or at least a confined life and does not get much opportunity for creative labour. In a rustic community a boy or young man works off a good deal of his surplus energy by walking, swimming, snowballing, climbing trees, riding horses, and by various sports involving cruelty to animals, such as fishing, cock-fighting and ferreting for rats. In a big town one must indulge in group activities if one wants an outlet for one's physical strength or for one's sadistic impulses. Games are taken seriously in London and New York, and they were taken seriously in Rome and Byzantium: in the Middle Ages they were played, and probably played with much physical brutality, but they were not mixed up with politics or a cause of group hatreds.

If you wanted to add to the vast fund of ill-will existing in the world at this moment, you could hardly do it better than by a series of football matches between Jews and Arabs, Germans and Czechs, Indians and British, Russians and Poles, and Italians and Yugoslavs, each match to be watched by a mixed audience of 100,000 spectators. I do not, of course, suggest that sport is one of the main causes of International rivalry; big-scale sport is itself, I think, merely another effect of the causes that have produced nationalism. Still, you do make things

worse by sending forth a team of eleven men, labelled as national champions, to do battle against some rival team, and allowing it to be felt on all sides that which-ever nation is defeated will 'lose face'.

I hope, therefore, that we shan't follow up the visit of the Dynamos by sending a British team to the USSR. If we must do so, then let us send a second-rate team which is sure to be beaten and cannot be claimed to represent Britain as a whole. There are quite enough real causes of trouble already, and we need not add to them by encouraging young men to kick each other on the shins amid the roars of infuriated spectators.

Glossary:

Dynamos, Arsenal, Glasgow: famous football clubs

predilections: personal liking or favoring someone or something

vicious: violent, destructive

russophile: fond of Russia, Russian-friendly

animosity: hatred

sedentary: not moving, slightly inactive

ferreting: hunting, searching for

shin: the front part of the leg below the knee

unfailing: without fail, reliably

ill will: grudge, utter dislike

orgies: excessive indulgence, demonstration of sadistic celebration

Comprehension:-

I. Answer the following in one or two sentences:

1. Which football team visited England?
2. Name the two venues which hosted the matches.
3. What was the controversial stand taken by the sports correspondent of News Chronicle?

4. When do 'the most savage combative instincts' arouse among the players?
5. How does one come to a conclusion that sports practised nowadays are competitive?
6. At the international level, sports is frankly _____
7. Name any two games, other than football, where game may cause ill will and animosity.
8. The Australia-England Cricket Series in 1921 was marred by _____ controversy.
9. When does, the notion of playing the game according to rules, vanish?
10. The spectators their own side and the opposing players.
11. Who is Dr. Arnold and what is his take on games?
12. Which are the activities that a rustic boy involves himself in?
13. What does the writer suggest regarding sending a soccer team to USSR?
14. The rise of nationalism is one of the reasons causing ill will in sports.

TRUE/FALSE

15. Other than England and Russia, where else can we find sports as obsession, as mentioned in the lesson?

II. Answer the following in about a page each:

14. How does the writer relate the brief visit of the Dynamo football team with Anglo-Soviet Relations?
15. Describe the two incidents of bad feeling that occurred between England and Russia.
16. How does a game get converted into a mimic warfare?
17. How does one see ill will and ugly rivalry in Cricket and Boxing?
18. Explain the episodes of extreme obsession towards sports in India, Burma and Spain.
19. How do spectators get involved in games?

20. The sporting life of urban and rural folk is different. Explain with examples.
21. How are games perceived by the people of changing times?
22. Big events like Olympic Games are aimed at bringing nations together. Does Orwell subscribe to this view? Explain.
23. As Orwell says sports is 'war minus the shooting'. Do you agree?

II. Answer the following in about two pages each:

24. How do matches turn out to be battlegrounds, according to Orwell?
25. 'Nationalistic feelings are detrimental to both sports and the relations between nations'. Discuss.
26. George Orwell covers football, cricket, boxing and other sports to demonstrate the pseudo-sporting culture. Explain.
27. What is the true sporting spirit? Does it really exist in modern times? Substantiate with reference to the lesson.

Vocabulary Activity: Match the following:

A	B
1 Dynamos	a Rattle the opposing players by Booming
2 1936	b Leisurely and graceful game
3 Cricket	c Founder of modern public school
4 Body-line bowling	d Russian soccer team
5 Unruly Spectators	e Involving cruelty
6 Dr. Arnold	f Olympic Games
7 Cock-fighting	g Australia-England series

Suggested Reading:

- **Sunny Days-** Sunil Gavaskar
- **Playing it My Way-** Sachin Tendulkar
- **The Test of My Life-** Yuvraj Singh
- **Touched by God: How We Won the Mexico'86 World Cup-** Diego Maradona
- **The Greatest: My Own Story-** Muhammad Ali
- **The Nice Guy Who Finished First -** A Biography of Rahul Dravid by Devendra Prabhu Desai

Extended Activity:

- Watch movies like Chak De India, Bhag Milkha Bhag and M S Dhoni - The Untold Story.
- Watch the Semifinal of Cricket World Cup 1996 between India-Sri Lanka.
- Watch a few matches where fair play and sportsmanship are demonstrated.
- Conduct a debate in the class about the relevance of sporting spirit.

5. MARRIAGE IS A PRIVATE AFFAIR

- Chinua Achebe

Approach to the text:

- What do you think about marriage? Is there a change in the concept of marriage compared to the past?
- What is your opinion about arranged and love Marriages?
- Do you think the acceptance of love marriage by the society is a sign of progress and supporting the idea of arranged marriage is an orthodox or conventional attitude?



About the Author:

Chinua Achebe (1930-2013) is one of Africa's most famous contemporary authors. A member of the Ibo people of eastern Nigeria, Achebe was born in the village of Ogidi, where his father taught at a Christian mission school. As a child, Achebe learned both Ibo and English, the language in which he usually writes in. In addition to novels and short stories, Achebe has written children's books, essays, and poetry. Commenting on what made him consider becoming a writer, Achebe stated, "I read some appalling European novels about Africa . . . and realized that our story could not be told for us by anyone else."

Background to the story

This story takes place in the West African country of Nigeria. It focuses on a conflict between a father and son who belong to the Ibo community, one of Nigeria's largest ethnic groups. The father lives in an Ibo village where people follow traditional practices, such as choosing spouses for their children. The son has moved to Lagos, a large and ethnically diverse city. In Lagos and

Other urban areas, modern practices have displaced many of the village traditions. The tension between old and new ways of life sometimes creates conflict within families, especially between generations.

“Have you written to your dad yet?” asked Nene one afternoon as she sat with Nnaemeka in her room at 16 Kasanga Street, Lagos.

“No. I’ve been thinking about it. I think it’s better to tell him when I get home on leave!”

“But why? Your leave is such a long way off yet—six whole weeks. He should be let into our happiness now.”

Nnaemeka was silent for a while, and then began very slowly as if he groped for his words: “I wish I were sure it would be happiness to him.”

“Of course it must,” replied Nene, a little surprised.

“Why shouldn’t it?”

“You have lived in Lagos all your life and you know very little about people in remote parts of the country.”

“That’s what you always say. But I don’t believe anybody will be so unlike other people that they will be unhappy when their sons are engaged to marry.”

“Yes. They are most unhappy if the engagement is not arranged by them. In our case it’s worse—you are not even an Ibo.”

This was said so seriously and so bluntly that Nene could not find speech immediately. In the cosmopolitan atmosphere of the city it had always seemed to her something of a joke that a person’s tribe could determine whom he married.

At last she said, “You don’t really mean that he will object to your marrying me simply on that account? I had always thought you Ibos were kindly disposed to other people.”

“So we are. But when it comes to marriage, well, it’s not quite so simple. And this,” he added, “is not peculiar to the Ibos. If your father were alive and lived in the heart of Ibibio-land he would be exactly like my father.”

“I don’t know. But anyway, as your father is so fond of you, I’m sure he

will forgive you soon enough. Come on then, be a good boy and send him a nice lovely letter . . .”

“It would not be wise to break the news to him by writing. A letter will bring it upon him with a shock. I’m quite sure about that.”

“All right, honey, suit yourself. You know your father.”

As Nnaemeka walked home that evening he turned over in his mind different ways of overcoming his father’s opposition, especially now that he had gone and found a girl for him. He had thought of showing his letter to Nene but decided on second thoughts not to, at least for the moment. He read it again when he got home and couldn’t help smiling to himself. He remembered Ugoye quite well, an Amazon of a girl who used to beat up all the boys, himself included, on the way to the stream, a complete dunce at school.

I have found a girl who will suit you admirably—Ugoye Nweke, the eldest daughter of our neighbour, Jacob Nweke. She has a proper Christian upbringing. When she stopped schooling some years ago her father (a man of sound judgment) sent her to live in the house of a pastor where she has received all the training a wife could need. Her Sunday school teacher has told me that she reads her Bible very fluently. I hope we shall begin negotiations when you come home in December.

On the second evening of his return from Lagos, Nnaemeka sat with his father under a cassia tree. This was the old man’s retreat where he went to read his Bible when the parching December sun had set and a fresh, reviving wind blew on the leaves.

“Father,” began Nnaemeka suddenly, “I have come to ask for forgiveness.”

“Forgiveness? For what, my son?” he asked in amazement.

“It’s about this marriage question?” “Which marriage question?”

“I can’t—we must—I mean it is impossible for me to marry Nweke’s daughter.”

“Impossible? Why?” asked his father.

“I don’t love her.”

“Nobody said you did. Why should you?” he asked. “Marriage today is different . . .”

“Look here, my son,” interrupted his father, “nothing is different. What one looks for in a wife are a good character and a Christian background.”

Nnaemeka saw there was no hope along the present line of argument.

“Moreover,” he said, “I am engaged to marry another girl who has all of Ugoye’s good qualities, and who . . .”

His father did not believe his ears. “What did you say?” he asked slowly and disconcertingly.

“She is a good Christian,” his son went on, “and a teacher in a Girls’ school in Lagos.”

“Teacher, did you say? If you consider that a qualification for a good wife I should like to point out to you, Emeka, that no Christian woman should teach. St. Paul in his letter to the Corinthians says that women should keep silence.” He rose slowly from his seat and paced forwards and backwards. This was his pet subject, and he condemned vehemently those church leaders who encouraged women to teach in their schools. After he had spent his emotion on a long homily heat last came back to his son’s engagement, in a seemingly milder tone.

“Whose daughter is she, anyway?”

“She is Nene Atang.”

“What!” All the mildness was gone again. “Did you say Neneataga, what does that mean?”

“Nene Atang from Calabar. She is the only girl I can marry.” This was a very rash reply and Nnaemeka expected the storm to burst. But it did not. His father merely walked away into his room. This was most unexpected and perplexed Nnaemeka. His father’s silence was infinitely more menacing than a flood of threatening speech. That night the old man did not eat.

When he sent for Nnaemeka a day later he applied all possible ways of dissuasion. But the young man’s heart was hardened, and his father eventually gave him up as lost.

“I owe it to you, my son, as a duty to show you what is right and what is wrong. Whoever put this idea into your head might as well have cut your throat. It is Satan’s work.” He waved his son away.

“You will change your mind, Father, when you know Nene.”

“I shall never see her,” was the reply. From that night the father scarcely spoke to his son. He did not, however, cease hoping that he would realize how serious was the danger he was heading for. Day and night he put him in his prayers.

Nnaemeka, for his own part, was very deeply affected by his father’s grief. But he kept hoping that it would pass away. If it had occurred to him that never in the history of his people had a man married a woman who spoke a different tongue, he might have been less optimistic. “It has never been heard,” was the verdict of an old man speaking a few weeks later. In that short sentence he spoke for all of his people. This man had come with others to commiserate with Okeke when news went round about his son’s behaviour. By that time the son had gone back to Lagos.

“It has never been heard,” said the old man again with a sad shake of his head.

“What did Our Lord say?” asked another gentleman. “Sons shall rise against their Fathers; it is there in the Holy Book.”

“It is the beginning of the end,” said another.

The discussion thus tending to become theological, Madubogwu, a highly practical man, brought it down once more to the ordinary level.

“Have you thought of consulting a native doctor about your son?” he asked Nnaemeka’s father.

“He isn’t sick,” was the reply.

“What is he then? The boy’s mind is diseased and only a good herbalist can bring him back to his right senses. The medicine he requires is Amalile, the same that women apply with success to recapture their husbands’ straying affection.”

“Madubogwu is right,” said another gentleman. “This thing calls for medicine.”

“I shall not call in a native doctor.” Nnaemeka’s father was known to be obstinately ahead of his more superstitious neighbours in these matters. “I will not be another Mrs. Ochuba. If my son wants to kill himself let him do it with his own hands. It is not for me to help him.”

“But it was her fault,” said Madubogwu. “She ought to have gone to an honest herbalist. She was a clever woman, nevertheless.”

“She was a wicked murderess,” said Jonathan who rarely argued with his neighbours because, he often said, they were incapable of reasoning. “The medicine was prepared for her husband, it was his name they called in its preparation, and I am sure it would have been perfectly beneficial to him. It was wicked to put it into the herbalist’s food, and say you were only trying it out.”

Six months later, Nnaemeka was showing his young wife a short letter from his father:

It amazes me that you could be so unfeeling as to send me your wedding picture. I would have sent it back. But on further thought I decided just to cut off your wife and send it back to you because I have nothing to do with her. How I wish that I had nothing to do with you either.

When Nene read through this letter and looked at the mutilated picture her eyes filled with tears, and she began to sob.

“Don’t cry, my darling,” said her husband. “He is essentially good-natured and will one day look more kindly on our marriage.” But years passed and that one day did not come.

For eight years, Okeke would have nothing to do with his son, Nnaemeka. Only three times (when Nnaemeka asked to come home and spend his leave) did he write to him.

