

# IMPRINTS-I

General English Text Book  
I Sem B.Sc / B.C.A / B.Sc (FAD)/B.V.A



Editor  
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PRASARANGA  
BENGALURU CENTRAL UNIVERSITY (BCU)  
Bengaluru.

**IMPRINTS-I:** General English Textbook for I Semester B.Sc./B.C.A/  
B.Sc. (FAD) /B.V.A and other courses coming under Faculty of Science,  
is prepared by the Members of the Textbook Committee, Bengaluru Central  
University (BCU)

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## FOREWORD

IMPRINTS –I General English Text Book for I Semester B.Sc/BCA/B.Sc. (FAD)/ BVA and other courses coming under Faculty of Science, 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- 560001.

## PREFACE

The General English Coursebook **IMPRINTS-I** for I Semester B.Sc/BCA/B.Sc. (FAD)/BVA and other courses coming under faculty of Science, 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 sensitise them to social concerns. It is assumed that the thinking practices and extended activities incorporated as part of every lesson-plan would help students interpret literature as a form of cultural expression.

The Coursebook 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 students would make the 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 Dr. Anita Rao, the Chairperson and her team of teachers, who have put in all their time and effort into the realisation of this textbook. I thank the Vice Chancellor and Registrar of Bangalore Central University for their consistent support. I also thank the publisher, **Bengaluru Central University Press** who helped us bring out the book on time.

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## A NOTE TO THE TEACHER

**Imprint-1** aspires to create a diverse portal for classroom engagement and learning. The text has been designed with the following objectives:

### **Objectives of the Syllabus:**

- ◆ To revisit and revise basic Grammar components
- ◆ To hone LSRW skills and expand Vocabulary in Use
- ◆ To refine Communication Skills and prepare them for competitive exams
- ◆ To cultivate coordination between thinking and writing
- ◆ To orient the young adult learner to social concerns and contexts
- ◆ To create healthy curiosity about non-science aspects and acquire finer readership sensibilities and judgment
- ◆ To provide the ability to critique textual narratives applying aesthetic principles

The aspiration is to bring to the fore, these objectives through ‘Revise, Explore, Transform and Perform’. By the end of the first semester, they should be comfortable with the use of English for communication in the classroom environment; they should also have revisited the challenging areas in basic grammar. As science undergraduates have limited opportunities within the classroom to explore social and political complexities through discourse, selections have been made to fill this gap. Furthermore, literary windows have been provided through the section, ‘The Dignity of Difference’. This is for exploring aesthetic aspects, and provisioning spaces for creativity.

A series of extended activities, have been provided for projecting their learning experience and earning credits through assignments for Internal Assessment.

The committee also hopes to provoke learners to negotiate their contexts, ideas and realities by inculcating reading habits, through books. A General English Exam Paper has been provided for getting familiar with the pattern of question papers in competitive exams. Ultimately, it is hoped that the first semester would support them in the journey towards becoming a market-ready and future-ready, national and global citizen.

**Dr. Anita Rao**

Associate Professor,

Chairperson,

Textbook Committee for Science Undergraduates.



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# PART I

## LITERARY SECTION-A

### NARRATIVES OF DEMOCRACY

*Until the lion learns to write, every story will glorify the hunter.*

**-African Proverb**

## LESSON 1

### WHEN FREE SPEECH IS TRULY FREE



**SUNDAR SARUKKAI (b1963-)**

*“Purely intelligent creatures, whether people or machines  
are bad for humanity.”*

#### **A NOTE ON THE AUTHOR**

Sarukkai is a philosopher and currently, Professor of Philosophy at National Institute of Advanced Studies in Bengaluru. He was the founding director of the Manipal Centre for Philosophy and Humanities, Manipal University, from 2010-2015.

He has a Masters in Physics from IIT, Madras. An extremely versatile and talented academician trained in Physics and Philosophy; he has earned his doctoral degree in Particle Physics, from Purdue University, USA. He shifted to the discipline of Core Philosophy after pursuing it as a course in Purdue. He has had the distinction of working with the eminent sociologist Prof. M. N. Srinivas and Gopal Guru.

He has authored many books of which ‘*What is Science?*’ has been published

by NBT, India. Sarukkai is a member of the Indian Council for Philosophical Research and is the Editorial Board Member of *Leonardo Book Series on Science and Art* published by the prestigious MIT Press, USA. He is also the Series Editor for *Science and Technology Studies*, Routledge. He has many other laurels to his credit like being a Homi Bhabha fellow of IAS, Shimla, and PHISPC Associate Fellow. His work has largely revolved around some central and many peripheral themes on Philosophy of Nature and Social Sciences.

This article, taken from *The Hindu* (22/03/2019) discusses a very important constituent of Democracy namely, freedom of speech, its roles, responsibilities and its manifestations.

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## WHEN FREE SPEECH IS TRULY FREE

### Pre-Reading:

*Have you ever been told not to intervene in a conversation and felt hurt by it? Can you find out the reasons why you were told to keep quiet?*

Freedom is a theme which is going to come up again and again through this election. It is a term, like truth, that has globally become extremely important today. But it is not an easy concept to understand, especially in a public political **discourse**. First of all, there are many kinds of freedom: freedom to speak, to write, to think, to imagine, to live our lives, to eat what we want, and so on. Since this term is invoked so quickly and so easily — witness little children saying they want their freedom to have ice cream! — it is important that we understand its diverse meanings in our everyday use of this term. Here I want to understand what one of the most important expressions of freedom, free speech, could mean.

### Freedom to hold forth?

We often tend to think that among the main elements of democracy are the holding of elections and a free media. Both elections and free media are important because they stand, among other things, for the notions of free speech and free expression. Casting a vote **anonymously**, of one's own free will, is

an example of free expression and is broader than just ‘free speech’. Similarly, when the media has the freedom to air all kinds of views, it is seen to be an example of free speech. But is free speech really the essence of democracy? Is it really so important for an effective democracy?

**Paradoxically**, there is an **inherent** tension between free speech and democracy. If free speech is understood merely as the freedom to say what one wants, then that is obviously not **conducive** to meaningful social behaviour. For example, one can spread falsehood about another in the name of free speech. One can insult, lie, create harm and hatred through free speech. In these cases, free speech should rightfully be called rumour and gossip. Rumour, gossip, fake news and deliberate lying can be hidden under the **guise** of free speech. It is speech with an **ulterior** motive. To call these as free speech is a mistake.

The answer to the problem of defining what really **constitutes** free speech lies in understanding the meaning of ‘free’ in free speech. What is really free in free speech? The freedom to say what one wants? We can’t really say what we want all the time since all speech is **constrained**. We are constrained by language, words, concepts and grammar, and even by the physical **contours** of our mouth. We are constrained by the biological and **cognitive** structures related to thought and its expression through language. Socially, we are not fully free to say what we want. We cannot make certain utterances in certain places. A commentator, commenting on a game of cricket, cannot suddenly give a lecture on philosophy saying that he is protected by free speech!

In addition to constraints, all speech also has a cost. When we utter something, good or bad, there is a price to pay. Even in personal relations with family and friends, we cannot say what we want. If we do so — that is, if we are honest and outspoken — there is a price to pay. Relationships get broken, wars are declared between people because somebody spoke ‘freely’.

Thus, the essence of free speech is not really about the freedom to say what we want. It is more about speech which is free, which comes with no cost. Free speech is actually speech for which you don’t pay a price. But paying a price is

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not in the hands of the speaker. When I say or write something, I do not know who will take offence at it. People get upset and take offence very easily these days! Free speech is nothing but the conditions under which the hearer is not allowed to take offence and **intimidate** the speaker.

The real freedom in ‘free speech’ lies not in the freedom of the speaker to say what she wants but in the constraint on hearers to allow the speaker to say what she wants. Thus, when we demand the right to free speech, we are essentially demanding the right to stop others from not letting us speak. The most important consequence of the idea of free speech is that it shifts the responsibility of free speech from the speaker to the hearer. But does this mean that anybody can say what they want? Can they **slander** a person through falsehood in the name of free speech? Is slandering a person the same as criticising the government or the nation? After all, our governments, independent of which party is in power, have effectively used the charge of **sedition** to stop certain utterances in public.

### **Criticism as a duty**

It is not free speech to purposefully slander a person. But criticising the government or nation is not the same as slandering an individual. Such criticism is not just a right; it is more a duty of democratic societies. In a true democracy, there is nothing that can be considered as slandering the government, even if a criticism may be wrong and unjustified. That is because free speech is a tool to make democracy workable and it is not really about the individual freedom to say what one wants.

Democracy is about governance for others and on behalf of others. It is a social and public system of responsibility of governance. The very foundation of democracy is collective action and the real freedom in a democracy is the freedom of choosing who will govern on our behalf. The ideal of democracy is that we are all potential rulers — any one of us can be the Prime Minister of our country. When we elect somebody, we are only putting a group of people to govern on behalf of us. Free speech is the mechanism to make sure that they govern correctly and on our behalf. It is only free speech, defined in this manner that makes democracy workable.



The true power of free speech lies in its capacity to make those in power accountable to those who do not have power. It is a means to control those in power and is not really about freedom of individuals. The price we demand for making somebody govern on our behalf (the elected leaders) is to allow us to say what we want about them, not as individuals but as political leaders.

### The power equation

Thus, true free speech covers only those acts of speech which speak against power, and keep those in power accountable. It thus **safeguards** the most **cherished** democratic principle. Free speech by itself is not the essence of democracy but is the means by which any democracy can be sustained. Anybody who doesn't like to hear criticism of government or government representatives is being undemocratic. We dilute the importance of free speech when we use it to derive personal benefit or cause harm or do so in situations which are not about power. Speech, in the task of keeping check on power, has to be **subsidised** and made free by those in power.

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### GLOSSARY

- **discourse:** talk; dialogue; written or spoken communication/debate
- **hold forth:** talk at length about a subject
- **anonymously:** in a way that does not reveal identity or name of person
- **paradoxically:** self contradictory; opposite of
- **inherent:** inborn; built-in; existing within something
- **conducive:** good for; helpful
- **guise:** concealing the true nature of something
- **ulterior:** hidden ;undisclosed
- **constitutes:** be a part of a whole; makes up
- **constrained:** artificial; forced
- **contours:** shapes; moulds
- **cognitive:** relation to cognition(the mental process of acquiring knowledge through thought, experience and senses)
- **intimidate:** threaten; frighten

- **slander:** action of making false statements damaging a person's reputation
- **sedition:** conduct or speech inciting people to rebel against authority
- **safeguard:** protect
- **cherished:** loved dearly
- **subsidised:** support financially by giving grants

## Guided Reading

### I. Factual Questions:

1. Which theme is as important as freedom, according to Sarukkai, in a global context?
2. The author says that elections and free media are expressions of \_\_\_\_\_ and \_\_\_\_\_.
3. What do you mean by casting a vote anonymously?
4. People think that the most important elements of a democracy are \_\_\_\_\_ and \_\_\_\_\_.
5. How would you qualify rumour and gossip? Is it right to categorize them as free speech?
6. What example does the writer use to describe how we cannot have complete social freedom to say what we want? What would be its effect?
7. What is the hearer's role in free speech?
8. According to the author, the impact of free speech is played out more through the listener than the speaker. True/False
9. Criticising a government is:
  - i. Equal to falsely criticizing an individual
  - ii. Wrong and not acceptable
  - iii. Equal to sedition
  - iv. Not free speech
  - v. An instrument to strengthen democracy
10. The foundation of democracy is collective action. True/False.

### Paragraph Questions:

1. What are the different expressions of freedom that Sarrukai talks about?
2. How would you justify that anonymous voting is a broader expression than free speech?
3. How do free speech and democracy create an inherent tension?
4. Explain "*It is speech with an ulterior motive.*"
5. Analyse how all speech is restricted or constrained.
6. What is the price one has to pay for saying what we want?
7. According to Sarrukai, what are the true conditions of free speech?
8. Describe Democracy as Sarrukai sees it.
9. What is the true power of free speech?
10. How would you describe criticism as a duty?

### II. Essay Questions:

1. How does free speech maintain the power equation?
  2. Is free speech truly free?
  3. Justify and explain how Democracy and Free Speech are connected?
  4. Can you strengthen or maintain democracy through free speech? Is it workable, according to the author?
  5. How does free speech relate to the listener?
- 

### Vocabulary in Use

**Find the meanings of these words in an encyclopedia:** Sedition; Defamation; Slander; Rumour; Fake News; Caricature; Propaganda; Yellow Journalism

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- Protection of speech was first introduced when the Magna Carta was signed in 1215
- The Greek philosopher Socrates, was persecuted in 399 BC for an early argument that promoted free speech
- In 1633, Galileo Galilei was brought before the Inquisition for insisting that the Sun does not revolve around the Earth; his punishment was, a lifetime of house arrest
- Bruno was tried for heresy by the Roman Inquisition for his cosmological theories based on the Copernican model and burnt at the stake for heresy. His case is considered a landmark in the history of Free Thought and Science

**\*Find more such interesting/dramatic facts and discuss them in the classroom.**

#### **Suggested Reading :**

1. Article 19 Part III of the Indian Constitution
2. What is Science?-Sundar Sarukkai
3. The Public Intellectual in India: Romila Thapar, Sundar Sarukkai, et al.
4. India after Gandhi: Ramachandra Guha
5. Burning of the Books: A poem by Brecht
6. Vachanas of Basavanna

#### **Extended Activities (to be considered for Assignments and Projects): PPTs, Essays, Collages, Projects on-**

1. Performing Arts and the freedom of Expression (Theatre, Dance, Poetry)
2. Charlie Hebdo and Je Suis Charlie Movement
3. **#Me Too Movement** as a freedom of expression or not
4. M. F. Hussain and freedom of expression
5. Burning of books the world over and their implications
6. Scope and Limits of Article 19, Part III, as a Fundamental Right and what needs to be discussed in Parliament

## LESSON 2

### DEMOCRACY



#### JAMES MERCER LANGSTON HUGHES (1901-1967)

*“We younger Negro artists who create now, intend to express our individual dark-skinned selves without fear or shame. If white people are pleased we are glad. If they are not, it doesn’t matter. We know we are beautiful. And ugly too.”*

#### A NOTE ON THE POET

He was an American poet, activist, playwright, columnist, an assertive artist-spokesperson and voice of the coloured people. He earned his Bachelor’s Degree from Lincoln University and created the new genre in literary art form called **\*Jazz Poetry**. He is also renowned for initiating the **\*Harlem Renaissance** in New York. He worked as a busboy in a hotel, where he met the poet Vachel Lindsay, who introduced his works to the public domain as a black poet. His narratives constantly refer to the life of the working class blacks in America. Often been described as the people’s poet, he sought to throw light on the conditions of the coloured people in USA. Founding the *Skyloft Players* helped him to develop, a singular black theatre with a black perspective. He also created an extremely relatable fictional character popularly called *Simple*

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to articulate the problems of a poor black man in a racist society.(Like R. K. Laxman's caricature of the common man). He stands tall, as an impactful Afro-American artiste who boldly took on the **angst** of the coloured people and voiced them, without sentiment, pathos or glorification.

This narrative poem is considered a classic and was first published in 1949. There seems to be an **introspective** mood in the poem wherein, the poet reflects on the injustice meted out to some citizens. He laments the availability of a level playing field in a democratic country and voices his concern on behalf of those, deprived of it. His is the voice of the common citizen.

- \* **Jazz Poetry** is poetry by Afro-Americans that responds to jazz music and comprises jazz like rhythm (similar to Hip Hop Music and Poetry Slam events of today)
  - \* **Harlem Renaissance**: An Afro-American cultural movement of the 1920s and 30s in Harlem of USA, celebrating black culture, music and ways of life by writers and artists
- 

## DEMOCRACY

### Pre-Reading:

*Have you ever felt that you are powerless or voiceless in spite of possessing all the rights to live a life of dignity? If so, discuss in groups why you have had this feeling.*

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Democracy will not come  
Today, this year  
Nor ever  
Through **compromise** and fear.

I have as much right  
As the other fellow has  
To stand  
On my two feet  
And own the land.

I tire so of hearing people say,  
 Let things **take their course**.  
**Tomorrow is another day**.  
 I do not need my freedom when I'm dead.  
 I cannot live on tomorrow's bread.

Freedom  
 Is a strong seed  
 Planted  
 In a great need.

I live here, too.  
 I want freedom  
 Just as you.

## GLOSSARY

- **angst:** a feeling of deep anxiety or fear about human conditions or the state of the world
- **introspective:** act of mentally examining and observing oneself; looking within oneself
- **compromise:** an agreement entailing mutual adjustments or sacrifices
- **take their course:** going through a normal routine procedure for something to happen
- **tomorrow is another day:** tomorrow, things may improve; a fresh new start

## Guided Reading

### I. Factual Questions

1. The opening lines declare that \_\_\_\_\_.
2. What are the rights he ascribes to, as a common man?
3. What is the poet tired of hearing?
4. What does the speaker desire, in the end?



## II. Paragraph Questions:

1. Analyse the conditions/limitations that the poet speaks of, in ushering Democracy. Why do you think he feels so?
2. Explain “*Let things take their course /Tomorrow is another day* “. Analyse the attitude of people emerging from this statement.
3. “*I do not need freedom when I’m dead.*” Do you think this is a strong statement? What does it suggest?
4. Analyse the statement, “*I cannot live on tomorrow’s bread*”, as a citizen of a country. What does it imply?
5. Is the third stanza, accepting the claims of the second stanza or opposing it? Discuss.

## III. Essay Questions:

1. Look at the time element, in the emerging of a democracy. Is it significant?
2. Has he given a holistic picture about the interdependent roles of citizens, attitudes and conditions, for democracy to emerge? If so, how?

## Vocabulary in Use

Examine the use of language and the tone of the poem. What effect does such language create in the poem?