“I can’t have you in my house,” he replied on one occasion. “It can be of no interest to me where or how you spend your leave—or your life, for that matter.”

The prejudice against Nnaemeka’s marriage was not confined to his little village. In Lagos, especially among his people who worked there, it showed itself in a different way. Their women, when they met at their village meeting were not hostile to Nene. Rather, they paid her such excessive deference as to make her feel she was not one of them. But as time went on, Nene gradually broke through some of this prejudice and even began to make friends among them. Slowly and grudgingly they began to admit that she kept

her home much better than most of them.

The story eventually got to the little village in the heart of the Ibo country that Nnaemeka and his young wife were a most happy couple. But his father was one of the few people who knew nothing about this. He always displayed so much temper whenever his son's name was mentioned that everyone avoided it in his presence. By a tremendous effort of will he had succeeded in pushing his son to the back of his mind. The strain had nearly killed him but he had persevered, and won.

Then one day he received a letter from Nene, and in spite of himself he began to glance through it perfunctorily until all of a sudden the expression on his face changed and he began to read more carefully.

. . . Our two sons, from the day they learnt that they have a grandfather, have insisted on being taken to him. I find it impossible to tell them that you will not see them. I implore you to allow Nnaemeka to bring them home for a short time during his leave next month. I shall remain here in Lagos . . .

The old man at once felt the resolution he had built up over so many years falling in. He was telling himself that he must not give in. He tried to steel his heart against all emotional appeals. It was a re-enactment of that other struggle. He leaned against a window and looked out. The sky was overcast with heavy black clouds and a high wind began to blow filling the air with dust and dry leaves. It was one of those rare occasions when even Nature takes a hand in a human fight. Very soon it began to rain, the first rain in the year. It came down in large sharp drops and was accompanied by the lightning and thunder which mark a change of season. Okeke was trying hard not to think of his two grandsons. But he knew he was now fighting a losing battle. He tried to hum a favourite hymn but the pattering of large raindrops on the roof broke up the tune. His mind immediately returned to the children. How could he shut his door against them? By a curious mental process he imagined them standing, sad and forsaken, under the harsh angry weather—shut out from his house.

That night he hardly slept, from remorse—and a vague fear that he might die without making it up to them.

Glossary:

groped	: to search or to attempt to find something
cosmopolitan	: composed of people from all over the world.
parching	: to burn the surface of, to scorch; to dry to extremity.
vehemently	: in forceful or intense manner
dissuasion	: to convince not to try to do.
Calabar	: a seaport in southeastern Nigeria.
deference	: great respect; the willingness to carry out the wishes of others.
Herbalist	: a person who is expert in the use of medicinal herbs.
persevered	: repeatedly in pursuit of an undertaking, task, journey or goal.
re-enactment	: the repetition of an earlier event, as a performance or social event

Comprehension:

I. Answer the following questions in one or two sentences each:

1. Mention the place where Nene and Nnaemeka lived? What were they talking about?
2. According to Nnaemeka, the parents would be unhappy if
 - a. their daughters' get engaged
 - b. their sons' engagement is not arranged by them.
 - c. their children marry within the community.
3. How long had Nene Atang and Nnaemeka been married?
4. Who wrote a letter and to whom was it addressed?
5. What makes Nene Atang feel that she is an outcast and does not belong to the Ibo Community?
6. Where did Nnaemeka and his father sit on the second evening? Why was that place important?
7. Who did Okeke choose to get his son engaged to? What picture of the girl did Nnaemeka have?

8. What answer does Okeke give to Nnaemeka, when he tells him that Nene is a teacher?
9. Who is Madubogwu and what suggestion did he give to Nnameka's father?
10. What effect did the letter from Nene have on the old man?

II. Answer the following questions in about a page each:

1. How does the short story depict the conflict between two different generations?
2. Describe the relationship of Nene Atang and Nnaemeka.
3. The grandchildren become the key factor for the parents to get re-acceptance in the family. Substantiate the statement with reference to the short story.

III. Answer the following questions in about two pages each:

1. The title of the short story "Marriage Is a Private Affair" is an irony. Elucidate it with reference to the short story.
2. How does the story bring out the moral dilemma created when the cultures clash?
3. Explain the internal conflict of Okeke. What effect does the thunderstorm have on his internal conflict?
4. In what way does the story reflect the ignorance and superstitions of the Ibo people?

Suggested Reading:

- *Romeo and Juliet* (1597) and *Othello* (1603) by William Shakespeare
- *Another Country* (1962) by James Baldwin
- *Americanah* (2013) by Chimamanda Ngozi Adichie
- *The Gypsy Moth Summer* (2017) by Julia Fierro
- Watch the Movie *Two States*

Extended Activity:

- The factors such as community, race, class, ethnicity, religion, gender and region are crucial in shaping a person and a major factor influencing decisions on marriage. Discuss in groups.

Vocabulary:

The root of the vocabulary word cosmopolitan can be traced to the Greek word kosmos, which means “world.” This root has given rise to a family of words. If you are familiar with the other word parts in a word with the root cosmo or cosm, you can often figure out the word’s meaning.

PRACTICE: Use a dictionary to find four words containing the root *cosmo* or *cosm*. Define each word.

- Cosmosophy: Understanding of the Universe.
- _____
- _____
- _____

⇒ Identify some more words from the lesson.

6. ON BUYING AND SELLING

- Khalil Gibran

Approach to the text:

- What do you think of Celebrities advertising products which they don't use?
- Is Customer really the King?
- Can ethics in business root out greed and hunger in the world?
- Imagine that you bought a washing machine and it developed problems the very first day. How would you present your plea before the seller?



About the author

Khalil Gibran was a Lebanese writer, philosopher, poet and artist known for his philosophical outlook. While his early writing was in Arabic, much of his work published after 1918 was in English. His first book was *The Madman*, a slim volume of aphorisms and parables written in Biblical cadence somewhere between poetry and prose. Some of his works are *The Earth Gods*, *The God of the Prophet*, *Sand and Foam* and *Spirits Rebellious*. *The Prophet*, a book of 26 prose, poetry and fables written in English is considered to be Gibran's best work.

On Buying and Selling is an extract from *The Prophet* in which the poet emphasizes the need to strengthen the bond between human beings and nature. The traders or merchants must be grateful to mother earth and vow not to exhaust natural resources. Traders need to acknowledge the hardship faced by farmers, weavers, potters, etc. and adhere to the ethical standards. No trader shall indulge in unethical practices while buying from them.

And a merchant said, Speak to us of Buying and Selling.

And a merchant said, Speak to us of Buying and Selling.

And he answered and said:

To you the earth yields her fruit, and you shall not want if you but know how to fill your hands.

It is in exchanging the gifts of the earth that you shall find abundance and be satisfied.

Yet unless the exchange be in love and kindly justice it will but lead some to greed and others to hunger.

When in the market-place you toilers of the sea and fields and vineyards meet the Weavers and the potters and the gatherers of spices ---

Invoke then the master spirit of the earth, to come into your midst and sanctify the scales and the reckoning that weighs value against value.

And suffer not the barren-handed to take part in your transactions, who would sell their words for your labour.

To such men you should say:

‘Come with us to the field, or go with our brothers to the sea and cast your net;

For the land and the sea shall be bountiful to you even as to us.’

And if there come the singers and the dancers and the flute-players, - buy of their gifts also.

For they too are gatherers of fruit and frankincense, and that which they bring, though fashioned of dreams, is raiment and food for your soul.

And before you leave the market-place, see that no one has gone his way with empty hands.

For the master spirit of the earth shall not sleep peacefully upon the wind till the needs of the least of you are satisfied.

Glossary:

toilers of the sea and fields: fishermen and farmers

sanctify the scales: to enforce fairness in deals

barren handed: merchants who make the most of every deal without any hardship (can be middlemen as well)

master spirit of Earth: spirit of Justice

frankincense: sometimes referred to as olibanum, is a common essential oil used in aromatherapy (Ref. to art)

raiment: comes from the Old French word ‘areer’ or ‘to array’ meaning decorative clothing.

Comprehension:**I. Answer the following questions in one or two sentences each:**

1. Buying and Selling is a _____
a) game b) practice c) trade d) sport
2. Who does the poet address in the poem, “On Buying and Selling”?
3. What gives a sense of abundance and satisfaction to the merchants according to the poet?
4. What does the unfair and unjust trade lead to?
5. Who are the ‘barren handed’?

II. Answer the following questions in about a page each:

1. What does the poet mean by ‘gifts of Earth’?
2. Why must the ‘master spirit of the earth’ be invoked, according to the poet?

3. Why the 'barren handed' should not be allowed to interfere in trade?
4. What, according to the poet, are 'gifts fashioned of dreams'?
5. In what way do the gifts of singers and flute players benefit the people?
6. What advice should the traders give the middlemen?
7. When can the 'master spirit of the earth' rest peacefully?

III. Answer the following questions in about two pages each:

1. How does Khalil Gibran establish that Nature is kind and generous?
2. Do you think the poet emphatically states that the fruits of Earth belong to everybody? Substantiate.
3. Does the poem talk about fairness and justice in trade and Ethics in Business? Discuss.
4. What measures do you suggest to avoid the exploitation of the farmers by the middlemen?

Vocabulary:

Match the phrases in Column A with their implied meaning in Column B.

A	B
1. Buying and Selling	artists
2. Barren handed	trading center
3. Market place	transaction
4. Value against value	middlemen
5. Gatherers of fruit and frankincense	fair deal

Suggested Reading:

- **The Prophet** Khalil Gibran

Extended Activity

- Collect information about the Consumer Protection Act, 1986.
- Organize a consumer awareness programme at your college and submit a report.

7. TOWARDS A COMPETITIVE NATION

- A.P.J. Abdul Kalam

Approach to the Text:

- Competition is a motivating factor for progress. Do you agree?
- In the present day world, competition is powered by knowledge. Knowledge is powered by technology and innovation. In what different ways can knowledge pave the way for progress of a nation?



About the Author:

A.P.J. Abdul Kalam was born on October 15th 1931 and passed away on July 27th, 2015. He is an acclaimed personality, born and raised in Rameshwaram, Tamil Nadu. He studied Physics and Aerospace Engineering. He was the 11th President of India. (from 2002-2007) He was a scientist and Science Administrator in DRDO and ISRO. He is known as the Missile man of India. The present essay is an extract taken from ‘Turning Points’—A Journey Through Challenges, the inspiring sequel to ‘Wings of Fire’.

The majority of Indian population lives in the villages. And that is the real challenge for the scientific community; to use the results of technology to enrich the lives of the 750 million people who live there.

In my fifty-five year career in the fields of science and technology, I have always believed that keeping ahead in these two areas is the only way for a developing nation to become a developed nation. The three major areas on which we must focus are nanotechnology, e-governance and bio-diesel. With

regard to creating a favorable environment for innovation, I felt, why not make a start in Rashtrapathi Bhavan itself?

Complex and new initiatives require the combined thinking of many specialists, the consideration of different opinions and a collective effort to execute missions and action. In this regard, there were three unique events that took place in Rashtrapati Bhavan and Rashtrapati Nilayam, the presidential retreat in Secunderabad. These were a nanotechnology conference, an e-governance conference and a bio –diesel conference .In terms of potential impact on the future of the country, each of these events was very significant.

I had long been discussing with Prof. C.N.R. Rao —honorary president of the Jawaharlal Nehru Centre for Advanced Scientific Research in Bengaluru-and many other specialists in India and abroad the future directions in the research and development of nanoscience technology and its potential applications in areas like agriculture, medicine, space and energy. These discussions prompted me to host a full-day conference in Rashtrapati Bhavan .The discussions and recommendations eventually resulted in a coordinated programme with an outlay of Rs. 1,000 crore. This programme led to several important advances and innovations. For example, I was delighted to learn that scientists from the Banaras Hindu University had devised a simple method to produce carbon nano–tube filters that efficiently remove micro- to nano-scale contaminants from water and heavy hydrocarbons from petroleum. The scientists and technologists of Delhi University in partnership with a private company, Dabur, have successfully developed a drug delivery system that directly targets tumour cells.

Efficient, result-oriented and transparent governance is a prerequisite for a developed India and our progress as a knowledge society. An integrated system with a decentralized set-up at the state, district and village level is essential for this. The planning and implementation of this requires a concerted effort from the central and state government as well as private and public sector participation. Keeping this in mind, an e-governance conference was held with the participation of concerned agencies. We also introduced a system of e-governance in Rashtrapathi Bhavan. I have addressed the judiciary, audit agencies and many other sectors on this subject. A

presentation was also made to the Commonwealth meet, which was well appreciated .It is my hope that an e-governance system with smart identification cards for each citizen will make for effective services and will also contribute to our fight against extremism and terrorism.

I believe that the two key areas that will be sources of conflict in the future are water and energy. One of the governors' conferences addressed the water issue in terms of maintenance of water bodies, conservation of this resource and the networking of rivers both within states and nationally. I have been propagating energy independence from fossil fuels as the need of the hour. One key initiative in this regard is developing biofuel. To highlight this and to consider all aspects of the initiative in an integrated way, we hosted a conference at Rashtrapathi Nilayam. Among others, the conference was attended by farmers who have experience in this field and are also potential users, The vice chancellors of agricultural universities explained the research on different aspects like seed characteristics and irrigation needs of plants which could be used as sources of biofuel. Government officials raised issues related to allotment of non-fertile lands. Automobile designers talked about a mix of biofuel and diesel that could be used without any changes in engine design and the changes required if the percentage of biofuel used were to be higher. Business representatives talked about investments and breakeven points. I presented my concept for the use of biofuel .At the end of the conference recommendations were drawn up and circulated to the concerned parties. I am glad that a biofuel policy has now been evolved.