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- Democracy comes from the Greek word *Demos*, meaning people
- There are many types of Democracies: Direct, Representative, Participatory, Liberal and many more
- The Chola Empire of South India had an electoral system in place, almost 1000 years ago
- India has the longest constitution in the world
- Anubhava Mantapa is purported to be the first parliament in the world
- India is the most populous democracy in the world
- Republic of Nauru in Central Pacific Ocean and Tuvalu are the smallest democracies

- Greece, Iceland and Isle of Man, Native American people of Six Nations also claim to have the oldest parliaments/constitution
- Sabhas and Samits in Ancient Tribal India, were vehicles through which people had their say, in governance

### Suggested Reading

1. The Power of Dissent :Sundar Sarukkai
2. Democracy-A Very Short Introduction-Bernard Crick
3. A Tale of Two Cities: Charles Dickens
4. Makers of Modern India: Ramachandra Guha
5. Dr. Ambedkar's articles on Democracy

### Extended Activities ( to be considered for Assignments and Projects):

#### PPTs, Essays, Collages, Projects -

1. Grecian History and Democracy
2. Overview of Proto-Democracy with focus on Indian proto-democracy.
3. Essay on- *What I would do to Strengthen Indian Democracy and Challenges to Indian Democracy*
4. Conduct an Interview with seniors, academicians, women and youth to find out whether their aspirations for democracy have been fulfilled.
5. Review any poem/narrative/story on Democracy
6. Find material and work on the relevance of Basavanna and Anubhava Mantapa
7. Review the movie, *Gully Boy*.
8. Undertake a Project on Jazz Poetry/ Beat Poetry/ Slam Events/Hip Hop Music/RAP /Harlem Renaissance
9. Find out why Bob Dylan got the Nobel Prize in Literature in 2016

## LESSON 3

### FAREWELL ADDRESS AT CHICAGO



#### BARACK HUSSEIN OBAMA (b1961-)

*“Change will not come if we wait for some other person or some other time. We are the ones we’ve been waiting for. We are the change that we seek.”*

#### A NOTE ON THE SPEAKER

Barack Hussein Obama became the 44<sup>th</sup> President and the first African American President of the United States on January 20, 2009. The son of a white American mother and a black Kenyan father, Obama grew up in Hawaii. Leaving the state to attend college, he earned degrees from Columbia University and Harvard Law School. Obama worked as a community organizer in Chicago, where he met and married Michelle La Vaughn Robinson in 1992. Obama was elected to the Illinois state senate in 1996 and served there for eight years. In 2004, he was elected by a record majority to the US Senate, from Illinois. In February 2007, his candidacy for presidency was announced. After winning a closely fought

contest against New York Senator and former First Lady Hillary Rodham Clinton, Obama defeated Senator John McCain of Arizona, the Republican nominee for president, in the general election.

President Obama's last address as the President of America urging action is projected as a **requiem** for his time in office. It was the last time he would address the nation while holding the title as Commander in Chief. The 50-minute speech he delivered was more of a call to action and the last major political rally of his career. President Obama delivered a fierce speech, as well as a subtle warning, just days before the inauguration of his successor, calling people of America, to think about the trajectory of Democracy, which is the pillar on which America stands. This speech is an edited version.

## FAREWELL ADDRESS AT CHICAGO

### Pre-Reading:

- *Have you ever felt that your rights as an individual have been threatened just because you belong to a marginal group (gender/religious/caste/regional)?*
- *What does democracy mean to you? Do you feel an active participant in its functioning?*

Tonight it's my turn to say thanks. Whether we've seen eye-to-eye or rarely agreed at all, my conversations with you are what have kept me honest, kept me inspired and kept me going. Every day, I learnt from you. You made me a better president, and you made me a better man.

It was on the streets where I witnessed the power of faith and the quiet dignity of working people in the face of struggle and loss. This is where I learnt that change only happens when ordinary people get involved, get engaged and come together to demand it.

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After eight years as your president, I still believe that.

It's the conviction that we are all created equal, endowed by our creator with certain **unalienable** rights, among them life, liberty and the pursuit of happiness.

It's the insistence that these rights, while self-evident, have never been self-executing; that we, the people, through the instrument of our democracy, can form a more perfect union.

Yes, our progress has been uneven. The work of democracy has always been hard, **contentious** and sometimes bloody. For every two steps forward, it often feels we take one step back. It's up to all of us to make sure our government can help us meet the many challenges we still face.

We have what we need to do so. Our youth and drive, our diversity and openness, our boundless capacity for risk and reinvention mean that the future should be ours.

But that potential will be realized only if our democracy works. Only if our politics reflects the decency of our people. Only if all of us, regardless of our party affiliation or particular interest, help restore the sense of common purpose that we so badly need right now.

That's what I want to focus on tonight—the state of our democracy.

Understand, democracy does not require uniformity.

There have been moments throughout our history that threatened to rupture our solidarity. The beginning of this century has been one of those times. A shrinking world, growing inequality, demographic change and the **spectre** of terrorism—these forces haven't just tested our security and prosperity, but our democracy as well. And how we meet these challenges to our democracy will determine our ability to educate our kids, and create good jobs, and protect our homeland.

In other words, it will determine our future.

Our democracy won't work without a sense that everyone has economic opportunity.

That, after all, is why we serve—to make people’s lives better, not worse.

But for all the real progress we’ve made, we know it’s not enough. Our economy doesn’t work as well or grow as fast when a few prosper at the expense of a growing middle class. But stark inequality is also **corrosive** to our democratic principles. While the top one per cent has amassed a bigger share of wealth and income, too many families have been left behind, convinced that the game is fixed against them, that their government only serves the interests of the powerful—a recipe for more **cynicism** and **polarization** in our politics.

There are no quick fixes. I agree that our trade should be fair and not just free. But the next wave of economic dislocation will come from the relentless pace of automation that makes many good, middle-class jobs obsolete.

And so we must forge a new social contract—to guarantee all our kids the education they need; to give workers the power to unionize for better wages; to update the social safety net to reflect the way we live now and make more reforms to the tax code so corporations and individuals who reap the most from the new economy don’t avoid their obligations to the country that’s made their success possible. We can argue about how to best achieve these goals. But we can’t be complacent about the goals themselves. For if we don’t create opportunity for all people, the disaffection and division that has stalled our progress will only sharpen in years to come.

There’s a second threat to our democracy. Race remains a potent and often divisive force in our society. Race relations are better than they were but we’re not where we need to be. All of us have more work to do.

Going forward, we must uphold laws against discrimination—in hiring, in housing, in education and the criminal justice system. But laws alone won’t be enough. Hearts must change.

Regardless of the station we occupy, we have to try harder; to start with the premise that each of our fellow citizens loves this country just as much as we

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do; that they value hard work and family like we do; that their children are just as curious and hopeful and worthy of love as our own.

None of this is easy. For too many of us, it's become safer to retreat into our own bubbles, surrounded by people who look like us and share the same political outlook and never challenge our assumptions. The rise of naked **partisanship**, increasing economic and regional stratification, the splintering of our media into a channel for every taste—all this makes this great sorting seem natural, even inevitable. And increasingly, we become so secure in our bubbles that we accept only information that fits our opinions, instead of basing our opinions on the evidence that's out there.

This trend represents a third threat to our democracy. Politics is a battle of ideas; in the course of a healthy debate, we'll prioritize different goals, and different means of reaching them. But without some common baseline of facts, without a willingness to admit new information and concede that your opponent is making a fair point, and that science and reason matter, we'll keep talking past each other, making common ground and compromise impossible.

Isn't that part of what makes politics so dispiriting? How do we excuse ethical lapses in our own party, but pounce when the other party does the same thing? It's not just dishonest, this selective sorting of the facts; it's self-defeating. Because as my mother used to tell me, reality has a way of catching up with you.

Take the challenge of climate change. Without bolder action, our children won't have time to debate the existence of climate change; they'll be busy dealing with its effects: environmental disasters, economic disruptions and waves of climate refugees seeking sanctuary.

The post-World War II order is now being challenged. The **peril** it poses to our democracy is more far-reaching than a car bomb or a missile. It represents the fear of change; the fear of people who look or speak or pray differently; contempt for the rule of law that holds leaders accountable; an intolerance of



**dissent** and free thought; a belief that the sword or the gun or the bomb or propaganda machine is the ultimate **arbiter** of what's true and what's right.

Protecting our way of life requires more than our military. Democracy can buckle when we give in to fear. So just as we, as citizens, must remain vigilant against external aggression, we must guard against a weakening of the values that make us who we are. For the fight against extremism and intolerance and **sectarianism** are of a piece with the fight against **authoritarianism** and nationalist aggression. If the scope of freedom and respect for the rule of law shrinks around the world, the likelihood of war within and between nations increases, and our own freedoms will eventually be threatened.

So let's be vigilant, but not afraid.

Which brings me to my final point—our democracy is threatened whenever we take it for granted. All of us, regardless of party, should throw ourselves into the task of rebuilding our democratic institutions. When voting rates are some of the lowest among advanced democracies, we should make it easier, not harder, to vote. When trust in our institutions is low, we should reduce the corrosive influence of money in our politics, and insist on the principles of transparency and ethics in public service.

All of this depends on our participation; on us accepting the responsibility of citizenship, regardless of which way the pendulum of power swings.

Our Constitution is a remarkable, beautiful gift. But it's really just a piece of **parchment**. It has no power on its own. We, the people, give it power—with our participation, and the choices we make. It falls to each of us to be guardians of our democracy; to embrace the task we've been given to continually try to improve this great nation of ours. Because for all our outward differences, we all share the same proud title: Citizen.

Ultimately, that's what our democracy demands. It needs you. Not just when there's an election, not just when your own narrow interest is at stake, but over the full span of a lifetime. Show up. Dive in. Persevere. Sometimes you'll win.

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Sometimes you'll lose. Presuming a reservoir of goodness in others can be a risk, and there will be times when the process disappoints you. But for those of us fortunate enough to have been a part of this work, to see it up close, let me tell you, it can energize and inspire.

I am asking you to believe. Not in my ability to bring about change—but in yours. *Yes, we can.*

## GLOSSARY :

- **requiem:** a last service in memory of someone or something; recalling
- **unalienable:** that which cannot be sold, transferred or cut off
- **contentious:** marked by heated arguments or controversy
- **spectre:** spirit; shadow; ghost.
- **corrosive:** the power of gradually destroying the texture of a body
- **cynicism:** a belief that people are insincere and motivated purely by self-interest
- **polarization:** division into sharply contrasting beliefs or groups
- **partisanship:** an inclination to be partisan or biased/ partiality
- **peril:** a situation of serious and immediate danger.
- **dissent:** to disagree
- **arbiter:** mediator; settler of disputes
- **Sectarianism:** rigid adherence to a particular sect/party.
- **authoritarianism:** a form of government in which the governing body has absolute control
- **parchment:** a piece of paper for writing

## Guided Reading

### I. Factual Questions:

1. State the reason why Obama and Michelle are thanking fellow Americans.
2. What is the '*great gift*' the founders have given Americans?
3. In what way is America exceptional to Obama?
4. When does change actually happen?
5. What is he focusing on in his speech that night?
6. What is a '*quick fix*' in this context?
7. What is the second threat to Democracy according to Obama?
8. What does he mean by '*selective sorting of facts*'?
9. How does he believe that he can save democracy from being threatened?
10. Who gives the constitution its power?

### II. Paragraph Questions:

1. What is Obama's take on technology? Why does he say that technology will make many of the present day jobs obsolete?
2. What does Obama mean when he says that democracy does not require uniformity?
3. What is the 'new social contract' according to Obama?
4. What does he mean by '*bubble*'?
5. How do you see the second threat to democracy in the Indian context?
6. In what way is the post-world war order being challenged?

### III. Essay Questions:

- 1 “... a belief that the sword or the gun or the bomb or propaganda machine is the ultimate arbiter of what’s true and what’s right.” Do you agree with this view? Justify your answer.
2. How would you define the word ‘*citizen*’?
3. Democracy draws its strength from the collective involvement of all its citizens and not merely on its principles. Do you agree? Justify your answer.

### Vocabulary in Use

Can you identify the important words that make this speech powerful?

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### A few famous speeches that changed the history of the world:

- Socrates’ speech after he was condemned in 399.B.C
- Prophet Mohammed’s farewell sermon in Mecca in 632.A.D.
- Gettysburg address by Abraham Lincoln in 1863A.D.
- Elizabeth Cady Stanton making a passionate case for equal rights for women in 1892
- Swami Vivekananda’s address in Chicago in 1893
- Nelson Mandela’s speech at his trial in 1964
- Blood, sweat and tears-Winston Churchill’s speech in 1940
- Pandit Jawaharlal Nehru’s freedom speech in 1947
- Dr. B.R. Ambedkar’s speech in Parliament in 1949
- I have a dream by Martin Luther King. Jr. in 1963

**\*Source more information about these speeches and discuss them in the classroom.**

## Suggested Reading

1. *Refugee Blues*: Poem by W. H. Auden
2. *The World is Flat*: Lester V. Brown
3. *Life is Beautiful*; *Parzania*: Movies
4. Preamble of the Indian Constitution
5. The American Declaration of Independence

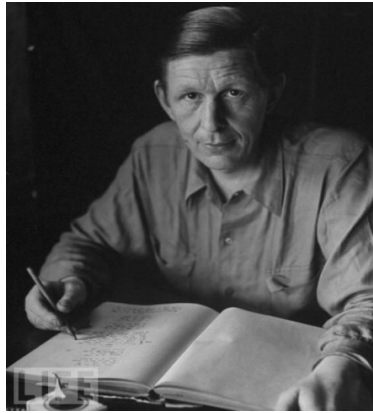
## Extended Activities (to be considered for Assignments and Projects):

### PPTs, Essays, Collages, Projects-

- Analyse a famous person's speech and how it impacted the world
- Find other famous speeches by famous people
- Prepare a PPT on the famous talks by an individual and analyse his/her ideology
- Find out the meaning and significance of the concept, 'The Last Lecture'

## LESSON 4

### THE UNKNOWN CITIZEN



WYSTAN HUGH AUDEN (1907-1973)

*“A real book is not one that we read but one that reads us.”*

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#### A NOTE ON THE POET

An English-American poet, Auden’s poetry was noted for its stylistic and technical achievement, its engagement with politics, religion, and its variety in tone, form and content. As a poet, Auden is a chameleon capable of writing in many different forms and styles. He is considered a modernist writer whose poetry had popular appeal.. He won the Pulitzer Prize for Poetry in 1948 for his long poem *The Age of Anxiety* (1947). This title became a popular catch- phrase for describing the modern era. Auden was a prolific writer of prose essays and reviews on literary, political, psychological, and religious subjects. He worked on documentary films, poetic plays, and other forms of performance. He was both, controversial and influential. After his death, his poems became known to a much wider public through films, broadcasts, and popular media.

He was born in York, in a professional middle-class family and moved to the United States in 1939 to become an American citizen. He taught in American universities, followed by occasional visiting professorships. He later became a Professor of Poetry at Oxford. He came to wide public attention with his first book *Poems* at the age of twenty-three, in 1930.

Auden had the privilege of moving back and forth from the Continent to the colonies (USA). His poetry bears the mark of the culture shock he faced in terms of American chaos and consumerism. He wrote *The Unknown Citizen* (1939) while living in New York. The poem is written in the voice of a fictional government bureaucrat whose decisions affect the lives of people he has never met. It uses good old-fashioned humor to protest against the numbing effects of modern life.

### THE UNKNOWN CITIZEN

(To JS/07M378 *This Marble Monument Is Erected by the State*)

#### Pre-Reading:

*Why do the present day students suffer from stress? Do you think this stress is different from the stress of earlier days? If so, how? Do such problems exist at different levels? Discuss this with your classmates.*

He was found by the Bureau of Statistics to be  
 One against whom there was no official complaint,  
 And all the reports on his conduct agree  
 That, in the modern sense of an old-fashioned word, he was a saint.  
 For in everything he did he served the Greater Community.  
 Except for the War till the day he retired  
 He worked in a factory and never got fired,  
 But satisfied his employers, Fudge Motors Inc.  
 Yet he wasn't a **scab** or odd in his views,

For his Union reports that he paid his dues,  
(Our report on his Union shows it was sound)  
And our Social Psychology workers found  
That he was popular with his mates and liked a drink.  
The Press are convinced that he bought a paper every day  
And that his reactions to advertisements were normal in every way.  
Policies taken out in his name prove that he was fully insured,  
And his Health-card shows he was once in hospital but left it cured.  
Both Producers Research and High-Grade Living declare  
He was fully sensible to the advantages of the Installment Plan  
And had everything necessary to the Modern Man,  
A phonograph, a radio, a car and a **frigidaire**.  
Our researchers into Public Opinion are content  
That he held the proper opinions for the time of the year;  
When there was peace, he was for peace: when there was war, he went.  
He was married and added five children to the population,  
Which our **Eugenist** says was the right number for a parent of his generation.  
And our teachers report that he never interfered with their education.  
Was he free? Was he happy? The question is absurd:  
Had anything been wrong, we should certainly have heard.

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## GLOSSARY

- **scab:** a worker who refuses to join a labor union
- **frigidaire:** fridge
- **Eugenist:** (Eugenicist) a person who believes in the practice of controlled selective breeding of human populations (as by sterilization) to improve the population's genetic composition



## Guided Reading

### I. Factual Questions:

1. What is the *Bureau of Statistics*?
2. What does the marble monument signify?
3. What did the report say about '*the unknown citizen*'?
4. Greater in "*greater community*" refers to \_\_\_\_\_.
5. Fudge Motors Inc. was satisfied with the unknown citizen because of \_\_\_\_\_.
6. The Social Psychology Department gave a negative opinion about the unknown citizen. T/F
7. Why did the '*Producers Research*' declare the unknown citizen sensible?