In addition to these three conferences, there was another technological event which germinated from Rashtrapati Bhavan.

In 2006, the then chairman of ISRO briefed me on his future space plans including the Chandrayaan mission to explore the moon, which I am sure is just the first step towards further planetary explorations and manned missions. Regarding the proposed moon mission, he told me that the spacecraft would orbit the moon and transmit scientific information on the chemical, mineralogical and geological characteristic of the heavenly body. He also told me that the mission would carry a variety of scientific instruments, which ISRO

was in the process of finalizing. I suggested that the mission could include a combined entry package to the moon with at least one telemetry channel, with density or pressure measurement or tone ranging. This payload would enable us to gather data directly from the moon's surface. The chairman promised to include this payload. This led to the birth of the Moon Impact Probe as a part of the Chandrayaan mission. To my delight, the probe landed on the moon's surface on 14 November 2008 exactly in the pre-determined area. I congratulated the ISRO team for this fine achievement.

These two highly technical initiatives took place at the instance of Rashtrapati Bhavan. I was very happy to be a partner in such promising ventures.

When I was studying the global innovation report for the year 2011, I found that as per the Global Innovation Index, Switzerland is ranked 1, Sweden 2, Singapore 3, Hong Kong 4, and India 62. There is a relationship between the innovation index and competitiveness. While India is 62 in the index, our ranking in Global Competitiveness Index was 56 in 2010-11. If India has to graduate from 56 and become equal to the developed nations (within the top 10), it is essential that we build indigenous design capability. The present growth has been achieved by the use of technologies essentially developed elsewhere based on scientific discoveries and patents generated ten to fifteen years earlier. The latest technologies resulting from scientific advances are not available from developed countries to India at least for a decade. Hence, research is vital, particularly in basic sciences, to take up India's global competitiveness to the desired level. I give below the result of one endeavor where India developed the required technology.

We crossed a milestone recently. On 19 April 2012, the tension sharpened at the launch area at Wheeler Island on the Odisha coast as the massive, 50-tonne, 17.5-meter-high Agni V missile was elevated into the vertical launch position, and the pre-launch checks began. At 8.07 a.m. the countdown began and a giant ball of fire leaped out as the missile's first stage ignited. As Agni V rose smoothly off the launch pad, scientists checked its systems audibly on the

public address system, their voices calm, in contrast to the tension among the viewers. After 90 seconds, the first stage burnt out and separated. The missile was travelling at exactly the speed it should have been. Then, on schedule, the all- new composite second stage burnt out and separated.

Within minutes, the missile was in space, streaking southwards for 2,000 km until it crossed the equator. Then, it hurtled along for another 3,000 km, re-entering the atmosphere over the Tropic of Capricorn and splashing down between the southern tip of Africa and Australia. From launch to splashdown it took just 20 minutes. Indian naval vessels tracked the missile all along its course, including at the terminal stage. The missile hit the target within the pre- determined accuracy.

The IGMDP was sanctioned at a cost of nearly Rs. 400 crore in 1983. This programme envisaged development, production and deployment of four missile systems namely, a surface-to-surface missile (Prithvi); a medium-range surface-to -air missile (Akash); a short-range quick reaction surface-to-air missile (Trishul); and an anti-tank missile (Nag). In addition, a technology demonstration missile (Agni) was also a part of the programme, which was intended to show the re-entry characteristics of a long-range missile. This technology was first demonstrated on the Odisha coast in May 1989. Subsequently longer ranges of Agni I, II, III and IV were demonstrated during the last two decades with increasing range capabilities. And finally the scientists and engineers of DRDO facilitated the flight testing of Agni V, which is a 5,000 km range missile. All these missiles come under the category of MTCR (Missile Technology Control Regime) and other sanctions. Hence, neither the missile system, nor the technology needed for these systems will be available for purchase for a price. The system has to be realized in a hard way only through systematic research and development.

Hence, the successful testing of this missile holds a special significance in terms of self-reliance in critical technologies and empowers the country to follow an independent foreign policy.

My friend Dr. V.K. Saraswat and his team briefed me on the launch of Agni V.

Glossary

prerequisite- extremely necessary

integrated- unsegregated

propagating- grow or cultivate

evolved- developed / progressed

endeavour- try hard to achieve

splashing - a sound made by something that strikes

IGMDP- Integrated Guided Missile Development Program

Nano Technology- The branch of technology that deals with dimension and tolerance of less than 100 nano meters especially the multiplication of individual atoms and molecules

E-Governance- The application of communication and information technology for providing Government services

Bio-Diesel- A bio fuel intended as substitute for diesel.

Comprehension:

I. Answer the following questions in a sentence or two each:

1. Which are the two areas, according to Kalam that are crucial for a developing nation to become a developed nation?
2. What was one supposed solution to the water crisis in the country?
3. What is India's ranking in the Global Competitive Index?
4. Name three major areas required to be focused on, to create a favourable environment for innovation.
5. What is E-governance?
6. The two key areas that will be a source of conflict in future are.....
7. Mention top three countries on Global Innovation Index.
8. What was the amount secured by IGMDP in 1983?

9. _____, _____, _____ are the conferences held at Rashtrapati Bhavan in Secunderbad.
10. Which country ranked first in the Global Innovation Index?
11. Expand MTCR .

II. Answer the following in a page each:

1. Write a short note on Chandrayaan Mission.
2. How would the application of nanoscience technology benefit fields like medicine and energy?
3. Why was IGMDP sanctioned?
4. How did Biofuel policy evolve?
5. Why does Kalam consider the launch of Agni V a milestone?
6. What is the advantage of achieving self-reliance in critical technologies, for a country?

III. Answer the following questions in about two pages each:

1. Discuss the Global Innovative Index report for the year 2011.
2. Explain the achievements of ISRO.
3. In what way does Global competitiveness help a country?
4. What vision does Abdul Kalam have for India?

Suggested Reading:

- Wings of Fire by A.P.J. Abdul Kalam
- Physica (Physics) by Aristotle

Extended Activity:

- Do you think Technology has great impact on the lives of the people to day? Discuss in groups.
- Discuss in groups and list out the ways in which technology can help farmers in India.

8. FREEDOM AND CHOICE

**N.Krishnaswamy,
LalithaKrishnaswamy
Revathy Krishnaswamy**

Approach to the Text:

- Discuss the career options available in the present times.
- Do you think today's youngsters prefer establishing their own business rather than work under someone? Discuss



About the Author:

N. Krinshnaswamy, former professor, CIEFL, Hyderabad, is an experienced-teacher educator. He is the author of *The Politics of Indians' English* (OUP), *Modern English Grammar* (Macmillan) and several other books and articles.

Lalitha Krishnaswamy is a teacher- administrator and has written books for teaching English at the school level.

Revathy Krishnaswamy teaches English at the San Jose State Unioversity, San Jose, California, USA. She is the author of *Effeminism: The Economy of Colonial Desire* (Michigan University Press); her articles have appeared in important international journals.

Freedom and Choice explores various career opportunities for youngsters in the present times. The essay also throws light on the fact that the parents are accepting and encouraging their daughters to select a career of their choice.

What is freedom? Freedom is the right to choose; the right to create for oneself the alternatives of choice. Without the possibility of choice and the exercise of choice, we are not human beings but only inanimate objects. Fortunately, we are now living in a world full of choice; even in selection

of ice-cream or soaps, there is so much choice that we find it difficult to choose and some people feel that we actually suffer from what may be called *choice fatigue!*

Thanks to the tremendous growth and diversification in all spheres of life, the educational spectrum is crowded with a variety of courses in every conceivable field; most of the courses offered are practical and job-oriented and, as a result, there is an array of career options available. Students are becoming smarter and they are learning to take intelligent decisions based on what is right for them. A good way to choose one's career path is to match one's strengths and aptitudes to the opportunities and threats in the job market of tomorrow. There are career guidance cells and centres in most of the colleges and universities from where one can get detailed information on career options; even newspapers and magazines publish *Career Quest* columns regularly.

There was a time where teaching and nursing were the only careers earmarked for women but now it is possible to pursue a career in almost any field. Today, a career in computers is the 'in' thing; you can become a programmer, a systems analyst, a CAD (Computer Aided Designs) specialist, or a desktop publisher. Now most universities and colleges offer MCA programmes; NIIT, Aptech, Pentafour (to name a just a few) offer counselling and guidance in addition to a number of computer education programmes. Like literacy, *computeracy*, computer literate, software, hardware, micro, macro, super and many other computer-related expressions are becoming part of English usage.

Also gaining in popularity are courses in mass communication, advertising and journalism, electronic journalism, video editing, and many more. These options are available in addition to the conventional courses in medicine, engineering and commerce; competing with the IITs and Regional Engineering Colleges, new IIITs and International/Indian Business Schools are being established. Fashion, until recently unexplored, has become a popular profession. NIFT (National Institute of Fashion Technology) and NID (National Institute of Design) offer a wide range of courses in fashion designing, apparel pattern making and industrial design. The related field is of graphic arts and interior decoration that concentrates on designing and developing graphics, colour schemes,

furnishing, etc., often computer- aided, for a variety of advertising and business needs- artwork, pictures, illustrations, layouts, book covers, logos, etc. The School of Interior Design, Centre for Environmental Planning and Technology in Ahmedabad, and some other institutions offer courses on this subject. For a creative mind with an artistic bent and a good knowledge of designing and typography, the sky is the limit.

For enterprising entrepreneurs, beauty parlours, Interior decoration units, furniture designing shops, catering and fast food joints, pottery and ceramics industry, travel agencies and the like offer ample opportunities. With Indian business becoming more market-oriented and consumer-friendly, there is a great demand for sales and service, marketing and finance. If you are interested in management and media management, a number of job-oriented courses are available; there are even new expressions like hospitality industry, health-care, media managers, travel management, Veejaying, etc. to refer to new and emerging areas.

For a country where even about ten years ago a girl had hardly any educational and career options to choose from, India has come a long way. The younger generation today is very enterprising and the youth are willing to experiment and take risks. Parents, too are learning to accept that daughters have right to their ideas, dreams, thoughts and decisions; the stereotype of the father as the all-knowing strict disciplinarian and bread-winner, and the mother as the submissive housekeeper is fast changing; relationships are being redefined.

Don't you think you are lucky to be born in this transitional society?

Glossary:

earmarked - set aside/ specified

Pentafour - it is a pioneer in software and digital media

veejaying -to work as a video jockey (someone who presents a television programme)

come a long way - progressed

Comprehension

I. Answer the following questions in a sentence or two:

1. What is freedom?
2. What kind of world are we living in now?
3. What do you understand by the expression, ‘choice fatigue’?
4. Who is an entrepreneur? What are the options available for an enterprising entrepreneur?
5. List some of the options available in the field of management.
6. What are the career options available in the field of computers?
7. What are the other courses that are gaining popularity in addition to the conventional courses?
8. What do the following stand for?
a.IIT b. IIIT c. NIIT d. IBM e. MCA f. MBA
9. What is computer literacy?
10. What is meant by a ‘transitional society’?

II. Answer the following questions in about a page each:

1. Why does the author say that we are living in the world full of choice?
2. What are the career options available for women at present in comparison to those in the past?
3. How do career options of today differ from the past?
4. What are the options available for enterprising entrepreneurs today? Give examples.
5. How have the stereotypical images of a job seeking youngster, father and mother in a family changed?

III. Answer the following questions in about two pages each:

1. Trace the transformation happening in the field of education and bring out its impact on career options available today.

2. What is your opinion about being a woman in modern society? Do you think you can also contribute to the making of New and strong India? Specify the ways in which you can contribute.
3. Computerization has revolutionized career opportunities. Discuss.

Suggested Reading:

- Ascent – The Times of India
- Employment News

Extended activity:

I. Name the professions.

1. Someone who comperes a T V show, who introduces the show, chats and jokes
2. Someone who develops new computer systems, by determining the required hardware and software for a particular purpose
3. One whose occupation is writing music
4. Someone whose job is to prepare very detailed drawings of machinery, equipment or buildings
5. One whose job is to give beauty treatments

II. Compare the career options that your mother/father had and the options that you have.

III. Do you think women today readily take up jobs involving transfer/travel? Can women compete successfully with men for such jobs? Give reasons for your answer.

Workbook
‘Little strokes fell great Oaks’

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CORRECTION OF SENTENCES

The globalized world demands that students acquire good communication skills in English. Therefore it is the concern of English teachers to empower the students with basic language skills.

It is essential that undergraduate students are facilitated to refresh their knowledge of basic grammar in the course of their graduation. They must be trained to identify the errors and to rectify them. Such training enables them to take up competitive examinations and to attend interviews with confidence.

Objectives:

- To enable the students to identify the common errors so as to rectify them.
- To make the students understand the difference between correct English and wrong use of English.
- To motivate the students to hone their communication skills through constant practice.

Common Errors in English

Common Errors in the use of grammar include the wrong use of articles, wrong tense sequence, wrong use of prepositions, adverbs, adjectives, nouns, pronouns, conjunctions, concord in sentences.

Use of Articles:

The definite article ‘the’ is a form of the demonstrative adjective ‘that’ and is commonly used

- a) Before the singular and plural common noun to point out a particular thing or to specify a particular thing or to specify a particular object.

Eg: Rachana’s aunt gave her the blue dress.

- b) to indicate a class with nouns in the singular or with adjectives.

Eg: The tiger is a wild animal

The good are happy.

- c) Before proper nouns when these happen to be the names of mountains, rivers, oceans, seas, capes, ships.

The Himalayas form a mountain range in Asia.

The Pacific Ocean is the largest ocean of the world ocean basins.

The Titanic was a British passenger liner that sank in 1912.

d) Before superlatives

Mount Everest is the highest peak in the world.

e) As an adverb with a comparative The more the merrier

f) With the force of a superlative

He is the leader today.

g) When abbreviations are used:

The U.S.A, the U.N, the WHO, the K.A.S.

h) With the titles of books, newspapers, journals etc.