### II. Paragraph Questions:

1. List out the different departments which analyze the unknown citizen and discuss their analyses.
2. How does society evaluate the modern man?
3. How was the Fudge Motors Inc. sure that the unknown citizen was happy?
4. What makes the question '*was he happy?*' absurd?

### III. Essay Questions:

1. The poem is a powerful reminder that, the State, Government and Bureaucracy we create, can become a faceless, indifferent and often, cruel machine. Elaborate.
2. According to the poem, who is free and who is happy?
3. Is the poem a criticism of American life in particular, or could it be applied to other nations also?
4. What will be the future of our society, according to Auden?

## Vocabulary in Use

- Identify words that make this poem, a satire
- Examine the language that makes it a eulogy and an elegy
- Note the words that make the tone of the poem business-like and objective
- Refer to these terms in an encyclopedia:

Modernism, Postmodernism, Counterculture, Avant Garde, Status Quo, Popular Culture, Cosmopolitan, Metropolitan, Multiculturalism.

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- Many artistes of the 1920s living as expatriates in Europe, in Paris particularly, were called the *Lost Generation*
- The rise of cities is a product of technology, capital and enterprise
- Modernism is not limited to a timeline, but refers to a way of thinking
- India as a nation state has travelled straight into modernism due to colonization and decolonization without evolving slowly from a primitive to a modern society

**\*Consider the above statements in fact-watch as aspects of modernism and have a discussion on the causes and effects of modernism**

## Suggested Reading

1. *I am a Citizen of the World* – Gil Gregorio
2. *Some years there exists a wanting to escape* – Claudia Rankine
3. AMC Television series *Mad Men*’- Don Draper
4. *27 ways to be a Modern Man* (article in New York Times) –Brian Lombardi

**Extended Activities: ( to be considered for Assignments and Projects):  
PPTs, Essays, Collages, Projects-**

1. Prepare a collage on the mental state of modern man
  2. Review Charlie Chaplin's *Modern Times*
  3. Visit the following sites-The Museum of Modern Art (MOMA) in New York and The National Museum of Modern Art( Centre Pompidou) in Paris and prepare a guide/travelogue on them (You can write on any other site that is a work of Modern Art)
  4. Prepare a PPT on Modernism
  5. Debate—*India is a Modern Country*
  6. Conduct a review of the statements in *Fact Watch* by collecting more material
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# PART I

## LITERARY SECTION-B

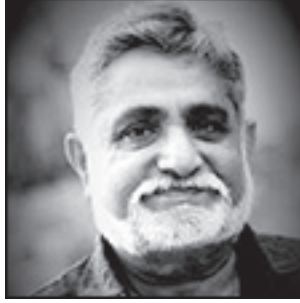
### THE DIGNITY OF DIFFERENCE

*Every head is a world.*

*-Cuban proverb*

## LESSON 5

## THE GOLDEN DREAM



***KUPPALI. PUTTAPPA. POORNA CHANDRA  
TEJASWI (1938-2007)***

***“There is a hell of a lot of difference between the self imagined we and the actual we. This is the primary reason why we blame- our photo image is, not the exact mirror image of ours.”***

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## A NOTE ON THE AUTHOR

He was a prominent Kannada writer, novelist, photographer, publisher, painter, naturalist, and environmentalist. He made a great impression in the “Navya” period of Kannada Literature by initiating the Bandaaya (“Protest Literature”) with his short-story collection, *Abachoorina Post Offisu*. He is the son of ‘Rashtrakavi Kuvempu’.

In the early stages of his writing career, Tejaswi wrote poems but later concentrated on short stories, novels and essays. He has also translated and adapted a wide range of works which include science, history, mysterious natural cosmic phenomena, etc. Poornachandra Tejaswi has a distinguished style of writing which has signaled a new era in Kannada Literature. He is one of the most widely read writers in Kannada and his works have been translated into

many Indian and foreign languages. Many of his works have been adapted to theatre and made into movies. His works depict the life and landscape of the Malnad region. The humorous style adopted in his writings and the clarity and insights they provide to a number of things like economy, civilization, people, nature, animal world, environmental issues are inimitable and have made a strong impression on the minds of the readers.

This short story is a translation of ‘*SuvarNa Swapna*’ from ‘*Paakakrantii*’ and has been translated from Kannada by Bageshree. The story of The Golden Dream depicts the innocence, wonder, imagination and curiosity of childhood and the strange, wonderful ways of nature.

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## THE GOLDEN DREAM

### *Pre-Reading:*

*There are times when you wake up from a dream and do not know, whether the dream is real or ‘the real’ is a dream. Sometimes you also imagine something so strongly, that you would believe what you have imagined is reality and the line between the imaginary and the real, gets blurred.*

*Describe and discuss similar experiences that you have had.*

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“IT is perhaps a law of Providence that certain ailments should visit everyone at certain points in their lives. I am saying this because, seeing Ramesha’s strange condition, people said, ‘Ayyo, he was all right till recently’ ...” People of Hatthur are a somewhat detached lot. They seem to have transcended desire, anger, pride, jealousy and all the rest of the vices. It is a matter of great wonder that they yet manage to have children. And they all thought Ramesha had turned rather strange of late.

“In the bus stand, he either stands rooted or sits glued for hours! What strange disease has seized him?”

“It’s the school which has spoilt him. Who knows which dirty bitch has cast a magic spell on him?”

“Come on, he hasn’t sprouted a moustache yet, and you say he is already

mad after girls. Really, you should talk more sensibly.”

“O’ my Lord, don’t say that. You don’t know about the boys of these days. They see films and all that, you see. They don’t wait to come of age or anything else.”

“Anyway, you better shut up. What if your words reach his mother’s ears! A son is all that the poor thing has.” People spoke in a hundred different ways.

Ramesha didn’t have a father. His mother had brought him up all by herself. She had some four or six acres of land in Hatthur. Since Hatthur was surrounded by thick jungles and flanked by two streams on its right and left, it did not have a government road. Though people had lived there for generations, the village had not even been marked on the government map. People of the village paid no tax or levy. The government would not sanction even a paltry coin to the village in its budget. No one went to the village even to ask for votes. No politics was possible in that village of just three or four houses.

If one got off the bus on the Mangalore Highway, and climbed up and down the hill range on its right, somewhere beyond was Ramesha’s village, Hatthur. Perhaps, the village got its name because one had to go up the hilltops to reach there.

Situated somewhere along the deserted road, with forests that stood on both sides like walls, it was impossible to tell that the place where Ramesha waited was actually a bus stand. A board nailed to a tall tree that read “Mandal Panchayat Bus Stand” had rusted and curled up. Only those who noticed the bylane running from the top of the hill to the foot of the trees beside the road could guess that it was a bus stand. Usually none of the buses stopped there. If any passenger got off the bus on that road, the other pilgrim-passengers from the plains, on their way to Dharmasthala, would give him terrified looks, as though he were a wild animal, and whispered amongst themselves. Only a couple of shuttle buses that went round all villages were large hearted enough

It was a strange bus stop! People with weak hearts would never dare alone in that silent, forsaken place and wait for anything even for ten minutes.

The clouds that came floating from the direction of the sea first encountered the peaks of the hills around Hatthur. They dashed against them, reeled round and round and sank down to the valley of Hatthur. So, it was always cloudy and foggy along the highway. Buses and cars that travelled through this thick fog had to inch ahead, stumbling and groping with headlights on even in the daytime.

If any traveller got tired of waiting for the bus and tried to flag down a private vehicle passing by, the driver, already suspicious and apprehensive in that wilderness, would speed off into the thick fog without even looking back, as though he had spotted some Chambal valley dacoits.

In fact, people say many crimes have indeed taken place on this road. Smugglers from the coast, local smugglers who carry sandalwood to Kerala and such others use this road. There is a river flowing down the valley, some distance to the left of the road. Anyone who tries to catch them can be finished off and thrown into the river. It is even said that murderers, who found it a suitable place to dispose off the bodies, brought them there in cars and threw them down the steep cliff. Recently, the military people had searched the valley for a helicopter which had suddenly disappeared after taking off from Bangalore. It is said that they had found several bones and skeletons at the bottom of the cliff.

Ramesha was surprised. Where did they come from? He had never seen them in his village. In such a small village, nobody could have missed those people who talked in such a strange language and looked and dressed so strangely. Then, where did they come from? They had come down the same path which he had taken! Which other mysterious place did that path lead to? As far as he knew, the road which did not fork out anywhere, led only to Hatthur.

Ramesha did not understand. He started at the huge boulder on the other side of the road in silence. When the fog cleared a bit, he could see that a couple of dogs and a few people were still around. Ramesha was not scared as was natural for anybody from Hatthur. People with weak hearts were never born there. If they did, they didn't survive.

A woman, who was standing near the rock, came straight towards Ra-



mesha. Why was she still there when all her people had left, he wondered. Maybe, she had gone to the river to relieve herself, he thought. She stared at him for a long time and asked him a lot of nonsensical questions in her unintelligible Hindi. Ramesha only blinked at her. Whatever got into her, seeing Ramesha standing alone in that deserted place, she started telling him through gestures that she would remove wax from his ears. Ramesha refused impatiently, moving his head. Then, despite all his protests, she insisted on telling his fortune, took his hand and told him a lot of things in her language. Ramesha could not make out anything. She took out an oil bottle from her bag and said she would massage his head. Ramesha, who did not have any money with him except the bus charge, showed his empty pocket to her. But she poured the oil, which had a strange fragrance on his head and started massaging. She touched him all over under the pretext of massaging. When she rubbed hard, shaking him up, he wondered if it was all a dream or the reality. Completely at a loss as to how he should face the situation, amidst the smell of oil and the rubbing of his head, he wondered what he should do.

Just then, he heard the bus approaching. Ramesha waved at the bus and it stopped some distance away. He ran and got into it. The strange woman stood there with her two mongrels, a bag slung across her shoulder.

This incident did not have any special significance in Ramesha's life. It was not the cause of his strange behaviour either. As the fragrance of the oil slowly evaporated into the air leaving no trace, the incident too was forgotten. Contrary to the suspicions of the people of Hatthur, Ramesha's strange behaviour was not the result of a spell cast by some girl in his class either. Then, was the magical ambience of the bus-stand the reason?

One day, Ramesha, who was quite bored of waiting in the shade of the huge trees, wondering if the bus would stop at all, started staring at the boulder on the other side of the road. He suddenly asked himself why it couldn't be the back of an elephant. As he stared at the rock, letting his imagination run riot, a hidden faculty of his mind gradually came alive. Once he learnt the method of rejecting the cause and effect relationship of the physical world, the boulder opposite slowly started breathing and he could see it heaving. In the fog-enveloped magical world, the trees started dancing to the tune of Ramesha's

imagination, as if they were made of rubber. Like a ringmaster, he conducted their dancing.

Just then, he heard the sound of the bus. He hurriedly bid goodbye to his dreams and got ready to stop the bus.

The bus didn't come. It was the sound of an Ambassador car. Sometimes, people from the valley got tired of waiting for the bus and took a taxi. If other people waved, they would stop and take them along. Though it cost ten paise more than the bus fare, it was better than waiting for the bus. But when Ramesha signalled for the taxi to stop, it sped away. The taxi had dark windowpanes and he couldn't even see if there were people inside. As the car turned at the bend, Ramesha, who had heard that smugglers always had their car windows painted black, thought its dickey must be full of gold biscuits.

Within minutes of Ramesha's mastering this new art of dreaming, he got into very knotty problems. It was true that another car came chasing the car he had tried to stop. To escape from the chasing car, people in the first car threw sacks of gold biscuits in the direction of the river. Some sacks missed the river and fell on the bank. And then, a sack of gold biscuits was in Ramesha's hands.

Okay, so he had the biscuits. But what was he to do with them? What were those glittering gold biscuits worth? To whom could he sell them? Wouldn't the police or the smugglers come after him if they got the slightest hint? What if he took them home to get some jewellery made for his mother? Which goldsmith should he approach? What if that goldsmith were to tell the police?

One thing he could do would be to tell the goldsmith the whole story, offer him a share in the gold and ask him not to tell anyone. But would the goldsmith believe him? After coming to know that it was smuggled gold that Ramesha had found by the road, would he not say Ramesha never gave him any gold? It was a big nuisance. If the poor get gold, it means trouble.

Ramesha waited for the bus. Why was the bus so late today? These damned shuttle buses sometimes didn't turn up at all, he thought.

And again, the boulder that stood like the cursed Ahalya! Whispered chants of Rama emanating from the rock! Ahalya who was freed of the curse

and came out breaking the rock! But Ahalya resembled one of his classmates ...No, was she not the strange woman who had given him an oil massage? In the enveloping fog, all the rocks on the distant hill looked like cursed women.

Ramesha didn't get another bus till evening. People of the village, who had taken the same bus, wondered how he could have missed the bus.

"Isn't that how people gradually go mad" thought Ramesha on his way to the bus stop, and felt frightened. He quite succeeded in remaining a normal boy while he was in the village. But as he neared the bus stop, its seclusion, the encompassing fog and that sparkling wet boulder, he would have a relapse of his everyday-ailment. Precious stones washed ashore by the waves! Divine damsels bathing in the flowing river! The sparkling chariot of the god on the clouds that wandered in the valley before it came down. Trees that made hands of their branches and ruffled the hair of their neighbour-trees! Trees that smiled, wearing green sweaters of moss! And birds that spoke so clearly!

It was becoming difficult for Ramesha to catch his bus. Some strange beggar woman rubbing his head had turned out quite like Allauddin rubbing the magic lamp!

Why yet did the people of Hatthur grumble? Had it bothered them in any way? Mother specially acted as if he was ill!

Ramesha tried to forget his newly-mastered art. However much he tried, as soon as he reached the bus stand, the magic world of his mind drew him again to the dream world. As he stared at the boulder opposite, he felt pulled to it like a drunkard to a bar. Couldn't the damned bus come immediately? It never did. While he rolled in his gem-studded dreams, it came and went off, in a flash. Even the bus was a dream. One dream did not have the patience to wait for the other dream to end!

Ramesha tried waiting in a different bus stop. But none of the buses stopped there. As time went by, he desperately prayed, "God! Make my mind like it was before." He felt as if the dreams had lodged themselves in his head and were oppressing him, as if he had become a bonded labourer, a slave to the boulder opposite, the huge trees around and the descending clouds.

If things had gone on like this, he perhaps would have gone mad! Once, when he stood in the bus stop, the boulder opposite clapped. Surprised, Ramesha went near it and listened intently, wondering which cursed woman would emerge out of it. And he heard the claps again from inside the boulder! As he watched, the boulder that looked like the back of an elephant cracked. On top of the boulder, right at the start of the crack, was a banyan plant. Who knows which bird's dropping had planted the banyan seed there? By some magic, it had sunk its roots into the rock and had even sprouted a few leaves. The boulder, which couldn't be shaken even by explosives, had suddenly cracked under the pressure of roots as thin as hair. Its leaves, which played in the wind, looked at Ramesha and rolled with laughter.

It would be crazy to connect this incident to Ramesha getting all right again. But, after this, Ramesha missed his bus less often.

-Translated by Bageshree

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## GLOSSARY

- **distinguished:** commanding great respect
- **depict:** represent; portray
- **providence:** protective forces of God or nature
- **Hatthura:** Kannada word: 'hattu' -climb and 'ooru' - village.
- **transcended:** go above and beyond; set limits
- **flanked:** be on each side
- **flag down:** asking for a lift by waving at the driver to stop
- **ambience:** feeling or mood associated with a place
- **unintelligible:** not clear enough to be understood
- **knotty:** complicated; complex; difficult to solve
- **paltry:** small; not very important
- **mongrel:** inferior dog

## Guided Reading

### I. Factual Questions:

1. Why are the people of Hatthur described as '*a detached lot*'?
2. Why did the people think Ramesha had turned strange?
3. With whom did Ramesha live?
4. Where was Hatthur located?
5. Why wouldn't the Government sanction any money to the village in the budget?
6. Why was politics not possible in Hatthur?
7. How did Hatthur probably get its name?
8. For how long did Ramesha usually have to wait for the bus?
9. How many buses would stop at the bus stop?
10. The reason for Ramesha's strange behavior was \_\_\_\_\_
  - a. Oil rubbed by the woman
  - b. Spell cast by a girl of his class
  - c. Magical ambience of the bus-stand
11. What did Ramesha imagine the boulder on the other side of the road to be?
12. The boulder started to breathe when \_\_\_\_\_
  - a. he learnt the method of rejecting the cause and effect relationship of the physical world.
  - b. the woman rubbed oil on him.
  - c. the girl of his class cast a spell on him.
13. Why did Ramesha try waiting in a different bus stop?
14. What sounds did Ramesha hear from the boulder?
15. What was the cause of the sounds from the boulder?

## II. Paragraph Questions:

1. Describe Hatthur and its people.
2. What did the people talk about Ramesha's strange behavior?
3. How is Hatthur bus stop described in the story?
4. What kind of criminal activities had taken place in the deserted forest road?
5. Describe Ramesha's encounter with a strange, Hindi-speaking woman.
6. Discuss the strange activities that took place on the forest road.
7. What problems did Ramesha get into, after mastering the art of dreaming?
8. What different forms did the boulder assume, in Ramesha's imagination?
9. How did Ramesha get cured?

## III. Essay Questions:

1. Hatthur is a typical Indian village, ignored and forgotten by the governments. Discuss.
2. Ramesha's waiting for the bus, is also a comment on the difficulties children of rural India face to get a decent education. Do you agree? Give reasons.
3. The activities happening on the forest road and the imagination in Ramesha's mind were two different distant worlds. Discuss.
4. Comment on Ramesha's imaginary world.
5. Discuss how nature is mysterious and beyond human comprehension, with respect to the story.
6. Are dreams and reality one single activity of the mind or are they different? Discuss.