The Quran, the Hindu, the Reader's Digest.

i) With the names of public buildings and vehicles.

The White House, The Shatabdi Express

The definite article is usually omitted before:

a) Proper Nouns

Dharini did not attend the meeting.

b) Plural Nouns used to denote a class used in a general sense.

Applications will be received until the end of the month.

c) Nouns of material, and Abstract Nouns

The box is made of steel

d) Names of regular meals

We had lunch at a restaurant.

e) Adjectives used as nouns signifying languages and colours.

She doesn't know French.

Her favourite colour is pink.

f) Noun in idiomatic phrase

She dreads to travel by sea.

The indefinite articles *A* and *an* are forms of the adjectives one and are used indefinitely. *A* or *an* may be used to mean one or any or a certain or for one. *A* is used before singular countable noun beginning with a consonant while *an* is used before singular countable noun beginning with a vowel sound.

- 1) I found a book in the box.
- 2) An intelligent student will find it easy to pass the examinations.
- 3) We are on the look out of a Ms. Elizabeth.
- 4) He charges fifty rupees a bouquet.

Exceptional usage of articles

Smoking is a habit that must never be cultivated. (in habit the accent is on the first syllable)

It is but an habitual failing. (in habitual, the accent is on the second syllable and his silent)

Similar is the case with a university, a unit, a one rupee coin, an honest person, an honourable man and half an hour.

Correct the following sentences:

1. The gold is a metal.

2. The U.S.A is part of America.

3. I have the headache.

4. The host offered cup of tea.

5. I want a bread.

Prepositions:

Prepositions are words placed before nouns or pronouns in order to show in what relation one thing or person stands to another thing or person.

Prepositions	Idea conveyed
With	accompanying or in the same place
because of, for,	cause or purpose
in, out, of	condition or state of something
about, in, of, with	Content
at, to	goal or target
of, with, without	Having something
Into, over, through, towards	Movement
Above, below	Level
Around, at	Position
behind, in, against, for, with	showing support or opposition
as, like	similarity in manners
From	Sources
after, during, since	Time
by, with	way of doing something
about, across, before, beside, over, behind, between, towards, within, upon	Place

a. Verb + preposition:

I stopped at the bakery to buy cake.

b. Noun + preposition:

The reason for the disaster is still not known.

c. Adjective + preposition:

Madhu is good at French.

d. Verb + preposition + noun/pronoun:

He agreed with his boss to hire additional staff.

Worked examples:

1. After The chief guest came after the rains.
The M.K.K Road is named after Maha Kavi Kuvempu.
2. Among Dashrath moves among politicians.
3. At Shwetha stood at the school entrance and waited.
The train arrived at the station.
4. Away Seeing the Principal, the students went away. He
whiles away his time without studying.
5. Before The train passes Gulbarga before reaching
Sholapur.
6. By Karuna prefers to sit by her friend whenever she is
upset. Assignments must be submitted by Saturday.
Many students commute to college by bus. A girl
was bitten by bees at Lalbagh.
7. For Harsh bought a gift for his mother on Mother's day.
Let us pray to God for good health.
She refused to attend the interview for the fear
of getting rejected
8. In The child is sleeping in the cradle.
All of them were dressed in white.
9. During They have planned to learn French during vacation.
10. Inside Nothing was found inside the box seized by
the police.
11. Into The young boy refused to jump into the pool. Never
try to get into the moving bus.
12. On They were on time for the meeting.
The property is on sale.
She is looking for a book on spirituality.
13. To They have planned to go to their home town
next Sunday.
14. Towards The bus moved slowly towards the
entrance.

Fill in the blanks choosing the right preposition given in the brackets.

1. Manikya resides _____ Mountain View Apartments.(in, at)
2. Sharmas have been working there _____ two years.(since, for)
3. My parents prefer black tea _____ green tea.(to, than)
4. Some students stood _____ the tree.(below, under)
5. His steady performance in the studies _____ the expectation of his teachers every year.(rises, raises)

Tenses:

Tenses denote time of action and fall into four categories -Simple, Progressive, Perfect and Perfect Progressive.

Note: According to Advanced Grammar in Modern Linguistics, ‘future’ is referred to as a time reference and not a Tense category. Future time reference is not a Tense because there is no special way to change the verbs (action words) themselves into future tense. To be a Tense, the ending of a word has to change. But there are no inflected forms of the verbs to indicate future time in English.

For eg. Present	Past	Future time reference
sing	sang	will sing
dance	danced	will dance
teach	taught	will/shall teach

Therefore future time reference is made in many ways. Modals like will, shall indicate future time. Simple present, present continuous and going to are also used to indicate future time.

The table given below enables the construction of sentences in different tense forms.

Tense	Subject		Tense form
Present Simple	First person -Singular	I	study well
	First person-Plural	We	
	Second person	You	
	Third person-Plural	They	
	Third person-Singular	He/She	studies well
Past Simple	First person -Singular	I	studied well
	First person-Plural	We	
	Second person	You	
	Third person-Singular	He/She	
	Third person-Plural	They	
Future Simple	First person -Singular	I	will study regularly
	First person-Plural	We	
	Second person	You	
	Third person- Singular	He/She	
	Third person- Plural	They	

Tenses	Subject		Tense form
Present Progressive	First person-Singular	I	am learning grammar
	First person-Plural	We	are learning grammar
	Second person	You	
	Third person - Plural	They	
	Third person- Plural	He/She	is learning grammar
Past Progressive	First person-Singular	I	was learning grammar
	First person-Plural	We	were learning
	Second person-	You	

	Third person - Plural	They	grammar
	Third person- Singular	He/She	was learning grammar
	First person- Singular	I	will be finishing the task
	First person-Plural	We	
Future Progressive	Second person-	You	
	Third person - Singular	He/She	
	Third person- Plural	They	

Tense	Subject		Tense form
Present Perfect	First person- Singular	I	have read that book
	First person- Plural	We	
	Second person	You	
	Third person - Plural	They	
	Third person- Plural	He/She	has read that book
Past Perfect	First person- Singular	I	had read that book
	First person- Plural	We	
	Second person-	You	
	Third person - Plural	They	
	Third person- Singular	He/She	
Future Perfect	First person- Singular	I	will have completed
	First person-	We	

	Plural		the course.
	Second person-	You	
	Third person - Singular	He/She	
	Third person- Plural	They	
Tense	Subject		Tense form
Tense	Subject		Tense form
Present Perfect Progressive	First person- Singular	I	have been reading the book
	First person- Plural	We	
	Second person	You	
	Third person - Plural	They	
	Third person- Plural	He/She	has been reading the book
Past Perfect Progressive	First person- Singular	I	had been reading read the book
	First person- Plural	We	
	Second person-	You	
	Third person - Plural	They	
	Third person- Singular	He/She	
Future Perfect Progressive	First person- Singular	I	will have been earning my living.
	First person- Plural	We	
	Second person-	You	
	Third person- Plural	They	

Fill in the blanks with correct form of the verb:

1. Naksh _____ on the project for the last three months.(work)
2. Prarthana _____ tennis every Sunday.(practice)
3. Chandini _____ to her parents now.(talk)
4. When he reached the station, the train _____.(leave)
5. I _____ the party tomorrow.(attend)

Concord**Agreement of verb with subject:**

In a sentence *verb* must agree with *subject* in number and person-singular verb with singular subject.

1. When there are two or more subjects, the verb is in the plural.
Eg: Satvik and Rohit are going abroad tomorrow.
2. When two subjects are joined by *and*, and implies one idea, singular verb is used. Eg: Slow and steady wins the race.
3. When two singular subjects are connected by either-or, neither-nor, or, either, neither, as well as, in addition to, the verb is in the singular.

Eg: My cousin as well as my uncle (or in addition to my uncle) was at the station to meet me.

4. When two persons, or things, or groups are mentioned and either or neither is used in connection with them, the verb is in the singular,
Eg: There are two roads, neither of which is good.
5. If the two subjects connected by or, etc. are different in number or person, the verb should agree with the one nearest to it.

Eg: Neither John nor I am mistaken.

Either he or I am going to the meeting.

6. The distributive pronouns each, each one, everyone, everybody, no one, none etc. take a singular verb.

Eg: Each patient was given free medicine.

No one present was under twenty years of age.

-
7. A collective noun takes a singular verb, when the collection is thought of as a whole. But it takes a plural verb when the individuals of which it is composed are thought of.

Eg: The committee was unanimous in its decision. The committee were not unanimous (individuals) in their decision. The crew was violent. (whole)

The crew were taken captives (individuals)

8. When the word number is used collectively it takes a singular verb.
Eg: The number of cars in Mysore is growing.

The number of vegetarians in the hall is small.

9. When the word number is used distributively it takes a plural verb.
Eg: A number of people were coming to the meeting.

A large number of scholars come to this library.

10. The word news always takes the singular, and tidings always the plural

Eg: The news is shocking.

11. Plural words ending in –ics are often the names of sciences or other branches of study.

Eg: Politics is a Social Science. Ethics is a branch of philosophy.

12. If two singular nouns refer to the same person or thing, the verb must be singular. Eg. The statesman and leader is dead.

13. A singular noun followed by with or together with takes a singular verb inspite of the apparent plural idea. Eg. The teacher together with his students was present at the station.

14. The expression *as well as* must be used to indicate singular subject.

Eg. Samyukta as well as Bindu takes part in the show.

Correct the following sentences:

1. Economics are my favourite subject.

2. Each participant get a prize.

3. One of my friends are arriving home today.

4. The number of two wheelers are increasing at an alarming late.

5. Neither Rashmi nor Roshan were present.

Punctuations:

Punctuation is an indispensable art of using marks, stops or points in the places in composition.

1. **Full Stop (.)** is used to mark the end of a sentence and to mark abbreviations.

The banks remain closed on second and fourth Saturdays.

Mr. Das has been elected the M,P of that constituency for the second consecutive time.

2. **Comma (,)** marks a short pause in a sentence. It is used after words or phrases which separate the verb from its complement; before and after words, phrases or clauses used in the body of a sentence.

Sarita is, from every point or view, a thoroughly competent employee.

The candidate did not, however, lose heart.

3. **Semicolon (;)** is used to mark a longer pause. It is used to separate short co-ordinate phrases or clauses, which are not connected by a conjunction; to separate co-ordinate clauses if they are joined by such conjunctions as and, but, for, or either, neither, therefore, else, otherwise.

He has no money; therefore he cannot afford a servant.

4. **Colon (:)** is used to mark a shorter pause than a full stop, but a longer pause than a semicolon. It is used to introduce a quotation or speech, used before examples, enumerations and explanations or to separate two contrasted sentences.

Some of the Metropolitan cities in India are: Kolkata, New Delhi, Mumbai and Chennai.

5. **Interrogation (?)** is used when a direct question is asked.

How was it possible for her?

6. **Exclamation (!)** is used to denote joy, sorrow, surprise or any other sudden emotion.

What a pleasant day it is!

7. **Quotation (“ ”)** marks are used to enclose a quotation, or words in direct speech.

“I regret what has happened”, Hari said.

8. **Apostrophe** marks the possessive form except in the case of pronouns. It also indicates the omission of a vowel or of a syllable, or syllables.

That is Shilpa’s laptop.

I’ll definitely attend the meeting.

9. **Brackets ()** indicate the use of a Parenthesis. David (I don’t know why) refused to leave.

10. **Hyphen (-)** is used to join the parts of a compound word and to show the division of a word. Eg: Her mother-in-law passed away last week.

11. **Capital letters** are used to begin a sentence, to begin each fresh line or poetry, to begin all proper nouns and adjectives, for all nouns and pronouns referring to God, to begin names of months, days, seasons, titles of books, names of places.

Eg: Once upon a time there lived seven princes. I visit Mumbai every Sunday.

Correct the following sentences:

1. Honesty is a best policy.

2. Shankar met an European on his way back home. Once, there was an one eyed monster.

3. Brutus was an honourable man.

4. All the students went to school by bus.

5. Sarah doesn't know English.

6. One of Shantanu's friends are visiting home next week.

7. Daniel did not attended the meeting.

8. I am eat a apple every day.

9. Tanu's parents had wrote several letters to her mentor.

10. The prize winners were congratulated for their success.

11. My parents have been living in Bangalore since ten years.

12. Sunita will inform to her sister.

13. Children must learn to cope up with stress.

14. The students decided to get back to home.

15. Rashi told to her parents that she would be late.

16. mumbai is a big city.

17. she said 'i am sorry'

18. the board says i am the boss of the house i have my wifes permission to say so

19. the sun having set we all went home

20. why are you silent said her friend

REARRANGEMENT OF SENTENCES

Objectives

- To develop logical skills in arranging or constructing sentences.
- To sensitize learners about the use of linkers.
- To give a glimpse of testing pattern in competitive exams in jumbled segments.

Look at the following example. A sentence is broken into six parts. Part 1 and Part 6 are the first and the last parts of the sentence. The rest are jumbled and require arrangement.

- In every country, children
 - regarding their proper development because
 - great care is taken
 - are given good education and
 - what they become depends
- upon this impressionable period of their lives

The correct arrangement would be like this.

In every country, children are given good education and great care is taken regarding their proper development because what they become depends upon this impressionable period of their lives.

The sequence reads like this—**CBAD**

Look at the next one. The first and the last sentences of a paragraph are in order and numbered 1 and 6. The rest are split into four parts and named P, Q, R and S. These jumbled segments need to be set right.

- There was a hardworking and poor, but well contented farm worker.
 - The farm worker buried the silver coins, under the ground.
 - He used to work all day in his farm and enjoy the gifts of nature.