## Vocabulary in Use

- Observe that the language, though English, has a very Indian texture to it. Pick out phrases/idioms /words that give the story, a local feel

- There are many words/idioms that are quasi-cultural and difficult to translate. Find such idioms in your mother tongue and see if you can translate them



- An average human being spends close to 6 years of his life, dreaming
- 95% of all dreams are forgotten due to changes in the brain, during sleep
- Several studies reveal that, men and women dream of different things
- It is possible to control your dreams. It is called Lucid Dreaming
- Many dreams have a universal content
- Some of the greatest inventions/ideas have been inspired by dreams  
Ex: The sewing machine -Elias Howe: Periodic table -Dimitri Mendeleev
- There are some astounding cases wherein, people actually dreamt about things which happened to them later, in the exact same ways they dreamt about it. Ex: Abraham Lincoln's assassination

*\* Find more such interesting/dramatic facts and discuss them in the classroom*

### **Suggested Reading :**

1. Robinson Crusoe : Daniel Defoe
2. Adventures of Tom Sawyer : Mark Twain
3. Adventures of Huckleberry Finn : Mark Twain
4. Parisarada Kathegalu : Poornachandra Tejaswi
5. Catcher in the Rye: J.D. Salinger
6. Jonathan Livingston Seagull: Richard Bach

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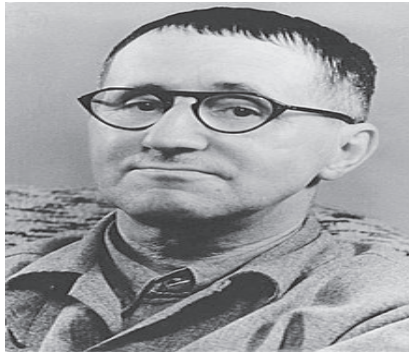
**Extended Activities: ( to be considered for Assignments and Projects):  
PPTs, Essays, Collages, Projects-**

1. Watch and review the Kannada movie, ‘Lucia’
2. Watch and review the English movie, ‘Inception’
3. Have you noticed how, a caterpillar changes into a butterfly or a bud into a flower or a tadpole into a frog? Discuss some of the everyday wonders of nature that you have observed and been obsessed with, or enthralled by.
4. Discuss how dreams can help you or inhibit you in real life by sharing your unforgettable dream.



## LESSON 6

## FROM A GERMAN WAR PRIMER



## EUGEN BERTHOLD FRIEDRICH BRECHT (1898-1956)

*“Hungry man, reach for the book: it is a weapon.”*

## A NOTE ON THE POET

Bertolt Brecht was one of the most influential playwrights of the 20th century. He was born in Augsburg, Bavaria, in 1898. The two world wars directly affected his life and works. There was no romanticism about the wars, as he was a witness to its horrors. This was also one of the reasons as to why he remained a Marxist, all his life. He wrote poetry when he was a student, but studied medicine, at the Ludwig Maximilian University of Munich.

After military service during World War I, he abandoned his medical studies, to pursue writing and theatre. The **Epic Theatre** that he designed is characterized by the alienation effect, where the audience is detached from the performance. For Brecht, *“the pessimism was strategic, designed to engender hope, not for foreseeable victories or reversals of fortune, but for the survival of the species as such.”* He felt that this would facilitate a critical engagement with the play.

His works include *The Three penny Opera* (1928) with composer Kurt Weill, *Mother Courage and Her Children* (1941), *The Good Person of Szechwan* (1943), and *The Resistible Rise of Arturo Ui* (1958). A member of the Independent Social Democratic Party, Brecht wrote theatre criticism for a Socialist newspaper from 1919 to 1921. His plays were banned in Germany in the 1930s and in 1933 and he went into **exile**, first to Denmark and then, Finland. He moved to Santa Monica, California, in 1941 hoping to write for Hollywood, but drew the attention of the House of Un-American Activities Committee. Although he managed to deflect accusations of being a Communist, he moved to Switzerland after the hearings. He relocated to East Berlin in 1949 and ran the Berliner Ensemble, a theatre company. .

Brecht wrote a wide variety of poetry, including occasional poems songs and poems for his, plays; poems he set to music and performed, personal poems recording **anecdotes** and thoughts, and political poems.

This poem states the problems in authoritarian governance which leads to war/war like situations. It clearly delineates the social classes –the bourgeoisie, and the ruling class. It addresses the injustice of the social hierarchy that privileges the ruling class and the upper class. Embedded in this criticism is also a hint that these injustices are repeated over the ages. Though the poem seems to be pessimistic in its portrayal of reality, it also points to alternatives that are possible. This apparently is the feature of many of his works. As his close associate Walter Benjamin notes, his attitude is “*It can happen this way, but it can also happen quite a different way*”.

You may listen to the poem in this link:

<https://www.youtube.com/watch?v=z2FCeLbcUqU>

## FROM A GERMAN WAR PRIMER

### Pre-reading:

*Discuss a recent war that has caught your attention. What do you feel is the cause of all the wars in the world? What are the effects of wars on society? Generate ideas and discuss how the world can be made a better place for its citizens.*

### AMONGST THE HIGHLY PLACED

It is considered low to talk about food.  
The fact is: they have  
Already eaten.

The **lowly** must leave this earth  
Without having tasted  
Any good meat.

For wondering where they come from and  
Where they are going  
The fine evenings  
find them Too exhausted.

They have not yet seen  
The mountains and the great sea  
When their time is already up.

If the lowly do not  
Think about what's low  
They will never rise.

THE BREAD OF THE HUNGRY  
HAS ALL BEEN EATEN  
Meat has become unknown.-Useless

The pouring out of the people's sweat.  
The **laurel** groves have been  
**Lopped** down.  
From the chimneys of the arms factories  
Rises smoke.

THE HOUSE-PAINTER SPEAKS OF  
GREAT TIMES TO COME

The forests still grow.  
The fields still bear  
The cities still stand.  
The people still breathe.

ON THE CALENDAR THE DAY IS NOT  
YET SHOWN

Every month, every day  
Lies open still. One of those days  
Is going to be marked with a cross.

. THE WORKERS CRY OUT FOR BREAD

The merchants cry out for markets.  
The unemployed were hungry. The employed  
Are hungry now.  
The hands that lay folded are busy again.  
They are making shells.

THOSE WHO TAKE THE MEAT FROM THE TABLE

Teach **contentment**.  
Those for whom the contribution is  
destined  
Demand sacrifice.  
Those who eat their fill speak to the hungry  
Of wonderful times to come.  
Those who lead the country into the abyss

Call ruling too difficult  
For ordinary men.

#### WHEN THE LEADERS SPEAK OF PEACE

The common folk know  
That war is coming.  
When the leaders curse war  
The mobilization order is already written out.

#### THOSE AT THE TOP SAY: PEACE AND WAR

Are of different substance.  
But their peace and their war  
Are like wind and storm.

War grows from their peace  
Like son from his mother  
He bears  
Her frightful features.

Their war kills  
Whatever their peace  
Has left over.

#### ON THE WALL WAS CHALKED:

They want war.  
The man who wrote it  
Has already fallen.

#### THOSE AT THE TOP SAY:

This way to glory.  
Those down below say:  
This way to the grave.

## THE WAR WHICH IS COMING

Is not the first one. There were  
Other wars before it.  
When the last one came to an end  
There were conquerors and conquered.  
Among the conquered the common people  
Starved. Among the conquerors  
The common people starved too.

## THOSE AT THE TOP SAY COMRADESHIP

**Reigns** in the army.  
The truth of this is seen  
In the cookhouse.  
In their hearts should be  
The selfsame courage. But  
On their plates  
Are two kinds of rations.

## WHEN IT COMES TO MARCHING MANY

DO NOT  
KNOW  
That their enemy is marching at their head.  
The voice which gives them their orders  
Is their enemy's voice and  
The man who speaks of the enemy  
Is the enemy himself.

## IT IS NIGHT

The married couples  
Lie in their beds. The young women  
Will bear orphans

## GENERAL, YOUR TANK IS A POWERFUL VEHICLE

It smashes down forests and crushes a  
hundred men.

But it has one defect:

It needs a driver.

General, your bomber is powerful.

It flies faster than a storm and carries  
more than an elephant.

But it has one defect:

It needs a mechanic.

General, man is very useful.

He can fly and he can kill.

But he has one **defect**:

He can think

## GLOSSARY

- **exile:** state of being barred from one's country, for political or other reasons
- **anecdotes:** short or interesting stories, about events or persons
- **Social Democracy:** socialist system of government realized through democratic methods
- **Fascism:** radical, authoritarian, dictatorial power
- **veritable:** quality that emphasizes size, amount or nature of something as real/absolute
- **primer:** An introductory text on any subject, particularly, basic concepts
- **lowly:** low in rank or social importance
- **laurel:** to achieve honor, distinction and fame
- **lopped:** cut
- **contentment:** the state or degree of being contended or satisfied in one's own situation
- **comradeship:** the company or friendship of others, or sharing a goal.
- **reigns:** the exercise of sovereign power.
- **defect:** flaw, imperfection

## Guided Reading

### I. Factual Questions:

1. i. “. . . *they have already eaten*” indicates that:
  - ii. they are rich and so, are well fed
  - iii. it is past meal time
  - iv. there is little food left for others to eat
  - v. there exists an inequality
2. Why does the poet say that the poor people have to leave without eating good meat?
3. Why does the poet repeat the word “*still*” in Stanza 8? What effect does it create?
4. Explain the line ‘*The employed are hungry now*’.
5. What does the teaching tell you about the people who teach?
6. What do you understand of the common folk?
7. What is the different effect that war has on people? And what does that tell you about war?
8. “. . . *their enemy is marching at their head*” refers to \_\_\_\_\_.
9. In Stanza 8, how does the poet describe the changes made by war?
10. What is the defect in the powerful tank the General has?
11. What is the defect in the bomber?
12. Is thinking a ‘defect’?

### II. Paragraph Questions:

1. Elucidate the characteristics of the ‘*highly placed*’ and ‘*lowly*’ people.



2. What picture of the 'leader' do you perceive in the poem?
3. Comment on the contrast between man and machine as found in the last few stanzas
4. How is the word *defect* used in the last line of the poem? Can you explain why the speaker uses the word?
5. Comment on the images of poverty as shown in the poem.
6. How does the poet give the picture of class divide between the rulers and the ruled in the poem?

### III. Essay Questions:

1. The poem consistently refers to the repetition of situations of war. What idea of history, does this present to the reader? Discuss.
2. Do you agree that the poem ends on a positive note? Substantiate.
3. What is Brecht trying to tell us about war? Can you discuss it as an anti-war poem?
4. Examine the title of the poem.
5. The poem discusses the futility of war. Do you agree?

### Vocabulary in Use

- Identify words and phrases in this poem that create a series of images (Image poem) and introduces multiple speakers
  - Pick out words that underline the irony and satire while describing war and the military generals
  - What is the tone of the poem? How do words bring out this tone?
  - Discuss the effect created by the extensive use of adjectives
-



- In the world wars, average life expectancy in the trenches was just six weeks
  - The youngest British soldier was just 12 years
  - In WWI 6000 people lost their lives each day. A total of 9 million were killed
  - 65 million from 30 countries fought in WWI
  - When going to battle, Rajputs would fashion false trunks for their horses, making them appear as baby elephants which the enemy's elephants instinctively would not attack
  - In 585 B.C. a solar eclipse occurred in the middle of a battle between the Lydians and the Medes. They promptly ceased fighting and signed a peace treaty
  - Around 6,000,000 Jews were killed during the holocaust
  - 1.2 million children lost their lives in the holocaust
  - Due to rationing during WWII, the scarcity of chocolates led to the invention of Nutella
  - Eighty percent of Soviet males born in 1923 didn't survive WWII
  - 61<sup>st</sup> cavalry of the Indian Army is the only horsed regiment in the world today
  - The Baily Bridge built by the Indian Army in Ladakh, is the highest bridge in the world
- \* Find more such interesting/dramatic facts and discuss them in the class room**

## Suggested Reading

1. *Tin Drum*: -Gunter Grass
2. *Arms and the Man*: Bernard Shaw
3. *Urubhangam*: -Bhaasa
4. *War*: Luigi Pirandello
5. *Insensibility*: Wilfred Owen:
6. Watch and review *Schindler's List*
7. Watch and review *The Boy in Striped Pajamas*

## Extended Activities: ( to be considered for Assignments and Projects):

### PPTs, Essays, Collages, Projects -

- Group activity- groups of four students presenting views after having watched any documentary on the Second World War
- PPT – Causes and Losses of I World War and II World War
- Perform a skit on impact of warfare
- Collect and organize material on any concentration camp in Europe
- Write an article on the Great Depression(1929-30) and the Bengal Famine (1943)
- Discuss the Indian participation in WWs and its impact on India during colonization
- Watch the film *Zootopia*. Write a critical review of the film with a specific reference to the depiction of authority and the countering of authority in the film.
- Debate on-**There is no Freedom without Struggle**

## LESSON 7

### THE MONKEY'S PAW



**WILLIAM WYMARK JACOBS (1863-1943)**

*“Be careful what you wish for, you may receive it.”*

#### A NOTE ON THE AUTHOR

He was a prominent Edwardian horror and crime writer, playwright, and humourist. Jacobs was born in a part of East London, near the Thames. As a child, he was known to be rather shy, but he enjoyed travelling to visit his relatives, in East Anglia. After leaving private school at sixteen, he became a postal bank clerk. He then worked in the savings bank department. In 1885, he began to submit some of his writings to *Black friars*, *The Idler*, and *Today*. He was also published in the *Strand*. His works include *Many Cargoes*, *The Skipper's Wooing* and the short story collection-*Sea Urchins* and *Night Watches*. Much of his writing was influenced by his youth, spent alongside the river and the characters he met there: **stevedores**, the **derelict** and criminal, civil servants, and travellers returning from the British colonies. Other works tended to the **macabre** and exotic; he was a favourite of Henry James, G.K. Chesterton, and H.G. Wells.

He is best known for his short story, *The Monkey's Paw*. The Monkey's Paw is a supernatural short story, first published in England in the collection *The Lady of the Barge* in 1902. In the story, three wishes are granted to the owner of the monkey's paw, but the wishes come with an enormous price for interfering with fate.

## THE MONKEY'S PAW

### Pre-reading:

*Do you think that we have the power to change fate? What would you wish for, if you were granted the power to change fate? Are superstitious beliefs harmful?*

### PART ONE

Outside, the night was cold and wet, but in the small living room the curtains were closed and the fire burned brightly. Father and son were playing chess; the father, whose ideas about the game involved some very unusual moves, putting his king into such sharp and unnecessary danger that it even brought comment from the white-haired old lady knitting quietly by the fire. "Listen to the wind," said Mr. White who, having seen a mistake that could cost him the game after it was too late, was trying to stop his son from seeing it. "I'm listening," said the son, seriously studying the board as he stretched out his hand. "Check." "I should hardly think that he'll come tonight," said his father, with his hand held in the air over the board. "Mate," replied the son. "That's the worst of living so far out," cried Mr. White with sudden and unexpected violence; "Of all the awful out of the way places to live in, this is the worst. Can't walk on the footpath without getting stuck in the mud, and the road's a river. I don't know what the people are thinking about. I suppose they think it doesn't matter because only two houses in the road have people in them." "Never mind, dear," said his wife calmly; "perhaps you'll win the next one."

Mr. White looked up sharply, just in time to see a knowing look between mother and son. The words died away on his lips, and he hid a guilty smile in

his thin grey beard. "There he is," said Herbert White as the gate banged shut loudly and heavy footsteps came toward the door. The old man rose quickly and opening the door, was heard telling the new arrival how sorry he was for his recent loss. The new arrival talked about his sadness, so that Mrs. White said, "Tut, tut!" and coughed gently as her husband entered the room followed by a tall, heavy built, strong-looking man, whose skin had the healthy reddish colour associated with outdoor life and whose eyes showed that he could be a dangerous enemy. "Sergeant-Major Morris," he said, introducing him to his wife and his son, Herbert.

The Sergeant-Major shook hands and, taking the offered seat by the fire, watched with satisfaction as Mr. White got out whiskey and glasses. After the third glass his eyes got brighter and he began to talk. The little family circle listened with growing interest to this visitor from distant parts, as he squared his broad shoulders in the chair and spoke of wild scenes and brave acts; of wars and strange peoples. "Twenty-one years of it," said Mr. White, looking at his wife and son. "When he went away he was a thin young man. Now look at him." "He doesn't look to have taken much harm." said Mrs. White politely. "I'd like to go to India myself," said the old man, just to look around a bit, you know." "Better where you are," said the Sergeant-Major, shaking his head. He put down the empty glass and sighing softly, shook it again. "I should like to see those old temples and **fakirs** and the street entertainers," said the old man. "What was that that you started telling me the other day about a monkey's paw or something, Morris?" "Nothing." said the soldier quickly. "At least, nothing worth hearing." "Monkey's paw?" said Mrs. White curiously. "Well, it's just a bit of what you might call magic, perhaps," said the Sergeant-Major, without first stopping to think. His three listeners leaned forward excitedly.

Deep in thought, the visitor put his empty glass to his lips and then set it down again. Mr. White filled it for him again. "To look at it," said the Sergeant-Major, feeling about in his pocket, "it's just an ordinary little paw, dried to a mummy." He took something out of his pocket and held it out for them. Mrs. White drew back with a look of disgust, but her son, taking it, examined it curiously. "And what is there special about it?" asked Mr. White as he took it from his son, and having examined it, placed it upon the table. "It had a

**spell** put on it by an old fakir,” said the Sergeant-Major, “a very holy man. He wanted to show that fate ruled people’s lives, and that those who tried to change it would be sorry.