-
- R. He gave the poor man a bag of silver coins to keep.
- S. The Village Chief took pity upon the farm worker.
6. From that day the poor farm worker's happiness vanished.

Let us rearrange the same in a paragraph.

There was a hardworking and poor, but well contented farm worker. He used to work all day in his farm and enjoy the gifts of nature. The Village Chief took pity upon the farm worker. He gave the poor man a bag of silver coins to keep. The farm worker buried the silver coins, under the ground. From that day the poor farm worker's happiness vanished.

The sequence would be – **BDCA**

Linkers or Connectives show the relation between sentences, and give the paragraph coherence or continuity. While rearranging sentences linkers could be crucial. Here are a few examples.

1. It is cloudy outside. **Therefore**, it is better to take an umbrella.
2. The college did not declare holiday. **On the contrary**, classes were engaged as usual.

A list of linkers is furnished below:

- a. To carry forward an idea – *moreover, in other words, similarly, again, likewise, furthermore,*
- b. To suggest an addition—*and, also, besides, too, in addition,*
- c. To introduce a contrast—*but, although, however, in spite of, on the contrary, nevertheless, on the other hand, whereas, while,*
- d. To present alternatives—*or, either...or, or else, otherwise, alternatively*
- e. To show cause- effect relations—*accordingly, as a result, thus, hence, therefore, consequently*

Note: Exercises I and II are not for testing in the examination. They can be used for classroom activity and to introduce the learner to the pattern of questions which appear in Competitive examinations.

I. Choose the best combination from the options given to make a meaningful and correct sentence in the following sets:

1. The advantage of travelling

- A. customs and manners is that
- B. we learn to appreciate the good points of others
- C. to different places and having
- D. the opportunity of observing people's
- E. and our prejudices against them disappear.

- i. ABCDE
- ii. CDABE
- iii. EDACB
- iv. BADCE

2. There is a continuous demand

- A. are formed to train humanity
- B. for destructive purposes and world organizations
- C. in the art of settling their disputes
- D. to ban the application of science
- E. by peaceful negotiations.

- i. DBACE
- ii. EACBD
- iii. CEADB
- iv. AEDCB

3. If the Sovereignty
- A. it cannot be safe in any other hands.
 - B. of the people and their elected representatives,
 - C. and the unity
 - D. in the hands
 - E. of a country is not safe
- i. ADCBE
 - ii. CEDBA
 - iii. CDEAB
 - iv. BAECD
4. In order to enable
- A. their cropping pattern
 - B. farmers to rationally determine
 - C. in advance of sowing
 - D. notified by the government
 - E. support prices are being
- i. ABCDE
 - ii. BAEDC
 - iii. EABCD
 - iv. DEACB
5. You are, therefore
- A. into the matter and
 - B. without further delay
 - C. ensure that the
 - D. requested to look
 - E. payment is received
- i. BCDAE
 - ii. EBACD
 - iii. DCEAB
 - iv. DACEB

6. It is a matter of
- to bring to your
 - regret that we have
 - of paper made to you
 - payment against supplies
 - notice the overdue

II The first and the last sentences in each paragraph are in order and numbered 1 and 6. The rest are split into four parts and named P, Q, R and S. These jumbled segments need to be set right. Construct coherent paragraphs choosing the correct sequence in the following sets:

A.

- His son fell into the bad company of vagrant boys.
- The father wanted to wean his son from the bad company.
- A few days later all the bananas got spoiled.
- His father was much worried about his son's bad company.
- To give a lesson to the son, his father gave him a few good bananas along with a rotten one.
- The boy understood the lesson his father wanted to teach him.

B.

1. An elderly lady suddenly became blind.
 - P. The doctor called daily and every time he took away some of her furniture he liked.
 - Q. At last, she was cured and the doctor demanded his fee.
 - R. She agreed to pay a large fee to the doctor who would cure her.
 - S. On being refused, the doctor wanted to know the reason.
 6. The lady said that she had not been properly cured because she could not see all her furniture.
-
-
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-

C.

1. Anything you do that gives you some form of regular exercise will benefit your heart.
- P. In fact, never choose an activity just because it is good for you.
- Q. By all means work up a good sweat and even a thirst perhaps.
- R. If you can combine this with enjoyment, then so much the better.
- S. You will soon get bored of it.

6 But do not push too hard; tune into the warning signals from your body.

1. Silence is unnatural to man.

A. Even his conversation is in great measure a desperate attempt to prevent a dreadful silence.

B. In the interval he does all he can to make a noise in the world.

C. There are a few things of which he stands in more fear than of the absence of noise.

D. He begins life with a cry and ends it in stillness.

6. He knows that most of human conversation means nothing but the buzzing of a fly, but he longs to join in the buzz.

E.

1. Once upon a time an ant lived on the bank of a river.

A. The dove saw the ant struggling in the water in a helpless condition.

B. All its efforts to come up failed.

C. One day it suddenly slipped into the water.

D. A dove lived in a tree on the bank not far from the spot.

6. She was touched

F.

1. We and all other animals breathe in and breathe out air all the time.
 - A. If we stop breathing, we die.
 - B. It is because of this fact that we are able to live.
 - C. It is called atmosphere.
 - D. All parts of the earth are surrounded by air.
 6. It is a part of the earth.
-
-
-
-
-
-

Exercises: (Model used for testing)

III Rearrange the following sentences into a meaningful paragraph.

- A.**
1. And in its place stood a mall.
 2. So the old man did not know what to do.
 3. But the hotel had been pulled down some months ago.
 4. Immediately to his relief, the auto driver took him to another hotel some way off.
 5. The old man came up to Bengaluru that afternoon planning to stay at Majestic Hotel.
-
-
-
-
-
-

B.

1. I wanted to raise my hand and touch her hair.
 2. So close that the perfume from her hair was pleasant.
 3. And only the perfume from her hair lingered where she had stood.
 4. She was standing very close to me.
 5. But she moved away.
-
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-
-

C

1. But birds are camera shy, and do not stay in one place for long.
 2. Because the wild animals pose at least for a few minutes.
 3. Taking photographs of birds is more difficult than photographing wild animals.
 4. Hence a great deal of patience is required of a wild life photographer.
 5. Moreover, any slight noise or movement is enough to distract the birds.
-
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-

D

1. Thus the situation was brought under control.
2. In order to overcome the problem, the municipal authorities sank a number of bore wells.
3. The rains had failed.
4. As a result, they were able to supply water to the citizens.
5. So all the wells and tanks had run dry.

E

1. Their main complaint is against various government projects.
2. But in the name of development human life itself is endangered.
3. These projects have been proposed to achieve development.
4. Of late, there is a growing concern about environmental degradation.
5. Many organizations are struggling to save environment being polluted.

F

1. He wasted his time instead.
2. A very rich merchant had a stupid and ignorant son.
3. His father gradually lost hope and began to despise him though his mother was always making excuses for him.
4. He engaged the best teachers in the town for his son.
5. He was too idle, too careless to profit from instruction and guidance.

G

1. Firstly they use a computer to do mathematics.
2. Thus a computer can be a very versatile machine.
3. And some use it to convey messages and to write letters.
4. People can play games with it.
5. A computer can be used for various purposes.

H

1. They found a cottage down the road.

2. As it was stormy and rainy night, they wanted to take shelter somewhere.
3. Raj and Ravi were on their way to Sakleshpur.
4. But there was nobody in the cottage.
5. In the course of their journey their car broke down.



COMPREHENSION PASSAGES

There is an art of reading, as well as an art of thinking.

—ISAAC DISRAELI

Force yourself to reflect on what you read, paragraph by paragraph.

—SAMUEL TAYLOR COLERIDGE

Comprehension is the ability and capability of understanding a passage.

1. In answering the questions based on reading the passage, it is important that your answer should be based upon the information given in the passage
2. Your own common sense, your presumption should not be taken into account while answering the questions
3. If you have information from your own experience and knowledge, you should not use it to answer any question
4. Even if you think that there is mistake in any paragraph of the comprehension, you must still answer the question on the basis of the information given in the passage
5. There are certain techniques that will help you answering the questions based on the comprehension:
 - ▶ To begin with use your pencil as a pointer. Use your pencil to guide your eye along the line of the text, helps you to focus on the details in the reading, it holds your attention to the precise words in the passage.
 - ▶ Comprehension passage should be read for detailed understanding. Therefore, circle key words or phrases which will enable you to zero in for precise points- needs to answer a question.

- ▶ Do not get bogged down if there is a word or a sentence that you cannot understand. You may get the main idea without knowing the individual word or sentence. Sometimes you can sense the meaning of the word from the context. If there is some idea you need to answer a question but do not understand, read it one more time.
- ▶ Note transition from one idea to another, and examine the relationship among the different ideas and parts of the passage.
- ▶ Read each question carefully and be certain you understand exactly what is being asked.
- ▶ Always read all the answer choices before choosing the best answer.

Tips:

1. Hone your reading comprehension skills by answering these six essential questions after reading articles in the daily newspaper:
 - ◆ Who?
 - ◆ What?
 - ◆ When?
 - ◆ Where?
 - ◆ Why?
 - ◆ How?
2. If you are having trouble identifying the main ideas in a story, try asking yourself these questions:
 - ◆ What unifying concept is the author striving to communicate?
 - ◆ Is there a moral or lesson that the author is trying to teach?
 - ◆ Are there any reoccurring symbols or imagery that the author is using to communicate a deeper meaning?
3. If you are unfamiliar with a particular word, use context clues to try to figure out its meaning. Draw upon the important clues in the sentences that appear directly before and after the unfamiliar word or passage. Punctuation can help you decipher unfamiliar words.

Read the following passages and answer the questions given below in a sentence or a two.

Passage: 1

On Friday, October 21, at approximately 8:30 A.M., Judith Reynolds, owner of The Cupcake Factory, arrived at her establishment to find that it had been robbed and vandalized overnight. The front window of the shop at 128 Broad Street was broken, and chairs and tables were overturned throughout the café area. Additionally, the cash register had been pried open and emptied of money. The thieves attempted to open the safe as well, but were unsuccessful. Ms. Reynolds used her cell phone to report the crime to the police. She also phoned the proprietor of Primo Pizza, located at 130 Broad Street, as she noticed that the door of that restaurant showed signs of forced entry. The police department is asking anyone with information to call 555-2323.

1. What happened to The Cupcake Factory?

2. When was the crime discovered?

3. Where did it happen?

4.. What was stolen?

5. Who called the police?

Passage: 2**(excerpt from a letter to a pet-sitter)****Dear Lee,**

As I told you, I'll be gone until Wednesday morning. Thank you so much for taking on my "children" while I'm away. Like real children, they can be kind of irritating sometimes, but I'm going to enjoy myself so much more knowing they're getting some kind human attention. Remember that Regina (the "queen" in Latin, and she acts like one) is teething. If you don't watch her, she'll chew anything, including her sister, the cat. There are plenty of chew toys around the house. Whenever she starts gnawing on anything illegal, just divert her with one of those. She generally settles right down to a good hour-long chew. Then you'll see her wandering around whimpering with the remains of the toy in her mouth. She gets really frustrated because what she wants is to bury the thing. She'll try to dig a hole between the cushions of the couch. Finding that unsatisfactory, she'll wander some more, discontent, until you solve her problem for her. I usually show her the laundry basket, moving a few clothes so she can bury her toy beneath them. I do sound like a parent, don't I? You have to understand, my own son is practically grown up.

Regina's food is the Puppy Chow in the utility room, where the other pet food is stored. Give her a bowl once in the morning and once in the evening. No more than that, no matter how much she begs. Beagles are notorious overeaters, according to her breeder, and I don't want her to lose her girlish figure. She can share water with Rex (the King), but be sure it's changed daily. She needs to go out several times a day, especially last thing at night and first thing in the morning. Let her stay out for about ten minutes each time, so she can do all her business. She also needs a walk in the afternoon, after which it's important to romp with her for a while in the yard. The game she loves most is fetch, but be sure to make her drop the ball. She'd rather play tug of war with it. Tell her, "Sit!" Then, when she does, say, "Drop it!" Be sure to tell her "good girl," and then throw the ball for her. I hope you'll enjoy these sessions as much as I do.

Now, for the other two, Rex and Paws... (letter continues)

1. Who are the children of the speaker?

2. Why is the Pet-sitter been asked to keep an eye on Regina?

3. What does not satisfy Regina?

4. According to the breeders, what caution should a Beagles pet lover keep in mind?

5. If the sitter is to follow the owner's directions in playing fetch with Regina, at what point will he or she will tell Regina "good girl"?

- a. every time Regina goes after the ball
- b. after Regina finds the ball
- c. when Regina brings the ball back
- d. after Regina drops the ball

Passage: 3

The Unconventional Lives of Famous Writers

Throughout the centuries, various writers have contributed greatly to the literary treasure trove of books lining the shelves of today's libraries. In addition to writing interesting material, many famous writers, such as Edgar Allan Poe, were larger-than-life characters with personal histories that are as interesting to read as the stories they wrote. Poe's rocky life included expulsion

from the United States Military Academy at West Point in 1831 and an ongoing battle with alcohol. Yet, despite heavy gambling debts, poor health, and chronic unemployment, Poe managed to produce a body of popular works, including “The Raven” and “The Murders in the Rue Morgue.”

Herman Melville, author of *Moby Dick*, once lived among the cannibals in the Marquesas Islands and wrote exotic tales inspired by his years of service in the U.S. Navy. Dublin-born Oscar Wilde was noted for his charismatic personality, his outrageous lifestyle, and creating witty catchphrases such as, “Nothing succeeds like excess.” D. H. Lawrence wrote scandalous novels that were often censored, and Anne Rice led a double life writing bestselling vampire novels under her real name and using the nom de plume “A. N. Roquelaure” for the lowbrow erotica novels she penned on the side. Nonconformist author and naturalist Henry David Thoreau once fled to the woods and generated enough interesting material to fill his noted book *Walden*.