He put a spell on it so that three different men could each have three wishes from it.” The way he told the story showed that he truly believed it and his listeners became aware that their light laughter was **out of place** and had hurt him a little. “Well, why don’t you have three, sir?” said Herbert, cleverly. The soldier looked at him the way that the middle-aged usually look at disrespectful youth. “I have,” he said quietly, and his face whitened. “And did you really have the three wishes granted?” asked Mrs. White. “I did,” said the Sergeant-Major, and his glass tapped against his strong teeth. “And has anybody else wished?” continued the old lady.

“The first man had his three wishes. Yes,” was the reply, “I don’t know what the first two were, but the third was for death. That’s how I got the paw.” His voice was so serious that the group fell quiet. “If you’ve had your three wishes it’s no good to you now then Morris,” said the old man at last. “What do you keep it for?” The soldier shook his head. “Fancy I suppose,” he said slowly. “I did have some idea of selling it, but I don’t think I will. It has caused me enough trouble already. Besides, people won’t buy. They think it’s just a story, some of them; and those who do think anything of it want to try it first and pay me afterward.” “If you could have another three wishes,” said the old man, watching him carefully, “would you have them?” “I don’t know,” said the other. “I don’t know.”

He took the paw, and holding it between his front finger and thumb, suddenly threw it upon the fire. Mr. White, with a slight cry, quickly bent down and took it off. “Better let it burn,” said the soldier sadly, but in a way that let them know he believed it to be true. “If you don’t want it Morris,” said the other, “give it to me.” “I won’t.” said his friend with stubborn determination. “I threw it on the fire. If you keep it, don’t hold me responsible for what happens. Throw it on the fire like a sensible man.” The other shook his head and examined his possession closely. “How do you do it?” he asked. “Hold it up in your right hand, and state your wish out loud so that you can be heard,” said the Sergeant-Major, “But I warn you of what might happen.” “Sounds like the



‘**Arabian Nights**’, said Mrs. White, as she rose and began to set the dinner.

“Don’t you think you might wish for four pairs of hands for me.” Her husband drew the **talisman** from his pocket, and all three laughed loudly as the Sergeant-Major, with a look of alarm on his face, caught him by the arm. “If you must wish,” he demanded, “Wish for something sensible.” Mr. White dropped it back in his pocket, and placing chairs, motioned his friend to the table. In the business of dinner the talisman was partly forgotten, and afterward the three sat fascinated as they listened to more of the soldier’s adventures in India. “If the tale about the monkey’s paw is not more truthful than those he has been telling us,” said Herbert, as the door closed behind their guest, just in time to catch the last train, “we shan’t make much out of it.” “Did you give anything for it, father?” asked Mrs. White, watching her husband closely. “A little,” said he, **colouring** slightly, “He didn’t want it, but I made him take it. And he pressed me again to throw it away.” “Not likely!” said Herbert, with pretended horror. “Why, we’re going to be rich, and famous, and happy.” Smiling, he said, “Wish to be a king, father, to begin with; then mother can’t complain all the time.”

He ran quickly around the table, chased by the laughing Mrs. White armed with a piece of cloth. Mr. White took the paw from his pocket and eyed it doubtfully. “I don’t know what to wish for, and that’s a fact,” he said slowly. “It seems to me I’ve got all I want.” “If you only paid off the house, you’d be quite happy, wouldn’t you!” said Herbert, with his hand on his shoulder. “Well, wish for two hundred pounds, then; that’ll just do it.” His father, smiling and with an embarrassed look for his foolishness in believing the soldier’s story, held up the talisman.

Herbert, with a serious face, spoiled only by a quick smile to his mother, sat down at the piano and struck a few grand **chords**. “I wish for two hundred pounds,” said the old man clearly. A fine crash from the piano greeted his words, broken by a frightened cry from the old man. His wife and son ran toward him. “It moved,” he cried, with a look of horror at the object as it lay on the floor. “As I wished, it twisted in my hand like a snake.” “Well, I don’t see the money,” said his son, as he picked it up and placed it on the table, “and I bet I never shall.” “It must have been your imagination, father,” said his wife,



regarding him worriedly. He shook his head. “Never mind, though; there’s no harm done, but it gave me a shock all the same.”

They sat down by the fire again while the two men finished their pipes. Outside, the wind was higher than ever, and the old man jumped nervously at the sound of a door banging upstairs. An unusual and depressing silence settled on all three, which lasted until the old couple got up to go to bed. “I expect you’ll find the cash tied up in a big bag in the middle of your bed,” said Herbert, as he wished them goodnight, “and something horrible sitting on top of your wardrobe watching you as you pocket your ill-gotten money. Herbert, who normally had a playful nature and didn’t like to take things too seriously, sat alone in the darkness looking into the dying fire. He saw faces in it; the last so horrible and so monkey-like that he stared at it in amazement. It became so clear that, with a nervous laugh, he felt on the table for a glass containing some water to throw over it. His hand found the monkey’s paw, and with a little shake of his body he wiped his hand on his coat and went up to bed.

## PART TWO

In the brightness of the wintry sun next morning as it **streamed** over the breakfast table he laughed at his fears. The room felt as it always had and there was an air of health and happiness which was not there the previous night. The dirty, dried-up little paw was thrown on the cabinet with a carelessness which indicated no great belief in what good it could do. “I suppose all old soldiers are the same,” said Mrs. White. “The idea of our listening to such nonsense! How could wishes be granted in these days? And if they could, how could two hundred pounds hurt you, father?” “Might drop on his head from the sky,” said Herbert.

“Morris said the things happened so naturally,” said his father, “that you might if you so wished not see the relationship.” “Well don’t **break into the money** before I come back,” said Herbert as he rose from the table to go to work. “I’m afraid it’ll turn you into a mean, greedy old man, and we shall have to tell everyone that we don’t know you.” His mother laughed, and following him to the door, watched him go down the road, and returning to the breakfast table, she felt very happy at the expense of her husband’s readiness to believe such stories.

All of which did not prevent her from hurrying to the door at the postman's knock nor, when she found that the post brought only a bill, talking about how Sergeant-Majors can develop bad drinking habits after they leave the army. "Herbert will have some more of his funny remarks, I expect, when he comes home," she said as they sat at dinner. "I know," said Mr. White, pouring himself out some beer; "but for all that, the thing moved in my hand; that I'll swear to." "You thought it did," said the old lady, trying to calm him. "I say it did," replied the other.

"There was no thought about it; I had just – What's the matter?" His wife made no reply. She was watching the mysterious movements of a man outside, who, looking in an undecided fashion at the house, appeared to be trying to make up his mind to enter. In mental connection with the two hundred pounds, she noticed that the stranger was well dressed, and wore a silk hat of shiny newness. Three times he stopped briefly at the gate, and then walked on again.

The fourth time he stood with his hand upon it, and then with sudden firmness of mind pushed it open and walked up the path. Mrs. White at the same moment placed her hands behind her, hurriedly untied the strings of her **apron**, and put it under the cushion of her chair.

She brought the stranger, who seemed a little uncomfortable, into the room. He looked at her in a way that said there was something about his purpose that he wanted to keep secret, and seemed to be thinking of something else as the old lady said she was sorry for the appearance of the room and her husband's coat, which he usually wore in the garden. She then waited as patiently as her sex would permit for him to state his business, but he was at first strangely silent. "I – was asked to call," he said at last, and bent down and picked a piece of cotton from his trousers.

"I come from 'Maw and Meggins.' " The old lady jumped suddenly, as in alarm. "Is anything the matter?" she asked breathlessly. "Has anything happened to Herbert? What is it? What is it?" Her husband spoke before he could answer. "There there mother," he said hurriedly. "Sit down, and don't jump to a conclusion. You've not brought bad news, I'm sure sir," and eyed the other, expecting that it was bad news but hoping he was wrong. "I'm sorry

– ” began the visitor. “Is he hurt?” demanded the mother wildly. The visitor lowered and raised his head once in agreement.”Badly hurt,” he said quietly, “but he is not in any pain.” “Oh thank God!” said the old woman, pressing her hands together tightly.

“Thank God for that! Thank – ” She broke off as the tragic meaning of the part about him not being in pain came to her. The man had turned his head slightly so as not to look directly at her, but she saw the awful truth in his face. She caught her breath, and turning to her husband, who did not yet understand the man’s meaning, laid her shaking hand on his. There was a long silence. “He was caught in the machinery,” said the visitor at length in a low voice. “Caught in the machinery,” repeated Mr. White too shocked to think clearly, “yes.” He sat staring out the window, and taking his wife’s hand between his own, pressed it as he used to do when he was trying to win her love in the time before they were married, nearly forty years before. “He was the only one left to us,” he said, turning gently to the visitor. “It is hard.”

The other coughed, and rising, walked slowly to the window. “The firm wishes me to pass on their great sadness about your loss,” he said, without looking round. “I ask that you to please understand that I am only their servant and simply doing what they told me to do.” There was no reply; the old woman’s face was white, her eyes staring, and her breath unheard; on the husband’s face was a look such as his friend the Sergeant-Major might have carried into his first battle. “I was to say that Maw and Meggins accept no responsibility,” continued the other. “But, although they don’t believe that they have a legal requirement to make a payment to you for your loss, in view of your son’s services they wish to present you with a certain sum.” Mr. White dropped his wife’s hand, and rising to his feet, stared with a look of horror at his visitor. His dry lips shaped the words, “How much?” “Two hundred pounds,” was the answer. Without hearing his wife’s scream, the old man smiled weakly, put out his hands like a blind man, and fell, a senseless mass, to the floor.

## PART THREE

In the huge new **cemetery**, some two miles away, the old people buried their dead, and came back to the house which was now full of shadows and silence. It was all over so quickly that at first they could hardly realize it, and remained in a state of waiting for something else to happen – something else which was to lighten this load, too heavy for old hearts to bear. But the days passed, and they realized that they had to accept the situation – the hopeless acceptance of the old.

Sometimes they hardly said a word to each other, for now they had nothing to talk about, and their days were long to tiredness. It was about a week after that the old man, waking suddenly in the night, stretched out his hand and found himself alone. The room was in darkness, and he could hear the sound of his wife crying quietly at the window. He raised himself in bed and listened. “Come back,” he said tenderly. “You will be cold.” “It is colder for my son,” said the old woman, who began crying again. The sounds of crying died away on his ears. The bed was warm, and his eyes heavy with sleep. He slept lightly at first, and then was fully asleep until a sudden wild cry from his wife woke him with a start. “THE PAW!” she cried wildly.

“THE MONKEY’S PAW!” He started up in alarm. “Where? Where is it? What’s the matter?” She almost fell as she came hurried across the room toward him. “I want it,” she said quietly. “You’ve not destroyed it?” “It’s in the living room, on the shelf above the fireplace,” he replied. “Why?” She cried and laughed together, and bending over, kissed his cheek. “I only just thought of it,” she said. “Why didn’t I think of it before? Why didn’t you think of it?” “Think of what?” he questioned. “The other two wishes,” she replied quickly. “We’ve only had one.” “Was not that enough?” he demanded angrily. “No,” she cried excitedly; “We’ll have one more. Go down and get it quickly, and wish our boy alive again.” The man sat up in bed and threw the blankets from his shaking legs. “Good God, you are mad!” he cried, struck with horror. “Get it,” she said, breathing quickly; “get it quickly, and wish – Oh my boy, my boy!”

Her husband struck a match and lit the candle. “Get back to bed he said,” his voice shaking. “You don’t know what you are saying.” “We had the first wish granted,” said the old woman, desperately; “why not the second?” “A c-c-**coincidence**,” said the old man. “Go get it and wish,” cried his wife, shaking with excitement. The old man turned and looked at her, and his voice shook. “He has been dead ten days, and besides he – I would not tell you before, but – I could only recognize him by his clothing. If he was too terrible for you to see then, how now?” “Bring him back,” cried the old woman, and pulled him towards the door.

“Do you think I fear the child I have nursed?” He went down in the darkness, and felt his way to the living room, and then to the fireplace. The talisman was in its place on the shelf, and then a horrible fear came over him that the unspoken wish might bring the broken body of his son before him before he could escape from the room. He caught his breath as he found that he had lost the direction of the door.

His forehead cold with sweat, he felt his way round the table and along the walls until he found himself at the bottom of the stairs with the evil thing in his hand. Even his wife’s face seemed changed as he entered the room. It was white and **expectant**, and to his fears seemed to have an unnatural look upon it. He was afraid of her. “WISH!” she cried in a strong voice. “It is foolish and wicked,” he said weakly. “WISH!” repeated his wife. He raised his hand. “I wish my son alive again.” The talisman fell to the floor, and he looked at it fearfully.

Then he sank into a chair and the old woman, with burning eyes, walked to the window and opened the curtains. He sat until he could no longer bear the cold, looking up from time to time at the figure of his wife staring through the window. The candle, which had almost burned to the bottom, was throwing moving shadows around the room. When the candle finally went out, the old man, with an unspeakable sense of relief at the failure of the talisman, went slowly back to his bed, and a minute afterward the old woman came silently and lay without movement beside him. Neither spoke, but lay silently listening to the ticking of the clock. They heard nothing else other than the normal night sounds.

The darkness was depressing, and after lying for some time building up his courage, the husband took the box of matches, and lighting one, went downstairs for another candle. At the foot of the stairs the match went out, and he stopped to light another; and at the same moment a knock sounded on the front door. It was so quiet that it could only be heard downstairs, as if the one knocking wanted to keep their coming a secret. The matches fell from his hand. He stood motionless, not even breathing, until the knock was repeated. Then he turned and ran quickly back to his room, and closed the door behind him.

A third knock sounded through the house. “WHAT’S THAT?” cried the old woman, sitting up quickly. “A rat,” said the old man shakily – “a rat. It passed me on the stairs.” His wife sat up in bed listening. A loud knock echoed through the house. “It’s Herbert!” she screamed. “It’s Herbert!” She ran to the door, but her husband was there before her, and catching her by the arm, held her tightly. “What are you going to do?” he asked in a low, scared voice. “It’s my boy; it’s Herbert!” she cried, struggling automatically. “I forgot it was two miles away. What are you holding me for? Let go. I must open the door.” “For God’s sake don’t let it in,” cried the old man, shaking with fear. “You’re afraid of your own son,” she cried struggling. “Let me go. I’m coming, Herbert; I’m coming.” There was another knock, and another.

The old woman with a sudden pull broke free and ran from the room. Her husband followed to the top of the stairs, and called after her as she hurried down. He heard the chain pulled back and the bottom lock open. Then the old woman’s voice, desperate and breathing heavily. “The top lock,” she cried loudly. “Come down. I can’t reach it.” But her husband was on his hands and knees feeling around wildly on the floor in search of the paw. If only he could find it before the thing outside got in. The knocks came very quickly now echoing through the house, and he heard the noise of his wife moving a chair and putting it down against the door. He heard the movement of the lock as she began to open it, and at the same moment he found the monkey’s paw, and frantically breathed his third and last wish. The knocking stopped suddenly, although the echoes of it were still in the house. He heard the chair pulled back, and the door opened. A cold wind blew up the staircase and a long loud cry

of disappointment and pain from his wife gave him the courage to run down to her side, and then to the gate. The streetlight opposite shone on a quiet and deserted road.

## GLOSSARY

- **stevedore:** person employed at the dock to load and unload ships
- **derelict:** in a poor condition due to neglect and disuse
- **macabre:** something with a quality that is disturbing and horrifying, as it concerns death
- **paw:** An animal's foot with claws
- **fakir:** A religious monk who performs apparent magic
- **spell:** spoken words having magical power
- **out of place:** in a situation where someone or something does not seem suitable
- **Arabian Nights:** A collection of fairy tales from the Persian, Indian and Middle Eastern countries
- **talisman:** An object which is supposed to have magical powers and brings good luck
- **colouring:** reddening; blushing
- **chords:** musical notes
- **streamed:** flowed; poured
- **break into money:** start spending the money
- **apron:** A protective cloth worn in front of one's own clothes, generally, while cooking
- **cemetery:** burial ground; graveyard
- **coincidence:** chance; something happening simultaneously as a matter of chance or luck
- **expectant:** Having an excited feeling about something that is going to be good



## Guided Reading

### I. Factual Questions:

1. What game were the son and the father playing? Who was winning the game?
2. Who visited the family when they were playing a game?
3. Why did the old man want to visit India again?
4. What powers did the monkey's paw have?
5. Why did the sergeant throw the monkey's paw into the fire?
6. What did the old man wish for, with the Monkey's paw? Did he get what he wished for?
7. What news did the stranger from Maw and Meggins bring to Mr. White's house?
8. What idea did Mrs. White have, a few days after her son had passed away? Did Mr. White approve of the idea?
9. What do you think was Mr. White's third wish?

### II: Paragraph Questions:

1. What did Sergeant-Major Morris have to say, about the magical powers of the monkey's paw?
2. What was the discussion had by the family, which led to Mr. White wishing for two hundred pounds?
3. What had happened to Herbert at the Maw and Meggins? What was the company offering as compensation?
4. What discussion between Mrs. and Mr. White led to Mr. White having to ask for his second wish?
5. What do you think of Mr. White's third wish and why do you think he wished for it?



### III: Essay Questions:

1. Discuss how the first wish of Mr. White was granted. Was it worth it?
2. Discuss the turn of events which led to Mr. White's second and third wishes.
3. How is the expression "*Be careful what you wish for*" portrayed in the short story?

### Vocabulary in Use

- Identify words and phrases in the story that builds the horror and suspense, by creating a mood and atmosphere
- Can you observe that as the story progresses, the narrative becomes darker and sombre? How have the use of words and phrases contributed to this?



- The longest running murder mystery play is Agatha Christie's *Mouse Trap*. It is running since 1952
- *For Sale, Baby shoes, Never Worn*. This is a six word short story attributed to Ernst Hemingway. It is called flash fiction/microfiction

**\*Find more such interesting/dramatic facts and discuss them in the classroom.**

### Suggested Reading

1. *The Third Wish*: Joan Aiken
2. *The lady, or the Tiger?* : Frank R. Stockton
3. *The Pit and the Pendulum*: Edgar Allan Poe

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4. *Lamb to the Slaughter*: Roald Dahl

5. *Bhuto*: Satyajit Ray

6. *And then there were None*: Agatha Christie

## **Extended Activities (to be considered for Assignments and Projects):**

### **PPTs, Essays, Collages, Projects :**

- Discuss in groups what each of you would do if you possessed the monkey's paws
- Find similar stories from Indian and world literature, mythology and folktales and prepare a PPT
- Try writing your own original story with the elements of horror and mystery in it.
- Review any movie by Alfred Hitchcock or any other of your favourite movies with horror and mystery.

**PART II**

**GRAMMAR SECTION - C**

**REVISITING GRAMMAR**

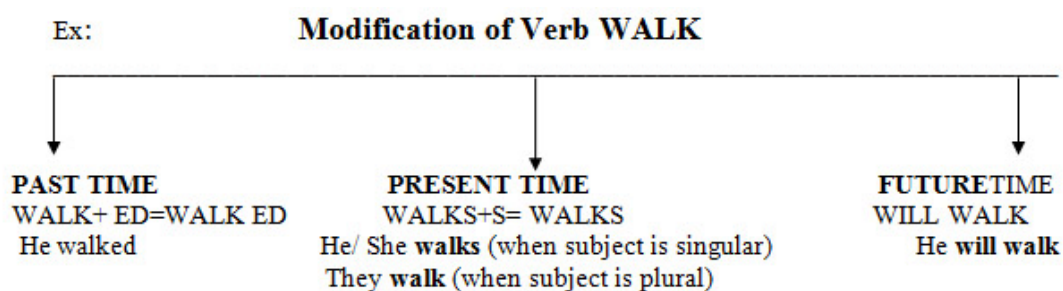
*It is well to remember that grammar is common speech, formulated.*

**-William Somerset**

## LESSON 8

### TIME AND TENSE

Verbs play an important role in Grammar as they denote activity and the time of activity. They denote the **time** that an action takes place- whether sometime in the past, in the present or the future. When the **verb is modified** to indicate **time** of action, in relation to the **time of speaking**, it becomes a **Tense**. **Tenses** play a crucial role in the English language. Thus, Verb, Time and Tense are quite inseparable in the English Language.



### PRESENT TENSE

Simple Present Tense : indicates actions that happen in the **present**, but not actions that are happening right now.

It is formed by the adding 's' to the root verb, if the subject is in singular.

Ex: He+ walk+s = He **walks** home.

The root verb is retained, if the verb is in plural.

Ex: They **walk** home.

**Note:** Pronoun 'I' and 'You' are exceptions. Though they are singular, they use the root verb

Ex: I **walk** home.

Ex: You **walk** home.

Simple Present Tense denotes:

- Facts/Universal Truths:

Ex: Monkeys **eat** bananas.

- Repetitive /habitual actions:

Ex: I **brush** my teeth in the morning and evening.

- Abilities:

Ex: Children **are** very active.

- Future: (Simple Present, is one way of indicating future time)

After-‘if’-

Ex: **If** it rains, I will carry my umbrella.

After words like **when, until, before, after, as soon as, as.**

Ex: We **will leave after** she arrives.

<b>Singular</b>	<b>Plural</b>
I /You/We/ walk.	We/They/ walk.
He /She/It/walks.	The children walk.
The child walks.	

*Present Progressive/Present Continuous Tense:* indicates an **action that is going on** at the time of speaking.

This is formed with the helping verb ‘to be’+ present participle of the verb ‘ing.’

**Verb + ‘to be’ form of verb +present participle**

Ex: She **is** (present form of ‘to be’) **sleep** (verb)+**ing** (present participle of sleep) on the cot. She **is sleeping** on the cot.

The Present Progressive indicates:

- What is happening now  
Ex: We **are studying** for the test.
- Temporary habit  
Ex: Children **are playing** cricket due to World Cup fever.
- The future (The Present Progressive is another way of indicating future action)  
Ex: The minister **is arriving** this evening.
- Repeated occurrences or coincidences  
Ex: Mala **is always crying**.(when we cannot explain certain occurrences)
- Actions yet to be completed  
Ex: I **am doing** my homework.

<b>Singular</b>	<b>Plural</b>
I <b>am walking.</b>	We/They <b>are walking.</b>
You <b>are walking.</b>	You <b>are walking.</b>
He /She/It/ <b>is walking.</b>	The children <b>are walking.</b>
The child <b>is walking.</b>	

**Note:**

- Progressive forms occur generally with the \*dynamic verbs and not \*stative verbs.
- The Present Progressive and Simple Present can be interchanged .when the event has already been planned for the future.  
Ex: He **is taking** the exam next week.(Future)  
He **takes** the exam next week. (Future)

**\*Dynamic Verbs: are those capable of change-(talk- is talking; climb-are climbing)**

**\*Stative Verbs: are those incapable of change {(like-am liking (X) wanting-am wanting(X))}**

Present Perfect Tense: is a combination of the **Present Tense** and the **perfect** aspect, meaning:

**Present Perfect of ‘to have’ +past participle of a regular verb +ed**

Ex: He **has walked**. (singular); We **have walked**. (plural)

It expresses a past action with present consequences.

It is used to indicate:

- That an action is being repeated between past and present  
Ex: We often **have walked** to school.
- That something has happened in the present, but in an indefinite time sequence, meaning, that time is not important.  
Ex: He **has helped** his mother.
- That it has begun in the past, but has continued in the present/future.  
Ex: He **has supported** his mother even in difficult times.
- That it has just occurred  
Ex: She **has just come** to school.
- To describe an action that has not yet been completed  
Ex: It **has rained** a lot this month.
- To ask questions using adverbs like, already, lately.  
Ex: **Has** she **gone** to school already?  
Ex: **Have** you **met** her recently?

Singular	Plural
I <b>have</b> walked.	We <b>have</b> walked.
You <b>have</b> walked.	They <b>have</b> walked.
He /She /It <b>has</b> walked.	You <b>have</b> walked.
The elephant <b>has</b> walked.	The children <b>have</b> walked.

### Note

- When time is defined, it becomes Simple Past.  
Ex: I **went** to school last week.
- When time is unspecified, but refers to recent past, we use Present Perfect.  
Ex: I **have gone** to school. (Any time in the recent past)
- Past and Present are usually linked by **since** (point in time) or **for** (time period)  
Ex: I **have helped** my mother **since** 2018.  
Ex: He **has helped** his mother **for** a month.
- Some adverbs like **just, lately, recently** etc. are used, along with Present Perfect, to define time and indicate the recent past.  
Ex: We **have not visited** the beach **recently**.

Present Perfect /Progressive/Continuous Tense: is used when something stated in the past, is continuing in the present, or has stopped recently.

This tense is formed by using the following forms of the verb:

**(Has/have{\*auxiliary verb}+ been +present participle +verb+ ing)**

Ex: We **have been reading** this book since yesterday.

It is used to indicate:



- Activity conducted in the past, continuing into the present.  
Ex: We **have been walking** to school since three weeks.
- Activity of past which is connected with the present, but activity that has ended and is repetitive.  
Ex: They **have been practicing** since a month.
- Result of activity in the past is being felt in the present, as an important consequence.  
Ex: We **have been playing** continuously, so we are ready for the match.

<b>Singular</b>	<b>Plural</b>
I <b>have</b> walked.	We <b>have</b> walked.
You <b>have</b> walked.	They <b>have</b> walked.
He /She /It <b>has</b> walked.	You <b>have</b> walked.
The elephant <b>has</b> walked.	The children <b>have</b> walked.

- The difference between Present Perfect and Present Perfect Continuous Tense is that:
- The Present Perfect Continuous Tense is used, to talk about a continuous, but not necessarily completed action or situation.
- The Present Perfect Tense is used to talk about a completed action or situation

\*Auxiliary Verb is a verb used in forming tenses, moods and voices of other verbs. They are also called helping verbs.

\*Primary Auxiliaries: Be Do, Have

\*Modal Auxiliaries: Can, Will, May etc.,

## PAST TENSE

Simple Past Tense/Past Indefinite Tense: is the basic form of **Past Tense**. The action could be performed in the recent **past** or the distant **past**. In the Simple Past Tense, duration of the action is not important.

**The structure used for this tense is, as follows:**

**Verb + 'ed'** for regular verbs/**Verb +d** for verbs ending in 'e'

Ex: **Wash-Washed/Crave-Craved.**

**It is used:**

- To talk about a **completed action**.

Ex: I **walked** ahead.

- To list a series of completed actions in the past:

Ex: I **walked** to the canteen, **had** food, and **drove** back.

- To indicate duration that starts and stops in the past.

Ex: I **learnt** dance for five years.

- To denote habits of the past.

Ex: He **studied** French in school.

- To recall past facts which are no longer true.

Ex: People **used** plastic extensively in the past.

- **Questions** are made with **past of** auxiliary verb **do** and **negative** with **past of do +not, i. e. did not**

Ex: Interrogative-**Did** you **take** my bag?

Ex: Negative-I **did not take** your bag.

**Note**

- Irregular verbs change in many different ways. Ex: sing-sang; write-wrote  
Ex: I **washed** my clothes the day before she came.

BUT,

She **sang** a beautiful song in the party.

- One common error that we find is that of using the Past Continuous, instead of Simple Past for repeated habitual actions in the past. This should be avoided. Instead, **used to** can be used.

Ex: We were going to the cinema frequently last year.(X)

Ex: We went to the cinema frequently last year.(√)

Ex: We used to go to the cinema frequently last year.(√)

Past Continuous /Past Progressive Tense: refers to continuous action, happening in the past.

This tense is formed with the helping ‘to be’ verb in the **past tense (i.e., was/were)** + the **present participle** of the verb with an ‘ing’ ending

Ex: **were** (plural past of ‘to be’) + **talk+ ing (present participle)**

Ex: He **was walking** in the garden.

Ex: They **were walking** in the garden.

It is used when:

- One action is going on and another takes place, to interrupt it

Ex: He **was walking** down the road, when I **met** him.

- Habitual action in the past is indicated.

Ex: She **was talking** continuously in the class.

- We need to emphasize the simultaneity of two actions.

Ex: The neighbours **were screaming**, while the Menons **were sleeping**.

- We need to emphasize that some actions were continuous for some period of time.

Ex: I **was praying** for her recovery, all of yesterday evening (expressions like all day, all mornings, all evenings etc. are used).

- There is an expression of disapproval

Ex: You always **were finding fault** with me.

<b>Singular</b>	<b>Plural</b>
I/She/He/ <b>was walking.</b>	We/They <b>were walking.</b>
<b>You were walking.</b>	<b>You were walking.</b>
<b>The kid was walking.</b>	<b>The children were walking.</b>

### Note

- To use the tense in the Affirmative, the following structure should be applied:

Ex:-She **was reading** a book

- To use the tense in Interrogative, the following structure should be applied:

Ex: **Were** they **reading** a book?

- To use the tense in the Negative, the following structure should be applied:

Ex: You **were not reading** a book.

Ex: He **was not reading** a book.

Past Perfect Tense: When we wish to indicate one event before another, we use the Past Perfect.

The Past Perfect Tense uses the following verb pattern in the sentence:

**Verb+ Had+ past participle of verb**

Ex: He **had eaten** well.

We use this tense when:

- We need to show that something has happened, before another event.

Ex: The women **had drawn water** when the tanker arrived.

- Sequence of events are indicated through the use of the Past Perfect:

1<sup>st</sup> event: Water had been drawn. ; 2<sup>nd</sup> event: Tanker arrived.

- To show that an action happened, before a specific time, in the past.

Ex: I **had finished** my work before 8.p.m.

- We need to use reported speech.

Ex: her father asked if she **had completed** the work.

- We need to show dissatisfaction with the past.

Ex: I wished I **had confessed** to him.

<b>Singular</b>	<b>Plural</b>
I /You/ <b>had walked.</b>	We /They <b>had walked.</b>
He/ She/It/ <b>had walked.</b>	You <b>had walked.</b>
Gita <b>had walked.</b>	The women <b>had walked.</b>

### Note

- The order of events do not matter since the tense makes it clear, as to which event happened first
- Can be used with *just*, to highlight immediacy of event.

Ex: **He had just swept** the floor when the children walked in.

Past Perfect Continuous/Past Progressive Tense: is used to denote an action which has started in the past , has continued , until another time in the past.

Ex: he **had been washing** the clothes when his teacher **visited** him.

The structure of this tense is as follows:

**had been + the verb's present participle (root verb + 'ing')**

Ex: He **had been walking**.

<b>Singular</b>	<b>Plural</b>
I <b>had been</b> walking.	We/They <b>had been walking</b> .
You <b>had been</b> walking.	You <b>had been walking</b> .
He/ She/It/ <u>had been</u> walking.	The children <b>had been walking</b> .
The kid <b>had been walking</b> .	

### Note

- When, for, since and before, are words that you may use, alongside the Past Perfect Continuous Tense

Ex: She **had been driving** the car, well before she had an accident.

## THE FUTURE

As there is no special or specific way to modify verbs for indicating the future, the future is a TIME reference and not a TENSE, in the strictest sense. To be a Tense, the ending of a word has to change i.e. inflected forms of the verbs have to be expressed. (.Ex: sing, sang) As we indicate the future through

many other ways like, using the modal ‘*will*’ (Ex: will sing) than modifying the verb, it is not a Tense.

It is indicated through many other ways, as we shall see in the following

Simple Future: is used to talk about an action that is yet to happen.

This future is indicated in the following ways::

- By using modals.

**Shall** (expresses future without assertion); **will** (expresses future with assertion and determination). They are used to express the Future.

Ex: I **shall bring** your book tomorrow.

Ex: I **will bring** your book tomorrow.

- By using the ‘*going to*’ form: (**am/is/are**) + **going to** + **root form of the verb**

Ex: They **are going to** leave the city tomorrow.

Ex: We **are going to watch** a movie tomorrow. (This is used in more informal or casual conversations.)

- By using the Present Progressive

Ex: I **am leaving Bengaluru** by next week.

- To make a negative sentence with ‘will not’ and ‘shall not’

Ex: I **will not watch** the movie tomorrow.

- To convey a future idea, through use of words like intend, wish, promise etc.

Ex: I **intend to buy** that house in the near future.

- To construct an interrogative sentence using ‘will’ and ‘shall’.

- Ex: When **will you buy** me this book?

- By using the Simple Present

Ex: I **leave** the city tomorrow.

**Note:**

- It does not matter if the subject is singular or plural; the formula for the simple future doesn't change.(for Will and Shall)

Future Continuous/ Future Progressive Time: is used to indicate a future action/ event that will be ongoing.

This form uses:

**will + be + the present participle (the root verb + -ing)**

**Ex: She will be walking**

**The tense:**

- Depicts an event that will occur in the future for a considerable length of time.

Ex: The cat **will be drinking** milk at home.

<b>Singular</b>	<b>Plural</b>
I/You <b>will be walking.</b>	We/They <b>will be walking.</b>
He/ She/It <u>will be walking.</u>	The children <b>will be walking.</b>
The child <b>will be walking.</b>	

**Note**

- This construction works only for action verbs and not stative verbs

Ex: I **will be climbing** this mountain next year.(√)

Ex: Winter **will be seeming** cold. (X)



Future Perfect : indicates that an action will have been completed (finished or “perfected”) at some point in the future.

This tense is formed with **will + to have+ the past participle of the verb** (which can be either regular or irregular in form).

Ex: I **will have caught** the criminal by this time next year.

Singular	Plural
I/You <u>will have</u> walked.	We/They <b>will have</b> walked.
He/ She/It <b>will have</b> walked.	The children <b>will have</b> walked.
The child <b>will have</b> walked.	

#### NOTE

- **We often use future perfect with \*‘by’ or \*‘in’**  
 Ex: I think the bullet train **will have run by** 2024.  
 Ex: I will **have completed** this task **in** an hour’s time.
- \* **By: not later than a particular time**
- \* **In: within a period of time**

#### Points to Remember:

According to the Advanced Grammar Rules in Modern Linguistics, the **Future** is indicated as a **Time Reference**, and not a **Tense Category**. However, many Grammar books maintain that the Future is a Tense Category.

For further reading, consult the following books:

- 1 *Making Sense of English*: M. A. Yadugiri
- 2 *College English*: N. Krishnaswamy

## Exercises

### A. Modify the verbs to suit the following sentences:

1. They \_\_\_\_\_ (enjoy) the smell of food that I \_\_\_\_\_ (cook) for dinner.
2. By next year, I \_\_\_\_\_ (have) you in my pocket.
3. You \_\_\_\_\_ (stay) until I tell you to go.
4. She frequently \_\_\_\_\_ (visit) the library.
5. The lion \_\_\_\_\_ (roar) in the den, while the cubs \_\_\_\_\_ (play).
6. I \_\_\_\_\_ (be) soft-spoken until my children came along.
7. They \_\_\_\_\_ (be) kind to her last summer.