Thoreau wrote on the issue of passive resistance protest in his essay “Civil Disobedience” and served time in jail for withholding tax payments in protest of the United States government’s policy towards slavery. American short story writer O. Henry’s colorful life was marred by tragic events, such as being accused and sentenced for allegedly stealing money from an Austin, Texas bank. Despite his success selling his short stories, O. Henry struggled financially and was nearly bankrupt when he died.

As diverse as these famous authors’ backgrounds were, they all led unconventional lives while writing great literary works that will endure throughout the ages. The next time you read an interesting book, consider learning more about the author by reading his or her biography so you can learn about the unique life experiences that shaped his or her writing.

1. Which word best defines expulsion.
 - a. admittance
 - b. entry
 - c. ejection
 - d. Inclusion

2. Who served the United States Navy?

3. What is theme of the essay ‘Civil Disobedience’?

4. Mention any two writers along with their works.

5. How would learning about the author help the reader?

Passage: 4

(excerpt from “First,” a short story)

First, you ought to know that I’m “only” 14. My mother points this out frequently. I can make decisions for myself when I’m old enough to vote, she says. Second, I should tell you that she’s right—I’m not always responsible. I sometimes take the prize for a grade-A dork. Last weekend, for instance, when I was staying at Dad’s, I decided it was time I learned to drive. It was Sunday morning, 7 A.M. to be exact, and I hadn’t slept well, thinking about this argument I’ll be telling you about in a minute. Nobody was up yet in the neighborhood, and I thought there would be no harm in backing the car out of the garage and cruising around the block. But Dad has a clutch car, and the “R” on the shift handle was up on the left side, awful close to first gear, and I guess you can guess the rest. Dad’s always been understanding. He didn’t say, like Mom would, “Okay, little Miss Know-It-All, you can just spend the rest of the year paying this off.” He worried about what might have happened to *me—to me*, you see, and that made me feel more guilty than anything. Overall, I just think he’d be a better number-one care-giver, if you get my drift. Of course I can’t say things like that to Mom. To her, I have to say, “But Mom, Dad’s place is

closer to school. I could ride my bike. “She replies, “Jennifer Lynn, you don’t own a bike, because you left it in the yard and it was stolen, and you haven’t got the perseverance it takes to do a little work and earn the money to replace it.”

1. On what point, does the narrator agree with her mother?

2. Which car did the narrator’s dad have?

3. What made the narrator guiltier?

4. Why did Lynn’s mother want her to work and earn money?

5. What device does the author use to illustrate the narrator’s feelings about her mother and father?

- a. vivid and specific visual detail
- b. rhetorical questions, which make a point but don’t invite a direct answer
- c. metaphors and other figurative language
- d. contrast between the parents’ typical reactions



Passage: 5**Maine's Glacial Past**

The coast of the State of Maine is one of the most irregular in the world. A straight line running from the southernmost coastal city to the northernmost coastal city would measure about 225 miles. If you followed the coast-line between these points, you would travel more than ten times as far. This irregularity is the result of what is called a drowned coastline. The term comes from the glacial activity of the Ice Age. At that time, the whole area that is now Maine was part of a mountain range that towered above the sea. As the glacier descended, however, it expended enormous force on those mountains, and they sank into the sea.

As the mountains sank, ocean water charged over the lowest parts of the remaining land, forming a series of twisting inlets and lagoons of contorted grottos and nooks. The highest parts of the former mountain range, nearest the shore, remained as islands. Mt. Desert Island was one of the most famous of all the islands left behind by the glacier. Marine fossils found here were 225 feet above sea level indicating the level of the shoreline prior to the glacier.

The 2,500-mile-long rocky and jagged coastline of Maine keeps watch over nearly 2,000 islands. Many of these islands are tiny and uninhabited, but many are home to thriving communities. Mt. Desert Island is one of the largest, most beautiful of the Maine coast islands. Measuring 16 miles by 12 miles, Mt. Desert was very nearly formed as two distinct islands. It is split almost in half by Somes Sound, a very deep and very narrow stretch of water seven miles long.

For years, Mt. Desert Island, particularly its major settlement, Bar Harbor, afforded summer homes for the wealthy. Recently, though, Bar Harbor has become a burgeoning arts community as well. But the best part of the island is the unspoiled forest land known as Acadia National Park. Since the island sits on the boundary line between the temperate and subarctic zones, the island supports the flora and fauna of both zones as well as beach, inland, and alpine plants. It also lies in a major bird migration lane and is a resting spot for many birds.

The establishment of Acadia National Park in 1916 means that this natural monument will be preserved and that it will be available to all people, not

just the wealthy. Visitors to Acadia may receive nature instruction from the park naturalists as well as enjoy camping, hiking, cycling, and boating. Or they may choose to spend time at the archeological museum learning about the Stone Age inhabitants of the island.

The best view on Mt. Desert Island is from the top of Cadillac Mountain. This mountain rises 1,532 feet, making it the highest mountain on the Atlantic seaboard. From the summit, you can gaze back toward the main-land or out over the Atlantic Ocean and contemplate the beauty created by a retreating glacier.

1. What is the derivate for the term “drowned coastline”?

2. How is Mr. Desert islands split?

3. What was the intention behind establishing Acadia National Park?

4. Which is the most attractive part of the Island?

5. Name the highest mountain situated on the Atlantic seaboard

Passage: 6

“The Weekly Visit”

(short story excerpt)

The requisite visit happened typically on sunny Saturdays, when my child spirits were at their highest and could be most diminished by the cramped interior of her house. My mother, accustomed to the bright, spacious farmhouse that was once Grandma’s, seemed no less susceptible to the gloom. She would set her jaw as Grandma described the many ailments attendant on age and would check her watch—an hour being the minimum she expected herself to withstand. Her barely contained impatience and my grandmother’s crippling age radiated out around me. We were the women of the Carlson clan, each throbbing with agitation, like concentric, blinking circles on a radar screen.

I would sit at the white and red metal table with the pull-out leaves and built-in silverware drawer, cracking almonds. This was the one good thing at Grandma’s house, the almonds, which she kept in a green Depression glass bowl. I would lift the lid carefully and try to set it down on the metal table quietly, then attempt to crack the nuts without scattering the shell crumbs. It was not good to draw attention to myself at Grandma Carlson’s. Sounding angry, she would call to me in her croupy drawl. When I failed to understand her, she would reach out to me with her palsied, slick, wrinkled hand and shout, “Here!” She would be offering some of her horehound candy, which tasted like a cross between butterscotch and bitter sticks.

There was this lamentable air in the dim house with its itchy mohair furniture and its dark colors, an awareness—Grandma’s—underlying the mentholatum, that her age scared her grandkids. I would yearn during the dutiful visit to get outside into the yard, where Grandma had transplanted a few flowers when she moved from the farm. But even the yard, with its overgrown hedges and rusted metal lawn chairs, seemed dreary. When I came back inside, light and air bursting in with me, Grandma, her hair up in a gray bun, would rock a little and smile. I would lean then against my mother’s chair, Grandma’s fond eyes peering at me, and whisper out of the corner of my mouth, “*Mom, can we go?*”

1. What could diminish the child spirits?

2. According to the narrator, what was the good thing at Grandma's house?

3. Why is narrator afraid to draw the attention of the Grandma?

4. What is the meaning of the phrase "croupy drawl"?

5. How many women are mentioned in the passage?

Passage: 7

Big Apple Jewish Cuisine

No trip to New York City is complete until you've visited one of New York's famed Jewish food stores or delicatessens to nosh on treats of European and Central European Jewish origin: bagels and lox, Romanian pastrami on rye, chopped liver, cheesecake, or matzoh ball soup. Many classic Jewish delis, such as Reuben's, have now closed their doors, but the famous Katz's Delicatessen and the Second Avenue Deli still offer traditional Jewish deli specialty foods to a grateful clientele of native New Yorkers and international tourists.

If you're in the mood for an appetizing Jewish treat, visit Barney Green-grass's The Sturgeon King, or Russ and Daughters for smoked or pickled fish,

kippered salmon, whitefish, lox, and herring in sour cream sauce. If you're in the mood for a frothy, thirst-quenching beverage, visit the East Village's Chocolate Bar for a delicious chocolate egg cream. The egg cream is a classic New York treat that was concocted by Jewish candy store owner Louis Auster in Brooklyn, New York, in 1890.

Regardless of your personal taste, there's a Jewish specialty food that is perfect for you. The next time you visit New York City, be sure to indulge in a puffy, hot knish or a warm and tasty brisket sandwich for lunch. If you're really hungry, go for the gold! Sink your teeth into a towering, overstuffed corned beef, chopped liver, and coleslaw sandwich at Katz's Deli. Are you hungry yet?

1. What is the main theme of this passage?

2. Which are the popular Jewish food items mentioned in the passage?

3. Mention the delis that are still serving the people.

4. Who invented the egg cream?

5. According to the passage, one must try on his/her visit to New York City.

Passage: 8

Today, bicycles are elegantly simple machines that are common around the world. Many people ride bicycles for recreation, whereas others use them as a means of transportation. The first bicycle, called a *draisienne*, was invented in Germany in 1818 by Baron Karl de Drais de Sauerbrun. Because it was made of wood, the *draisienne* wasn't very durable nor did it have pedals. Riders moved it by pushing their feet against the ground.

In 1839, Kirkpatrick Macmillan, a Scottish blacksmith, invented a much better bicycle. Macmillan's machine had tires with iron rims to keep them from getting worn down. He also used foot-operated cranks, similar to pedals, so his bicycle could be ridden at a quick pace. It didn't look much like the modern bicycle, though, because its back wheel was substantially larger than its front wheel. Although Macmillan's bicycles could be ridden easily, they were never produced in large numbers.

In 1861, Frenchman Pierre Michaux and his brother Ernest invented a bicycle with an improved crank mechanism. They called their bicycle a *vélocipède*, but most people called it a "bone shaker" because of the jarring effect of the wood and iron frame. Despite the unflattering nickname, the *vélocipède* was a hit. After a few years, the Michaux family was making hundreds of the machines annually, mostly for fun-seeking young people. Ten years later, James Starley, an English inventor, made several innovations that revolutionized bicycle design. He made the front wheel many times larger than the back wheel, put a gear on the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. Although this bicycle was much lighter and less tiring to ride, it was still clumsy, extremely top-heavy, and ridden mostly for entertainment.

It wasn't until 1874 that the first truly modern bicycle appeared on the scene. Invented by another Englishman, H. J. Lawson, the safety bicycle would look familiar to today's cyclists. The safety bicycle had equal-sized wheels, which made it much less prone to toppling over. Lawson also attached a chain to the pedals to drive the rear wheel. By 1893, the safety bicycle had been further improved with air-filled rubber tires, a diamond-shaped frame, and easy braking. With the improvements provided by Lawson, bicycles became extremely popular and useful for transportation. Today, they are built, used, and enjoyed all over the world.

1. Who was the first person to use a gear system on bicycles?

2. Why did Macmillan add iron rims to the tires of his bicycle?

3. Which are the two names of bicycles given in the passage?

4. Give the meaning of the word “revolutionized” as represented in the passage.

5. What innovations did Starley make to give the bicycle a new design?

Passage: 9

Leadership is manifestation of strong love and compassion for people; a commitment to principles. In that sense, a certain degree of leadership is dormant in every individual. The challenge comes when one has to nurture it. A true leader – political, religious or social- has many challenges to face. The capacity to express one’s commitment varies from individual to individual. It is often clogged by one’s likes and dislikes. Yet a leader has to view everyone with the same outlook, appraise everyone with the same yardstick. He has to find discrimination as well as the much needed wisdom to act at the right time. The society he lives in and the groups he represents are not homogenous and one cannot satisfy everybody. Yet, a leader has to carry everyone along and do justice to everybody; withstand criticism and not react emotionally to situations. Often leaders are surrounded by sycophants who try to boost

their egos for their own personal agenda; they have to be guarded against. One of the most desired qualities of a true leader is the courage to listen to critics, taking failures with as much equanimity as successes. These days leaders are defensive all the time, explaining their shortcomings or justifying their wrong actions. A true leader will neither complain nor explain, and is open to learning all the time. Admitting past mistakes and creating space for others with completely diverse viewpoints can make a leader more acceptable, universal. A leader does not pass the buck. A true leader balances ideology and practicality, long term goals with short term needs. Those who stick only to idealism cannot become leaders and those who think they are very practical and without any ideology also fail. A leader should be neither generic nor specific. He has to strike a balance between personal attention to people and the generic vision for the group, community or country he leads. A leader should have the courage to accept his weak moments.

He should understand that people are magnanimous. They would appreciate his straightforwardness and accept his shortcomings rather than him trying to hide them. Some leaders are too diplomatic while others are too straightforward in their approach. While people do not trust those who are very diplomatic, they do not want anything to do with those who are very blunt and justify their rudeness in the garb of straightforwardness. [The Times of India, 24 Dec. 2013]

1. Why should a leader be protected against sycophants?

2. Mention the short comings of the present leaders as pointed out in the passage.

3. Which are the essential qualities of a leader?



4. Who cannot become the Leaders?

5. The word ‘magnanimous’ means

Passage: 10

(excerpt from a pro-voting essay)

Voting is the privilege for which wars have been fought, protests have been organized, and editorials have been written. “No taxation without representation” was a battle cry of the American Revolution. Women struggled for suffrage, as did all minorities. Eighteen-year-olds clamored for the right to vote, saying that if they were old enough to go to war, they should be allowed to vote. Yet Americans have a deplorable voting history.

Interviewing people about their voting habits is revealing. There are individuals who state that they have never voted. Often, they claim that their individual vote doesn’t matter. Some people blame their absence from the voting booth on the fact that they do not know enough about the issues. In a democracy, we can express our opinions to our elected leaders, but more than half of us sometimes avoid choosing the people who make the policies that affect our lives.

1. What is the primary argument of the passage?

2. By choosing the word clamored, the author implies

3. Which minority group fought for their right?

4. Why the voting history of America lamentable?

5. State any one reason for the citizen to avoid voting, with reference to the passage.

Read the given passages and frame the questions according to the following instructions: (Practice Passage)

- ▶ **5 Wh Questions**
- ▶ **Inversion/Do form Questions**
- ▶ **Question tags**

Passage-11

Research has shown that the human mind can process words at the rate of about 500 per minute, where as a speaker at rate of about 150 words a minute. The difference between the two at 350 is quite large. So, a speaker must make every effort to retain the attention of the audience and the listener should also be careful not to let his mind wander. Good communication calls for good listening skills listening starts with hearing but goes beyond. Hearing, in the words is necessary but is not a sufficient condition for listening. Listening involves hearing with attention. Listening is a process that calls for

Passage: 12

In today's fiercely competitive business environment, companies need to communicate information pertaining to a whole range of issues in a lucid and precise manner to their customers. This is particularly so in the case of companies which do business in areas such as manufacturing, IT, engineering products and services – companies whose products and services may not be understood by a customer not familiar with its technical aspects. These communication materials are prepared in a company these days by technical writers – people who can effectively communicate to an intended audience. The skills of a technical writer are being increasingly sought for preparing marketing documents such as brochures, case studies, web site content. Though technical writer in a company do a good portion of such work, the trend now is to outsource technical writing to free lancers. Technical writing and writing text books are poles apart. The former is aimed at those who do not have an in depth knowledge about a product and hence should be direct and lucid. The basic requirement for being a technical writer is near –total mastery over English language. A technical writer should be natural in creative writing and needs to be an expert in using Business English. This simply means that those with a Bachelor's degree in English Literature along with a diploma in Journalism and having a PG Diploma in Computer Applications are ideal candidates for being employed as technical writers. According to Joe Winston, Chief Executive Officer of I manager, speaking ability is not imperative for technical writer. Many have inhibitions in speaking English but their writing skills would be very sharp. Technical writing would be a good option for such people. If candidate is to be assigned the task of preparing high –end technical manuals, he is required to have higher qualifications such as an M.Phil. in English Lit. and a degree such as M.C.A. Companies look for such qualifications because technical writers first need to understand the technical information themselves, before trying to communicate it in de- jargonized language to the potential customers. However, it is also true that many companies provide rigorous on – the- job training to fresh technical writers before allowing them to graduate to high – end products. Though the demand for good technical writers has risen sharply over the years, the emphasis is never on numbers but on skills. Merely having the right mix of writing and comprehension skills is not sufficient. A technical writer should keep his writing blades constantly sharpened. It means untold hours of reading up the latest in the technological trends and

ceaseless honing of one's Business English and writings. A career in technical writing is seen as a god choice for women mainly because it is widely held that women are more adept at creative writing than men and the job odes not entail graveyard shifts or 'arduous travelling'. A beginner can expect to be paid anywhere between Rs.8000 to Rs.15000 a month. Technical writers usually join as executive technical writers and then go on to become senior technical writers ,team leaders and some even manage to make it to management job within a decade .As in most private sectors jobs , merit is the main criterion for rise in job and not necessarily the number of years one has put in.

NEWS PAPER CAPTIONS

The captions of the news columns in the newspaper make a first impression on the reader.

But a headline can do more than simply grab attention. A great headline can also communicate a full message to its intended audience, and it absolutely must lure the reader into your body text.

As its essence, a compelling headline must promise some kind of benefit or reward for a reader, in trade for valuable time it takes to read more.

Some Headline Tips:

1. In general, commas are used to replace ‘and’, semicolons are used to split multi -sentence headlines.
2. Articles and prepositions are deleted to save space .
3. Shortened forms of the words are used, eg, Prof. info. Etc.
4. Acronyms are used , like WHO – World Health Organisation
IISc.- Indian Institute of Science, BCU – Bengaluru Central University
5. Numbers are preferred to words in headlines, like 400 and not four hundred.
6. You may see or hear in quite a number of situations, the sentences that are used in grammatically incomplete, but anyway we may know they do not cause any problem in understanding.

Examples:

1. DECLARING BCU RESULT DECISION TOMORROW
2. STRANDED BENGALURU COMING WEDNESDAY
3. NOT A THOROUGH FARE
4. “LIKE IT?” “RATHER”
5. SORRY FOR POOR TRANSMISSION QUALITY.

Let us examine them closely a bit. The first is from a newspaper headline, the second, a message by wire, the third, a notice probably put up outside a private land, the fourth, the bits of conversation and the last sentence is an apology flashed on the TV screen.

Some common conditions used while writing the newspaper headlines:

a. Usually ‘be’ verbs are omitted

Eg:

1. HUNT CONTINUES (A hunt is continuing)
2. PM INAGURATING FUNCTION TOMORROW
(The Prime Minister is inaugurating the function tomorrow)

b. Generally articles are omitted

Eg:

1. BUS SET ON FIRE IN BENGALURU (A bus was set on fire in Bengaluru)
2. CM TO OPEN ATHLETIC MEET
(The Chief Minister will open the Athletic meet)
3. 5 KILLED IN CAB, LORRY COLLISION (Five were killed in a cab and lorry collision)

c. They have a very special base system

1. **Generally simple presentence forms are used for the past events, the events that are happening at the time of reporting and for the events, which happens continuously**

Eg:

- (1) TALK FAILS

(The talks have failed)

- (2) OPPOSITION REJECTS OFFER (The opposition rejects the offer)

2. To refer to planned future action the infinite form of the verb with ‘to’ is used.

Eg:

CM INAGURATE SHIKSHAK BHAVAN AT CHAMARAJPET TOMORROW

(The Chief Minister will inaugurate the Shikshak Bhavan at Chamarajpet tomorrow)

TASK

Expand the following newspaper headlines into their grammatically complete version.

1. YOGA, A UNIFYING FORCE--SPEAKER

2. KEB CLEARS COGENTRIX PROJECT REPORT

3. CM TO OPEN ATHLETIC MEET

4. INDIA LAUNCHING ANOTHER SATELLITE

5. SEMINAR TO FOCUS ATTENTION ON ROAD ACCIDENTS

6. KARNATKA RICE QUOTA RAISED

7. GOVT. READY FOR TALKS

8. MORE INCENTIVES FOR EXPORTERS

9. NARENDRA MODI VISITING BENGALURU NEXT WEEK.

10. TROOPS FIGHT THEIR WAY INTO JAFFNA TOWN.

11. WB SANCTIONS LOAN TO KARNATAKA

12. PM TO ADDRESS HRD ISSUES SOON

IDIOMS AND PHRASAL VERBS

An **idiom** is an expression that takes on a figurative meaning when certain words are combined, which is different from the literal definition of the individual words. For example, let's say I said: 'Don't worry, driving out to your house is a piece of cake.' We would understand that the expression 'piece of cake' means that it's easy. Normally, we obviously wouldn't associate the word 'cake' when it is on its own as anything other than dessert. But in this context, it's a well-known idiom. The origin of idioms is not always known, but they said to originate from stories and creative writing, and are modified over time.

Objectives:

- Idioms and phrases help attain automaticity and fluency in language, making the user sound natural.
- To internalise the use of these multi- word units.

Examples of idioms:

There are tens of thousands of idioms used in the English language. As we can probably understand, idioms are difficult to understand for people whose first language is not English.

1. As happy as a clam

Pleased, very content

Example: He always does his work on time, no wonder his boss is as happy as a clam.

2. Pass the buck

To dodge one's responsibilities by giving them to someone else
Example: The Board of Trade passed the buck, saying it had no jurisdiction in the case.

3. A penny for your thoughts

Example: San Francisco entrepreneur Mark Turrell wants to give you a peeny for your thoughts.

4. Actions speak louder than words

People's intentions can be judged better by what they do than what they say.

Example: Politicians are all the same, all talk but no work, do they realize that actions speak louder than words.

5. At the drop of a hat
without any hesitation; instantly.

Example: The girl is so emotional; she'll start crying at the drop of a hat.

6. Back to the drawing board
When an attempt fails and it's time to start all over.

Example: The government must go back to the drawing board and review the whole issue of youth training.

7. Beat around the bush
Avoiding the main topic. Not speaking directly about the issue.

Example: If you have something important to tell me, then stop beating around the bush and come to the point.

8. Burn the midnight oil
To work long hours in the night

Example: It is a very hard assignment and I had to burn the midnight oil to get it done on time.

9. Can't judge a book by its cover
Outward appearance cannot be an indicator of someone or something's value or worth

Example: The candidate did not look very intelligent but you cannot judge a book by its cover.

10. Cry over spilt milk
There is no use in worrying over past events which cannot be changed

Example: I know you didn't mean to break my phone, so there is no use in crying over spilt milk now.

Exercises:

Choose the appropriate idiom and fill in the blank:

(practice makes perfect, pulling your leg, rule of thumb, smell a rat, take a rain check, the ball's in your court, the spitting image, till the cows come home, tongue-in-cheek, under the weather)

1. Wow – the painting is _____ of you. Who drew it?
2. I'm a bit busy so I will _____, but thanks for inviting me.
3. I've been a bit _____ since last night. I think it may have been something I ate.
4. Are you _____? I don't believe you really did that.
5. The police _____ when he said he wasn't involved in the crime. Someone fitting his description had been seen in the area.
6. Don't worry if you can't do it yet. Keep trying _____.
7. The _____ in our house is not to talk about politics – it always ends in arguments!
8. The TV programme was a _____ look at American culture. It wasn't that serious.
9. I've told him how angry I am, so now. We'll see what he does.
10. We'll be waiting _____ for England to win the football world cup again.

PHRASAL VERBS

- A phrase is a grammatical term referring to a group of words that does not include a subject and verb.

Examples:

- after the meal (prepositional phrase)
- the nice neighbour (noun phrase)
- were waiting for the movie (verb phrase)

None of these examples contains a subject doing an action (subject-verb). Therefore, each example is merely a group of words called a phrase.

It is very usual to prepositions or adverbs after certain verbs so as to obtain a variety of meanings:

Eg. Give away- give to someone/ anyone,

Give up- abandon (a habit or attempt)

Look after- take care of

Look for-

take care of

Lookout - beware

The student need not try to decide whether the combination is verb+ preposition or verb+ adverb, but should consider the expression as a whole.

Difference between a phrase and an idiom

A phrase is a group of words making incomplete sense.

E.g. on the road (doesn't make complete sense)

An idiom is a group of words which by common usage has a meaning, which is not the same as the literal meaning of the words. An idiom thus has a meaning of its own. Every idiom is a phrase. However, each phrase is not an idiom.

E.g. a piece of cake (a task which is very easy to perform)

Exercise:

1. Fill in the blanks choosing suitable phrases (in their correct form) from the list given below:

(get over, get at, get around, get through, get into, get off)

- i We must try to _____ he truth.
- ii It is not easy to _____ the examination.
- iii Clever people can often _____ the tax laws.
- iv Did your daughter _____ the final three places?
- v Sooner or later you will _____ the shock.

2. Fill in the blank with appropriate phrases from the list given below:

(account for, ask for, back away, break down, back out, blow out, carry on, close down, come across, cut down, fall behind)

1. Go to the office and _____ for my secretary.
2. A treasurer must _____ the money he spends.
3. The fireman had to _____ the door to get the burning house.
4. When he took a gun out every one _____ nervously.
5. He agreed to help but _____ when he found how difficult it was.
6. I can't _____ alone any longer, I will have to get help.
7. The report _____ my theory.
8. Trade was so bad that many small shops _____.
9. If you _____ all the trees you will ruin the earth.
10. When I was looking for my passport I _____ these old photographs.

3. Using the following phrases construct meaningful sentences:

Fade away, fall behind, get away, find out, go on, hold on, leave out, let in, move on, think over, turn away, wipe out, work out, watch out.

DERIVATIVES

INTRODUCTION – Derivatives are words that are derived from other words called root words. They are formed by adding an affix to the root words. An affix can be a prefix or a suffix. The meaning of a **derivative** is determined by its context, not its parts. Those words can be used as noun, verb, adjective and adverb. (Affixes are dealt with in greater detail in the next semester.)

objective- To enable the student to understand the words in different parts of speech through which it would be helpful for the students to develop better Communication skills.

- Noun depicts name, place or thing
- Verb highlights action
- Adjective shows the quality of noun
- Adverb modifies the verb or qualifies the adjective

Change the given underlined word into noun/verb/ adjective/ adverb:

Eg: 1)

- We care for our children (change into a noun) . We provide proper care for our children.
 - We have to be careful with our children (change into an adverb)
We should handle our children carefully (adverb)
- 2) King Lear is foolish, his _____ is proved at the end.(change into noun)
 - 3) India is a developing country. It's _____ is dependent on various factors.(change into a noun)
 - 4) There was grace in her dance. She danced _____(into an adverb)
 - 5) Don't harm others. Do not indulge in _____deeds. (into an adjective)

- 6) He was happy at his success. He had completed the experiment _____ . (into an adverb)
- 7) He was assigned to do a project. The _____ was a significant one. (into a noun)
- 8) The parents were delighted to see their kids enjoy the game. It was a _____ game indeed. (into an adjective)
- 9) He was a man of vision. He _____ the concept very well. (into a verb)
- 10) Money gives a sense of security. But _____ it is a tough task. (into a verb)
- 11) The music was melodious. The _____ impressed the audience. (into a noun)
- 12) He has achieved a lot in life. People envy his _____. (into a noun)

TASK

Identify the parts of speech of the underlined words as noun/verb/ adverb/adjective with an appropriate meaning and change them as directed making necessary changes in the sentence.