### B. Identify the verbs and change the tenses of sentences as directed:

1. I create fantasies. (Past Perfect)
2. They took me on a fantastic journey. (Present Perfect Continuous)
3. I wrote this song. (Past Continuous)
4. We did this work together, while they slept. (Future)
5. The girl is very smart. (Simple Past)

### C. Choose the appropriate group of words and fill in the blanks:

1. When I \_\_\_\_\_ him, I stood up. (see, saw, have seen, am seeing)
2. They \_\_\_\_\_ the boy, when I arrived. (kicked, were kicking, are kicking, kick)
3. Of \_\_\_\_\_ late, I \_\_\_\_\_ her moves closely. (Followed, was following, have been followed, have been following)

### READY RECKONER FOR TENSES

Subject/Pronouns	Verb	Object	Tense
<b>I</b> (First Person Singular)	<b>eat</b>	<b>an apple.</b>	Simple Present
<b>You</b> (Second Person Singular & Second Person Plural)	<b>eat</b>	<b>an apple.</b>	Simple Present
<b>I</b>	<b>leave for</b>	<b>Delhi</b>	Future through Simple Present
<b>He</b> (Third Person Singular-Masculine)	<b>eats</b>	<b>an apple.</b>	Simple Present
<b>She</b> (Third Person Singular-Feminine)	<b>eats</b>		
<b>It</b> (Third Person Singular- Neutral)	<b>eats</b>		
<b>She</b>	<b>leaves</b>	for Delhi	Future through Simple Present
<b>We</b> (First Person Plural)	<b>eat</b>	<b>an apple.</b>	Simple Present
<b>They</b> (Third Person Plural)	<b>leave</b>	for Delhi	Future through Simple Present
<b>I/You /He/ She/It/We/They</b> In all forms of Pronouns, the structure remains the same	<b>ate</b>	<b>an apple.</b>	Past Tense
<b>I</b>	<b>am eating</b>	<b>an apple.</b>	Present Progressive
	<b>am leaving</b>	for Delhi	Future through Present Progressive
	<b>is eating</b>	<b>an apple.</b>	Present Progressive
<b>You/We/They</b>	<b>are leaving</b>	for Delhi	Future through Present Progressive
<b>I/He/ She/It</b>	<b>was eating</b>	<b>an apple.</b>	Past Progressive
<b>We/They/You</b>	<b>were eating</b>	<b>apples.</b>	Past Progressive
<b>I/You/We/They</b>	<b>have eaten</b>	<b>apples.</b>	Present Perfect
<b>I/You/He/ She/It/We/They</b>	<b>had eaten</b>	<b>apples.</b>	Past Perfect
<b>I/You/We/They</b>	<b>have been</b>	<b>apples.</b>	Present Perfect Progressive

<b>He/ She/It</b>	<b>has been eating</b>	<b>apples.</b>	Present Perfect Progressive
<b>I/You/He/ She/it/We/They</b>	<b>had been eating</b>	<b>apples.</b>	Past Perfect Progressive
<b>I/You/He/ She/It/We/They</b>	<b>will eat</b>	<b>apples.</b>	Future Time with a modal
<b>I/You/He/ She/it/We/They</b>	<b>will be eating</b>	<b>apples.</b>	Future Time Progressive through modals
<b>I/You</b>	<b>am going to eat</b>	<b>apples.</b>	Future with 'going to'
<b>He/ She/It</b>	<b>is going to eat</b>	<b>Apples</b>	Future with 'going to'
<b>They/We</b>	<b>are going to eat</b>	<b>Apples</b>	Future with 'going to'

## LESSON 9

### ARTICLES

#### DEFINITE AND INDEFINITE ARTICLES

Articles are **kinds of adjectives** that give specific information about nouns. An article is a part of speech, used to **modify**, a noun. Usually, adjectives modify nouns through description, but **articles** are used instead, to point out or refer to nouns. Whenever you see an article, you see a noun with it. The noun may be in the next word, or adjectives/adverbs as in, ‘the **man**’; ‘the **pretty** child; ‘the **very** tired child.’

The **Indefinite Article: ‘a’** is used: when the noun is indefinite or general, meaning that a very specific object is not indicated.

It is used:

- Before a singular **countable noun**, mentioned for the first time.  
Ex: He has **a blue suit**.
- When the listener **does not know which particular** person or thing is indicated  
Ex: “Please give me **a pen**, Mary.”
- Before a noun beginning with a **consonant sound**.  
Ex.: **a boy**; **a one-way road**.  
Ex: **a European**; **a uniform** (Note that though there are vowels in the beginning of the word, they are pronounced with a consonant sound.)

The **Indefinite Article: ‘an’** is used before a noun, beginning with a **vowel sound**. (a, e, i, o, u)

Ex: **an egg**; **an hour**; **an MTR train**.

Ex: Betty saw **an owl** last night.

**Definite Article: ‘the’** refers to a **noun that** has been mentioned **before**,

or that is **known to both**, the speaker and the listener.

Ex: He has **a** dog and **a** cat. **The** dog is friendly, but **the** cat is not.

Ex: **The** man you met just now, is my uncle.

‘THE’ is used:

- Before a **comparative** or **superlative adjective**.

Ex: Paul is **the** fatter one. (Comparison is between Paul and David.)

Ex: Andrew is **the** fattest boy in our class. (Before the superlative, **fattest**.)

- Before an **ordinal** number.

Ex: **The second** chapter is very interesting.

- Before a noun that is **unique**.

Ex: **The sun** rises in **the East**.

- With some **adjectives** to talk about a **specific group** of people.

Ex: We should be more concerned about **the poor and the sick**.

- Before musical instruments.

Ex: I started playing **the piano** when I was six.

- Before **names of buildings, mountain ranges, seas, rivers; certain countries** which start with UNITED or end in ‘s’, and groups of islands.

Ex: **The Lee Theatre** has been pulled down.

Ex: I really want to climb **the Himalayas**.

Ex: **The Atlantic Ocean** separates **the United States** from **the United Kingdom**.

**No article / Zero Article :** Articles are omitted --

- When there are **plural nouns** or **uncountable nouns**, in general.

Ex: (x) Girls like to receive flowers.

Ex: (x) Milk is good for both, (x) children and adults.

- Before **names** of games, months, seven days of a week, festivals, languages and meals.

Ex: John does not play (x) football.

Ex: Mr. White is learning (x) Chinese.

- Before **words** like bed, church, hospital, prison, school, university, etc., when these places are used or visited for their **primary purposes**.

Ex: They go to (x) **church** on Sundays.

Ex: I go to (x) **bed** at ten o'clock every night.

## Exercises

**A. Fill in the blanks with 'a' or 'an':**

1. He is too busy \_\_\_\_\_ person to take long holidays.
2. Remember to add \_\_\_\_\_ 's' if the word is plural.
3. The workers have formed \_\_\_\_\_ union.
4. \_\_\_\_\_ unusual thing happened last night.
5. These eggs cost Rs.12 \_\_\_\_\_ dozen.

**B. Fill in the blanks with 'the' where it is necessary. Put a cross (X) if no article is needed:**

1. Peter has just returned from \_\_\_\_\_ States.
2. We are not going to \_\_\_\_\_ school today. It's a holiday.

3. We usually have \_\_\_\_\_ dinner at 7 o'clock.
4. "Who is \_\_\_\_\_ headmaster of this school, please?"
5. We are spending our holiday s in \_\_\_\_\_ Philippines this summer.
6. It's fun travelling by \_\_\_\_\_ air.

### **C. Fill in the blanks with 'a', 'an', 'the' or 'x'**

1. He told us that he would be back in \_\_\_\_\_ hour.
2. 'Will you be free on \_\_\_\_\_ Sunday?' Winnie asked Paul.
3. I am \_\_\_ university student.
4. Kiran is \_\_\_ best student in the class.
5. There's \_\_\_\_\_ U-turn ahead.
6. Mrs. Chan has \_\_\_\_\_ 8-year-old daughter.
7. "I can't move this table. Will you please give me \_\_\_\_\_ hand?"

### **A. Correct the following sentences:**

1. She finished her lunch in the hurry.
2. She is an vegetarian.
3. In a beginning, she was against our plan, but then she changed her mind.
4. A travel agent gave me a umbrella.

### **Points to Remember**

- **Articles are Parts of Speech**
- **They are adjectives/modifiers**
- **They indicate general or specific objects/nouns/qualities**
- **There are the Definite and Indefinite Articles**
- **The definite article is used before a noun already mentioned or a comparative or superlative adjective**
- **Indefinite Articles indicate those nouns that are not specific**



## LESSON 10

### PREPOSITIONS

#### Prepositions are:

- Structural units which help to relate two nouns or noun phrases, which are responsible to form a cohesive unit called sentence.
- They have an important role to play, but do not have an independent existence of their own like nouns, verbs or adjectives.
- They are structural words. So, appropriate use of prepositions is a big advantage when the precision of the language is essential. (Ex: **In** the house; **on** the house; they show two different locations).
- They establish a relationship not only between two words but also between two phrases and two clauses.
- They are expressions of position and movement, possession and show time and how an action is completed.
- They are used to indicate Time, Place and Directions. (Ex; on; around; across)

**Prepositions are classified in two ways. They are as follows.**

1. Classification of Prepositions based on **structure**:

**Monosyllabic  
Simple Preposition**

**about, between, for, in,  
after, till, with, from**

**Polysyllabic  
Complex Preposition**

**apart from, because  
of, by means of,  
on account of**

2. Classification of Prepositions based on the **meaning** of prepositions:

Prepositions of TIME	Prepositions of POSITION	Prepositions of MOTION
from	at, in	to
after	between	towards
during	among	into
till, until	above, below, over	onto, at
before	under, beneath	for, against, off
at, on, in	behind	From, along
By, for, since	beside	across
	before, beyond	

3. Other prepositions can be studied under different headings:

1. Cause to Purpose	because of, on account of, for, out off
2. Motive, Goal, Purpose and Target	For
3. Means to Stimulus	by, with, at, about, in, of, to
4. Accompaniment	with, without
5. Concession	in spite of, despite, not withstanding, for all, with all
6. Exception	except, with the exception of, excluding, apart from, aside from, but, save, bar, barring

- Prepositional Phrase:** is a phrase which **begins** with a preposition.  
Ex.: **on** the pedestal; **at** the bus stop; **with** whom I was travelling.
- A **Complex Preposition** is a phrase which **ends** with a preposition.  
Ex: along **with**; but **for**; due **to**; by means **of**.
- Phrasal Verbs:** are **idiomatic** in expression and used quite often.

**Preposition + verb combination** produces a variety of meanings.

Ex: give in; to yield; give up: abandon a habit

look after; look into; look out; look upto; look down

## Note

- **On ,at, in** indicate both, time and position

Ex: “I will be there **in** half an hour.”

Ex: The cat sat **in** the box.

- **Across** expresses movement from one side to another, whereas **through** indicates going inside something and out of it.

Ex: He rode on a bike **across** India.

Ex: The train chugged **through** the tunnel.

- One has to be careful while using them as different combinations with verbs or adjectives can generate different meanings.

Ex: He is **good at** studies.

Ex: She is **good to** her mother.

**\*The use of phrasal verbs is a mark of mastery over language , lending dignity to it.**

## Exercises

1. Match prepositions in column A with prepositions in column B with opposite meaning.

A	B
1. inside	1. to
2. in favour of	2. outside
3. from	3. below
4. above	4. out
5. in	5. for
6. against	6. against
7. up	7. down

2. Rewrite the following sentences using the prepositions given in brackets ( ).

- He lives on the fifth floor. I live on the fourth floor. (below)
- Your newspaper is under the book. (on)
- The Indian embassy building always flies the Indian national flag .(over)

3. Fill in the gaps with suitable prepositions and complete the story.

A lion was sleeping \_\_\_\_\_ a forest. A mouse started playing \_\_\_\_\_ it. The lion was disturbed and arose \_\_\_\_\_ his sleep. It caught \_\_\_\_\_ the mouse and tried \_\_\_\_\_ crush it \_\_\_\_\_ death.

Then the mouse prayed the lion \_\_\_\_\_ let him \_\_\_\_\_ and assured that it would help him when it was needed. The lion laughed \_\_\_\_\_ it and let him \_\_\_\_\_.

### POINTS TO REMEMBER

- They are structural Units
- Classified as -Monosyllabic/Polysyllabic/Complex/Prepositional Phrase/Phrasal Verbs/Time/Purpose/Cause/Position/ Motion, etc.

## LESSON 11

### QUESTION FORMS

#### Question Words

Question words are also called *wh* questions because questions begin with ‘**Wh**’ letters. We use question words to ask certain types of questions. **Wh-questions** usually start with a word beginning with **wh-**, but ‘**how**’ is also included in this set of questions.

The **wh-** words are: **What, When, Where, Who, Whom, Which, Whose, Why and How**

Question Word	Function	Examples
<b>What</b>	Reason, Profession  Acquiring information about something	What made you attend the program?  What are you working on?  What is your name?
<b>When</b>	About time	When did you come?
<b>Where</b>	About place	Where are you residing?
<b>Whose</b>	About possession	Whose books are these?
<b>Whom</b>	When it is the object of the verb	Whom did you meet?
<b>Why</b>	Reason	Why are you late?
<b>How</b>	Manner Mode of transport	How are you? How did you come?
<b>How far</b> <b>How long</b> <b>How many</b> <b>How old</b>	Distance Length Quantity	<u>How far</u> is the college from your home? How long will it take? How many students are there in a class?
<b>Which</b>	Selection	Which of these books are readable?

## Exercises

### A. Fill in the blanks with the appropriate question words:

1. .... book is this?
2. .... is your health?
3. .... shade do you want?
4. .... are you waiting here?
5. .... is the party?
6. ---- is the baby crying?

## Question Tags

They are short questions at the **end of a sentence**. They are often used in **Spoken English**. Question tags are **formed with the auxiliary or modal verb** from the sentence and the appropriate subject. If the **verb is positive**, it is followed by a **negative question tag**. If the **verb is negative**, it is followed by a **positive question tag**.

Question tags can either be 'real' questions where you want to know the answer or simply asking for agreement when we already know the answer.

Ex: I **can** do it, **can't** I? -where **can** is the modal, and the negative tag **can't** is the contraction of '**cannot I**'.

Ex: I **have not** brought the flowers, **have** I? -where **have** is the **auxiliary / helping verb of** brought.

## Note

- If the sentence has an auxiliary verb, tag the sentence with the auxiliary verb

Ex: He **has** read this book, **hasn't** he?

- In an affirmative sentence the Tag Question will be negative.  
Ex: He **does** speak well, **doesn't he?**
- In a Negative Sentence the Tag Question will be Positive.  
Ex: He **doesn't** speak well, **does he?**

## Exercises

**Fill in the blanks with the appropriate question tags:6**

1. She is collecting markers, \_\_\_\_\_
2. Sam played snooker yesterday, \_\_\_\_\_
3. I'm bright, \_\_\_\_\_
4. He could have bought a bike, \_\_\_\_\_
5. They are not interested in you, \_\_\_\_\_
6. They haven't asked for the books \_\_\_\_\_

## POINTS TO REMEMBER

- **Question words are used to interrogate/seek information ('wh' words and how)**
- **Question Tags do not seek information but try to ascertain the veracity of the statement**

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# GRAMMAR SECTION- D

## WRITING SKILLS

*And by the way, everything in life is writable about if you have the outgoing guts to do it, and the imagination to improvise. The worst enemy to creativity is self-doubt.*

— *Sylvia Plath*



## LESSON 12

### PARAGRAPH WRITING

A paragraph is a **sequence of sentences** that are arranged and coherent. The sentences are all connected to a single issue. Any piece of writing that is longer than a few sentences should be organized into paragraphs in such a way, that the paragraphs **show the reader**, where the **subdivisions** of an essay begin and end. This helps the reader see the **organization** of the essay and grasp its main points.

Paragraphs may contain different kinds of information like:

- A series of brief examples
- A single long illustration of a general point
- Description of a place, character, or process
- Narration of a series of events
- Comparison or contrast of two or more things;
- Classification of items into categories
- Description of causes and effects.

Whatever the paragraphs might contain, there are certain features common to all types of paragraphs and that is, a **topic sentence**.

**Topic Sentence:** develops, supports or expresses a single central idea within a well-organized paragraph.

**The important functions of the Topic Sentence are as follows:**

- Supports an essay's thesis statement
- Unifies the content of a paragraph
- Directs the order of the sentences
- Instructs the reader of the subject that is to be discussed in the paragraph and the manner in which it will be discussed

It is often best to put the topic sentence at the very **beginning** of the paragraph, because readers generally look to the first few sentences, to determine the subject and perspective of the paragraph. However, **not all** topic sentences are placed at the **beginning**. They can be **placed anywhere** in the paragraph.

There are a few situations when a paragraph, might not need a topic sentence. For example, the topic sentence can be omitted in: a paragraph that narrates a series of events, a paragraph that continues developing an idea that is introduced. (with a topic sentence)

**Coherence:** refers to logic and consistency in the paragraph. Meaningful order should be maintained and ideas should be arranged, either in order of occurrence or in the order of importance. Coherence:

- Relates clearly to the topic sentence or controlling idea
- Ensures that sentences flow smoothly into the next without obvious shifts or jumps
- Highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader\_Skills that help to compose a coherent paragraph are:
- **Repetition** of key words or phrases, particularly where the important idea or theory is developed
- **Consistency** to the central idea
- Creation of **parallel structures**, by constructing two or more phrases or sentences that have the same grammatical structure; use of the same parts of speech. Sentences become clearer and easier to read and it helps the reader, see the connections between ideas
- **Consistency in point of view, tense and number:** If you shift from a more personal “you” to the impersonal “one”; from past to present tense; from “a man” to “they,” the paragraph becomes less coherent. Such

inconsistencies can also confuse readers and make the argument more difficult to follow. This should be avoided.

- **Use of Transition Words or Phrases** emphasize the relationships between ideas, so they help readers follow the train of thought or see connections that they might otherwise miss or misunderstand. They are, as follows:
  - ❖ **Use of phrases that show addition:** again, and, also, besides, equally important, first, furthermore, in addition, in the first place, moreover, next ,etc.
  - ❖ **Use of comparisons:** also, in the same manner, likewise, similarly
  - ❖ **Use of contrasts:** although, and yet, at the same time, but, despite, even though, however, in contrast, in spite of, nevertheless, on the contrary, on the other hand, still, though, yet
  - ❖ **Summarizing or concluding :**all in all, in conclusion, in other words, in short, in summary, on the whole, that is, therefore, to sum up
  - ❖ **To show time:** after, afterward, as, as long as, as soon as, at last, before, during, earlier, finally, formerly, immediately, later, meanwhile, next, since, shortly, subsequently, then, thereafter, until, when, while
  - ❖ **To show place or direction:** above, below, beyond, close, elsewhere, farther on, here, nearby, opposite, to the left (north, etc.)
  - ❖ **To indicate logical relationship:** accordingly, as a result, because, consequently, for this reason, hence, if, otherwise, since, so, then, therefore, thus

**Length of the Paragraph:** A paragraph's coherence also depends on its length. A very long paragraph might not successfully convey the central idea, to the reader. A new paragraph can be started where the original paragraph, wanders from its controlling idea. Similarly, if a paragraph is very short, with just one or two sentences, it may need to be developed further or combined, with another paragraph.