1. He is an honest man. (into a noun)

-
- 2) She was accurate in her calculations. (into a noun)

-
- 3) Regular exercises keep one in good health. (into an adverb)

-
- 4) Youngsters should listen to the advice of elders. (into a verb)

-
- 5) Sita is a sharp girl in the class. (into a noun)
-

- 6) One should inculcate punctuality in one's life. (into a verb)
-
- 7) Be active to keep up good health. (into a noun)
-
- 8) Accept challenges but don't deter from your set goal. (into a noun)
-
- 9) He is a sincere officer. (into an adverb)
-
- 10) I admire her knowledge. (into an adj)
-
- 11) One should strive hard to achieve success. (into an adj)
-
- 12) Her voice is very melodious. (into a noun)
-

Certain words are used as both nouns and verbs: Eg.

1. Produce – noun. The farm produce was of good quality.
Produce - verb. The farmers produced a variety of crops.
2. Scare- noun. I got the scare of my life when the tiger roared at me.
He scared her when he bellowed in her ears.
3. Laugh- noun. His laugh was very shrill. He laughed at his friend's foolishness.

Now use the following words as nouns and verbs in different sentences:

1. Light
2. Promise
3. Damage
4. Sail
5. Transport
6. Object
7. Watch
8. Doom

DATA INTERPRETATION

Objectives:

- To develop the skills of interpretation and analysis of a data given through a diagram, chart, graph into a narrative/paragraph.
- To hone the skills of close reading of data and statistical figures with careful observation.

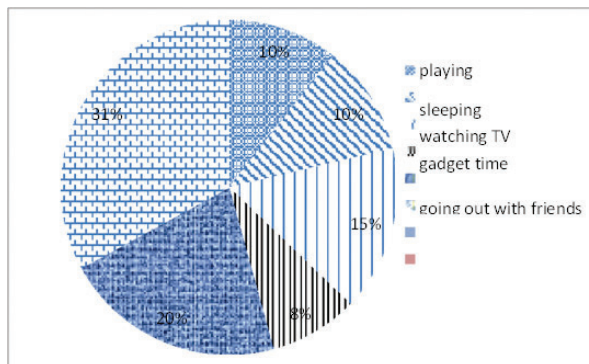
A picture can convey a lot more effectively and appealingly than a narrative paragraph does. It saves time and space. A pictorial or graphic presentation can be in the form of pie chart, line graph, bar graph, statistical table etc. A student will be tested in this skill in terms of his ability to translate a diagrammatical representation into a narrative paragraph.

Useful tips for data interpretation:

- **Do not miss out any data given in the diagram.**
- **Do combine all the details given in coherent sentences.**
- **Do compare and contrast between the data given.**
- **Stick to the data given.**
- **Do not cite external data unnecessarily.**
- **Use clear and lucid style to write a paragraph/narrative.**

Sample exercise:

The Pie chart given below shows a graphic representation of a day in student's life. Write a narrative using all the details given below.



A survey has been done by an agency, which gives a clear indication

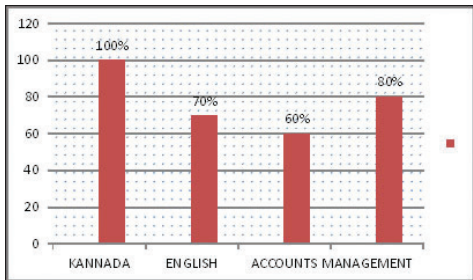
of how a day is spent in a student's life. A youngster always prefers to keep himself joyful and agile. Therefore the playing time is 15%. He also needs entertainment either by watching TV or listening to music. He reserves 10% of his day for watching programmes. Going out with friends is another important observation made in the survey, which amounts to 20%. This relaxes his otherwise tense mind. 31% of his day is utilized for studies either at home or away. Considering today's busy scheduling, this number is quite surprising. How can one forget gadgets?

Interestingly, he has time for mobile apps and games which is at 8%. Sleep gives that positive end to a busy day and youngsters require good sleep utmost.

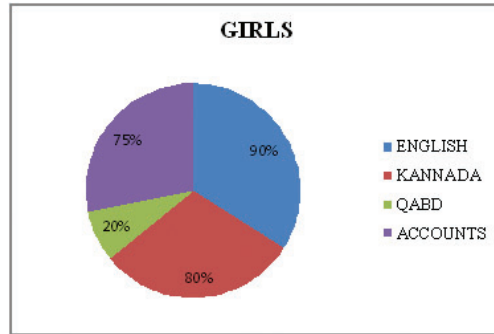
Therefore he spends nearly 10% for sleeping. The survey was conducted in urban scenario and it may differ in a rural set up.

Task 1

1. The following graph shows the pass percentage of students of a college in the first semester examination. Write a narrative using the data given.

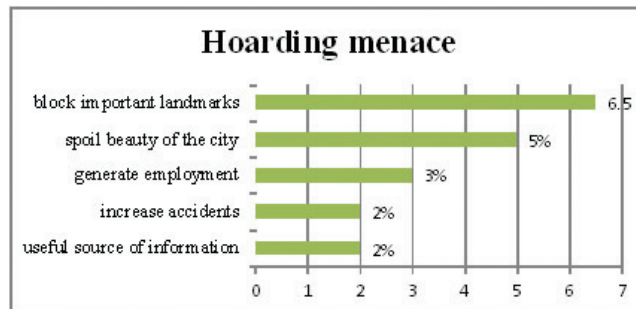


2. In a college, girls have scored the percentage as mentioned below. Write a paragraph about their results.



Task 2

An opinion poll was conducted by an agency in Bengaluru City about the use of hoardings and bill boards. The poll result is reflected in the graphic representation as mentioned below. Write a paragraph on the data given with suitable suggestions.



Task 3

Refer the Score board and answer the questions that follow:

Australia		Sri Lanka	
Warner b de silva	26	Karunaratne	b
Maxwell	97		
Finch c Karuna b Udana	153	K Perera b Starc	52
Khawaja c Udana de silva	10	Thirimanne c Carey b Starc	16
Smith b Malinga	73	Mendis c Carey b Cummins	30
Maxwell not out	46	Mathews c Warner b Cummins	9
Marsh c Sirivardana b Udana	3	Sirivardana b Starc	3
Carey run out (Udana)	4	Perera b Richardson	7
Cummins run out (K Perera)	0	De silva not out	16
Starc not out	5	Udana c Finch b Starc	8
		Malinga c Khawaja b Maxwell	1
		Pradeep c Carey b Cummins	0
Extras	14	Extras	8
Total (7 wickets, 50 overs)	334	Total (all out, 45.5 overs)	247

1. What is the target set by Australia?

2. Who is the highest wicket taker in the match?

3. Who is the top scorer for Australia?

4. The number of batsmen who got clean bowled is
 - a. 3
 - b. 4
 - c. 5
 - d. 6
5. Luck did not favour Karunaratna. Why?

Question Paper Pattern
I Semester B.Com/BBA/BHM
General English

Time: 3 hours

Max.Marks: 70

Section A

(Workbook –30 Marks)

I.	Correction of Sentences	5
11.	Rearranging Sentences	5
111.	Comprehension Passages	5
IV.	Expanding News Paper Caption	5
V.	Idioms and Phrases	3
VI.	Derivatives	2
VII.	Data Interpretation	5

Section B

(Course Book -40 Marks)

VIII	Answer the following in one or two sentences each: [5out of 8 Questions]	5x2=10
IX	Answer the following about a page each: [4 out of 6 Questions, 1 from poetry compulsory]	4x5=20
X	Answer the following in about a two pages each: [1 out of 3 Questions]	1x10=10

**NOTE: TEACHERS ARE REQUESTED TO FOLLOW THE
PATTERN GIVEN BELOW FOR INTERNAL ASSESSMENT**

INTERNAL ASSESSMENT	TOTAL -- 30 MARKS
ASSIGNMENT:	15 MARKS
TEST:	10 MARKS
ATTENDANCE:	05 MARKS

**First Semester B.Com. / B.B.A./B.H.M
Degree Examination (Semester Scheme-CBCS)
Language English-I (Model Question Paper)**

Time: 3 Hours

Max. Marks: 70

**SECTION-A
(WORKBOOK)**

I. Correct the following sentences:

5x1=5

1. Sindhu don't know English.
2. Yukta has consulted a advisor already.
3. Narendra prefers lemon tea than black tea.
4. Yoga classes is conducted every saturday.
5. Mandira is practising music for five years.

II. Rearrange the given sentences in proper sequence in a paragraph: 5

- a. Infanticide means the killing of children in the range of 0-6 years.
- b. Both social and religious factors are responsible for this practice in the society.
- c. Awareness and change of mindset in the society can solve this problem.
- d. Female infanticide is a menacing social issue.
- e. Laws alone cannot put an end to this inhuman practice.

III. Read the following passage carefully and answer the given questions: 5

The self-image we harbour is the key to the success or failure of our most cherished plans and aspirations. If the image is inadequate-and psychologists say most of us habitually underrate ourselves-it behoves us to correct it. We do this systematically imagining that we are already the sort of person we wish to be, if you have been painfully shy, imagine yourself moving among people with ease and poise. If you have been fearful and over-anxious, see yourself

acting calmly, confidently and with courage.

What we believe about ourselves often imposes rigid and quite false limits on what we are able to accomplish. As a schoolboy Dr. Alfred Adler, the famous psychiatrist, got off to a bad start in arithmetic. His teacher became convinced that he was "dumb in mathematics." Adler positively accepted the evolution, and his marks seem it to prove it correct. One day, however, he had a sudden flash of insight and announced that he thought he could solve a problem the teacher had put on the board which none of the other pupils could solve. The whole class laughed. Whereupon he became indignant, strode to the blackboard and solved the problem. In doing so he realized that he could understand arithmetic. He felt a new confidence in his ability, and went on to become a good mathematics student.

The point is that- Adler had been hypnotized by a false belief about himself. For the power of hypnosis is the power of belief. If you have accepted an idea- from yourself, your teachers, parents, friends or any other source- and if you are convinced that idea is true, it has the same power over you as the hypnotist's words have over his subject.

Negative thinking can limit each of us if we let it. And, conversely, within you right now is the power to do things you never dreamed possible.

1. Choose the right synonymous word:

- a. **indignant:** annoyed, pleased, cheerful
 - b. **poise:** imbalance, calm, agitation
2. Why is self-image important?
 3. How did Adler break loose from his belief in his own incompetence?
 4. How is the creation of a self-image similar to the work of a hypnotist?
 5. How does negative thinking affect us?

IV. Expand the News Paper Captions given below:

5X1=5

1. University results out.
2. Hijacker to surrender today.
3. Rain toll rises to 155.
4. Steep hike in BMTTC fare.
5. CBI cracks IMA fraud.

V. Fill in the blanks with appropriate idioms and phrases from the list given below: 3x1=3

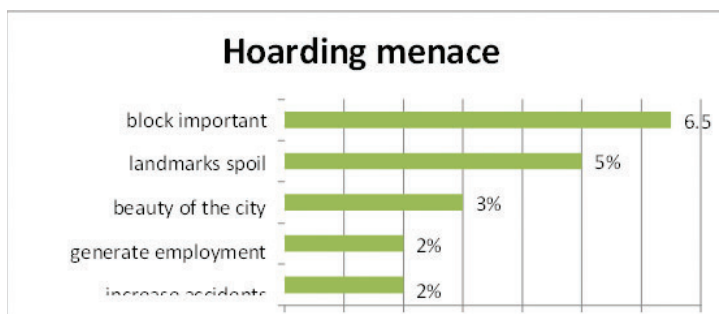
(Turn out, look into, took to heels, see eye to eye)

1. The thief _____ when he saw the Police.
2. The _____ at the venue is very less.
3. The Officer assured to _____ the matter.

VI. Choose the correct forms of the words given in the brackets and fill in the blanks: (opt, practice) 2x1=2

1. Harshitha _____ for Managerial Economics. Many were open for her.
2. Yoga is a good _____. One has to _____ it regularly.

VII. An opinion poll was conducted by an agency in Bengaluru City about the use of hoardings and bill boards. The poll result is reflected in the graphic representation as mentioned below. Write a paragraph on the data given with suitable suggestions. 5



SECTION- B (COURSE BOOK)

VIII. Answer any FIVE of the following in one or two sentences each:
5x2=10

1. Where did Joe and Delia meet for the first time?
2. Why was the doorbell not welcome in the mornings, in Srinivasan's house?
3. What does a chronicle do as depicted in "Sonnet 106"?
4. Name any two games other than football where games cause ill will and animosity.
5. Where did Nnaemeka and his father sit on the second evening? Why was that important?
6. Buying and Selling is a _____
a) game b) practice c) trade d) sport
7. Who facilitated the fight testing of Agni V?
8. What does the author mean by 'choice fatigue' in Freedom and choice?

**IX. Answer any FOUR of the following in about a page each
(1 from poetry compulsory):**
4x5=20

1. How does Delia remonstrate Joe's refusal to send her to job?
2. What were the causes that led to the crisis in Srinivasan's house?
3. How did the ancient writers extol the beauty of youth?
4. Why does Orwell say a game get converted into a mini warfare?
5. How do career options of today differ from the past?
6. Why must 'the master spirit of the earth' be invoked, according to the poet?

X. Answer any ONE of the following in about two pages: 1x10=10

1. In what way does the story 'Marriage is a Private affair' reflect on the ignorance and superstitions of the Ibo people?
2. Consider Abdul Kalam as a great visionary as seen in the essay.
3. Trace the transformation happening in the field of education and its impact on career options available today as brought out in the essay 'Freedom and Choice'.
4. How does Khalil Gibran establish that Nature is kind and generous?