## Types of Paragraphs

Paragraphs can be classified according to the purpose or style of narrative.

Some of the examples are listed below:

**1) Persuasive/Argumentative Paragraph:** posits a claim that is substantiated or refuted.

**Ex:** The question of how knowledge should be defined is perhaps the most important and difficult of the three, with which we shall deal with. This may seem surprising: at first sight it might be thought that knowledge might be defined as belief which is in agreement with the facts. The trouble is that no one knows what sort of agreement between them would make a belief true. Let us begin with belief.

**(What is the claim here?)**

**2) Informative Paragraph:** Purpose is to give new information or explain something new.

**Ex:** Alexander the Great was a successful ruler because his actions created long lasting effects on cultures that continue to the present day. One example of his legacy was the creation of a Hellenistic society. Hellenism was the combination of Greek, Persian, and Egyptian cultures. During this remarkable time period, people were encouraged to pursue a formal education and produce many different kinds of art. New forms of math, science, and design made a great impact on society. If this new way of life had not been as successful as it was, Alexander's legacy would not be as memorable and groundbreaking. Because he conquered many countries and blended together many different cultures, Alexander the Great is widely recognized for his achievements and credited with being one of the greatest rulers in history.

**(Identify the information given here.)**

**3) Narrative Paragraph:** tells a story or recounts an event, sequentially.

Ex: During the Civil War era many factions sought to change America. Remarkable speakers spread their ideas through oratory, thrilling their audiences through powerful speeches that appealed to both emotion and logic. Frederick Douglass, a black American, fought for black civil rights through compelling speeches like “What to the slave is the Fourth of July?” which depicted the terrors of slavery in graphic detail. Abraham Lincoln, on the other hand, spoke peacefully and optimistically during his Second Inaugural Address to demonstrate his desire for peace and reconciliation with the Confederate states. Both speakers captivated their audiences through persuasive diction, tone, and argumentative methods in an effort to win them over and gain their support. **(What is the focus of this narration?)**

**4) Descriptive Paragraph:** is rich in detail and focuses on material or non-material descriptions.

Ex: Piedmont, or mountain, glaciers are found in many parts of the world. In North America they are distributed along the mountain ranges of the Pacific Coast from central California northward. They abound in the Andes range in South America and are familiar and greatly admired spectacles in the Alps, the Pyrenees, the Caucasus Mountains and the mountains of Scandanavia. Rivers of ice flow down the valleys of various Asian mountain ranges, including the Himalayas, the Hindu Kush, and the Karakoram and Kunlun ranges. They are also a feature of the Southern Alps of New Zealand and are found in the lofty mountains of New Guinea. The largest piedmont glaciers are the Malaspina and Bering glaciers, both in Alaska.

**(What is being described here? Pay attention to the details of the description.)**

**5) Cause and Effect Paragraph:** seeks to illustrate the relationship(s) between two or more events by revealing why or how something happened.

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Ex: Scientists' research has revealed that viruses are by far the most abundant life forms on Earth. There are a million times more viruses on the planet than stars in the universe. Viruses also harbor the majority of genetic diversity on Earth. Scientists are finding evidence of viruses as a planetary force, influencing the global climate and geochemical cycles. They have also profoundly shaped the evolution of their hosts. The human genome, for example, contains 100,000 segments of virus DNA.

**(Observe the topic and its linkages).**

**6) Critical/Analytical Paragraph:** deals with evaluation and analysis of some idea or article through arguments, presentation of evidence etc.

Ex: When mice are kept at high population densities, their behaviour changes in a number of ways. Aggressive activity within populations of mice rises as density increases. Cannibalism of young also goes up, and so does aberrant sexual activity. Communal nesting, frequent in natural mouse populations, increases abnormally. In one example, 58 mice one to three days old (from several litters) were found in one nest, most unusual communal living. None survived because most of the mothers deserted them immediately after birth.

**(Follow the idea being analyzed and the method used for analysis)**

**7) Personal/ Narrative Paragraph:** tells or recounts a story or sequence of events.

Ex: When I was a little boy in elementary school, the neighborhood kids and I all looked forward to playing so many games in my backyard during the long summer holidays between grades. For instance, one of our favorite games was whiffle ball, a kid's version of baseball. All we needed was a cheap plastic bat and a cheap plastic ball and we could entertain ourselves in the backyard from morning to afternoon. Or if we broke the bat or lost the ball, we would play "Red Rover, Red Rover." To play this game, we would join hands in two opposing lines and hurl ourselves at the locked wrists of the opposing team, trying to break through their line. Once the sun set, our favorite game was hide-and-seek. My backyard was perfect because there were lots of bushes and trees where we could hide out of sight of the kid who was "it." Even on rainy

days, we had fun activities out in the garden shed in the corner of the backyard. For instance, we would often act out our favorite TV game shows, like “Let’s Make a Deal,” or sing along to the theme song from “The Monkees,” a popular TV show about a rock-and-roll band, on my little record player. Even now, fifty years later, I still look back on all those fun summertime games out in my backyard with a lot of fondness.

**(What is being narrated here? Does the speaker matter in the style of narration)**

Generally, the features of a good paragraph remain the same, irrespective of the type of paragraph that is being written. Paragraphs can be improved with a little revision; with the help of cohesive words and proper arrangement of sentences.

Given below is an example of a paragraph. Note and discuss the improvements in the revised version:

### **Original Paragraph**

Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas’ first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. If the fish are well-fed, they won’t bite humans.

### **Revised paragraph**

Although most people consider piranhas to be quite dangerous, they are, for the most part, entirely harmless. Piranhas rarely feed on large animals; they eat smaller fish and aquatic plants. When confronted with humans, piranhas’ first instinct is to flee, not attack. Their fear of humans makes sense. Far more piranhas are eaten by people than people are eaten by piranhas. If the fish are well-fed, they won’t bite humans.

## Exercises :

### A. Write paragraphs on:

- Your food habits
- Reasons for India's win in the World Cup
- How to make coffee/rice
- Laptops and tablets
- Why your college trip is important for you
- Opportunities for students after 2<sup>nd</sup> PUC

#### POINTS TO REMEMBER

- Always have a topic sentence in your paragraph for clarity and coherence
- The flow in the paragraph would help in enforcing and clarifying the central idea to all readers.
- Ensure that you have added relevant information supporting the topic sentence or the central theme of the entire write-up.
- Use examples and illustrations that would make your paragraph convincing and relevant.
- Ensure that you deal with a single idea in a single paragraph
- End your paragraph with a concluding statement that summarizes your supporting points and connects to your topic sentence.



## LESSON 13

### NOTE MAKING

#### Pre-reading:

*Suppose you are in a class and the teacher is teaching a very important concept. It is difficult for us to remember everything taught in the class, in the same order. Also, in our daily lives, it is not possible to memorize everything. To overcome this difficulty, one notes down important details. These notes help us in the time of need. The noting down of useful concepts and points are the basis of note making.*

**Note** : Making is a way of **recording** important details, from a source. This source can be any book, article, meeting or any oral discussion. In note making, the writer records the **essence** of the information. It helps us to **understand** and **clarify** thinking. Note making **saves** a lot of **time** as we learn to customize a ready-reckoner. One can get a glimpse of a lot of information from a short note. It involves selection, analysis, summarization, and organization of information.

#### Advantages of Note Making

It is a skill which improves writing skills and study skills and is mastered through constant practice.

Let us get to know some of the advantages.

- Important for exams or academic writing
- Supports organization of main points for future use
- Helps in keeping the information handy whenever required
- Helps in recollecting and recalling the past events (said or heard)
- Improves concentration and comprehension and provides a permanent record

- Helps a writer to scan through bulky documents
- Helps in customizing material to suit our requirements
- Distinguishes between main points and the details

**Note Making Format:** There is a fixed note making format. One needs to follow this note making format in order to have a clear and unambiguous understanding from it.

The note making format has:

1. **Heading** - which shows the title or the heading of the note.
  2. **Subheading**-which is a sub-division of the main topic. One can use as many sub-headings as one wants.
  3. **Points**-which are a part of the main topics
  4. **Sub-subheading**- One can add more headings below the points for showing the category, types, advantages, etc.
1. **Key or Keywords:** The key portion of the note shows the various codes, symbols or the abbreviation used. It helps to get a clear understanding of the keys used in the note making format.

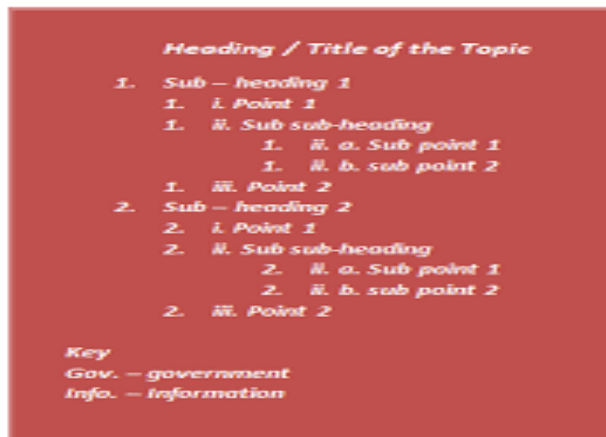
## **The Procedure for Note Making**

1. Read the passage provided.
2. Underline the important sentences. It helps to make headings and sub-headings.
3. Make a rough note first, so as to get an idea.
4. Organize them in logical order or sequence, for the final note.
5. Use the appropriate note making format.
6. Do not change the idea, or the message of the passage

Let us familiarize ourselves with different note making formats:

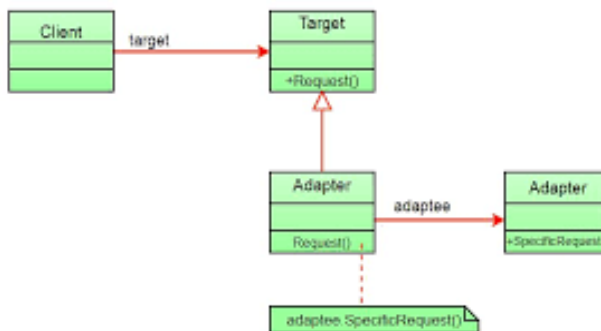
### 1. Split – Page Format (A narrative note making format method)

In this method, the page is divided into two columns. The first column has the standard notes. The second column will have a summary. This is the most common format for taking down lecture notes.



### 2. Diagram / Pattern Format (A visual note making format method)

In this method, the information is presented in a diagram. The main topic is linked together by related ideas. This method is visually more appealing and easy to understand.



### 3. Mind Map: (A visual note making method)

In this method, the main points and all the related points are presented through map. It contains both, text and images. For a clear understanding, the information is linked in the proper sequence.



### 4. Outline Format: (A visual note making format method)

In this method, the information is presented as an outline. Proper titles and subtitles are numbered accordingly for this outline.

### 5. Question and Prompt Format (A visual note making format method)

In this method, the main points are highlighted as a series of questions and appropriate answers. It helps in revising the note in an easy way.

#### Samples:

**Sample – 1:** The small village of Somnathpur contains an extraordinary temple, built around 1268 A.D. by the Hoyasalas of Karnataka-one of the most prolific temple-builders. Belur and Halebid are among their-better-known works. While these suffered during the invasions of the 14th century, the Somnathpur temple stands more or less intact in near-original condition. This small temple captivates with the beauty and vitality of its detailed sculpture, covering almost every inch of the walls, pillars, and even ceilings. It has three shikharas and stands on a star-shaped, raised platform with 24 edges. The outer walls have a profusion of detailed carvings: the entire surface run over by carved plaques of stone. There were vertical panels covered by exquisite figures of gods and goddesses. with many incarnations being depicted. There were nymphs too,

some carrying an ear of maize (a symbol of plenty and prosperity). The elaborate ornamentation, very characteristic of Hoysala sculptures, was a remarkable feature. On closer look - and it is worth it - the series of friezes on the outer walls revealed intricately carved caparisoned elephants, charging horsemen, stylized flowers, warriors, musicians, crocodiles, and swans.

The temple was actually commissioned by Soma Dandanayaka or Somnath (he named the village after himself), the minister of the Hoysala king, Narasimha the Third. The temple was built to house three versions of Krishna. The inner center of the temple was the kalyana mandapa. Leading from here were three corridors, each ending in a shrine, one for each kind of Krishna-Venugopala, Janardana and PrasannaKeshava, though only two remain in their original form. In the darkness of the sanctum sanctorum, I tried to discern the different images. The temple's sculptural perfection is amazing and it includes the doors of the temple and the three elegantly carved towers.

## Temple of Somnathpur

### Notes

A. Prominent temples at Somnathpur:

A.1 built around 1268 A.D.

A.2 built by Hoysalas.

A.3 built by most prolific temple-builders.

A.3.1 Belur and Halebid

A.3.2 suffered during the invasions of 14 century

B. Temple: the beauty and vitality:

B.1 Detailed sculpture- covering walls, pillars, ceilings.

B.2 Three shikharas- stands star-shaped, raised platform - 24 edges

B.3 The outer walls- detailed carvings

- B.4 the entire surface- carved plaques of stone,
- B.5 Vertical panels covered by exq. Fig. of gods and goddesses
- C Characteristic of Hoysala sculptures:
  - C.1 the series of friezes on the outer walls
  - C.2 revealed intricately carved caparisoned elephants .
  - C.3 charging horsemen
  - C.4 stylized flowers
  - C.5 warriors, musicians, crocodiles, and swans.
- D. Temple in the History:
  - D.1 actually comm.. Soma Dandanayaka or Somnath
  - D.2 inner center of temple was the kalyana mandapa.
  - D.3 Leading - three corridors, each ending in a shrine
  - D.4 Each kind of Krishna-Venugopala, Janardana and Prasanna

### **Keshava, Life-test, of plu.**

**Sample – 2:** Occasional self-medication has always been part of normal living. The making and selling of drugs has a long history and is closely linked, like medical practice itself, with belief in magic. Only during the last hundred years or so, as the development of scientific techniques made it possible diagnosis has become possible. The doctor is now able to follow up the correct diagnosis of many illnesses-with specific treatment of their causes. In many other illnesses of which the causes remain unknown, he is still limited, like the unqualified prescriber, to the treatment of symptoms. The doctor is trained to decide when to treat symptoms only and when to attack the cause. This is the essential difference between medical prescribing and self-medication.

The advance of technology has brought about much progress in some fields of medicine, including the development of scientific drug therapy. In many countries public health organization is improving and people's nutritional standards have risen. Parallel with such beneficial trends are two which have an adverse effect. One is the use of high pressure advertising by the pharmaceutical industry which has tended to influence both patients and doctors and has led to the overuse of drugs generally. The other is emergence of eating, insufficient sleep, excessive smoking and drinking. People with disorders arising from faulty habits such as these, as well as well from unhappy human relationships, often resort to self-medication and so add the taking of pharmaceuticals to the list. Advertisers go to great lengths to catch this market.

Clever advertising, aimed at chronic sufferers who will try anything because doctors have not been able to cure them, can induce such faith in a preparation, particularly if steeply priced, that it will produce-by suggestion-a very real effect in some people. Advertisements are also aimed at people suffering from mild complaints such as simple cold and coughs which clear up by themselves within a short time.

These are the main reasons, why laxatives, indigestion - remedies, painkillers, cough-mixtures, tonics, vitamin and iron tablets, nose drops, ointments and many other preparations are found in quantity in many households. It is doubtful whether taking these things ever improves a person's health, it may even make it worse. Worse, because the preparation may contain unsuitable ingredients; worse because the taker may become dependent on them; worse because they might be taken excess; worse because they may cause poisoning, and worst of all because symptoms of some serious underlying cause may be asked and therefore medical help may not be sought. Self-diagnosis is a greater danger than self-medication.

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## **Self-Medication**

### **1. Self medication**

- (a) part of normal living—last 100 yrs
- (b) Advance in diagtech..
- (c) Drs rqd. for diag .and treatm<sup>nt</sup> of disease
- (d) self medicatiom differs from medical prescription

### **2. Technological Advm<sup>nt</sup> in medicin**

- (a) drug therapy
- (b) impvt. In pub. Health org's
- (c) increase in nutri'l standards.

### **3. Clever advertising by pharma'l companies**

- (a) take advantage of people's need
- (b) chronic sufferings
- (c) mild complaints like cold and coughs
- (d) Faulty life style- Lack of exercise, over eating, insuff't sleep, stress, unhappy rela'ps etc.

### **4. Dangers of self – medi'ns**

- (a) Prep'n contain unsuitable ingred
- (b) Taker becomes dependent
- (c) Taker consumes med. In excess
- (d) Prep'ns may cause poison'g
- (e) Real cause of illness gets suppressed or untreated.



## Exercise

Almost all of us have suffered from a headache at some time or the other. For some a headache is a constant companion and life is a painful hell of wasted time.

The most important step to cope with headaches is to identify the type of headache one is suffering from. In tension headaches (two hand headache), a feeling of a tight band around the head exits along with the pain in the neck and shoulders. It usually follows activities such as long stretches driving, typing or sitting on the desks. They are usually short lived but can also last for days or weeks.

A headache is usually caused due to the spinal misalignment of the head, due to the posture. Sleeping on the stomach with the head turn to one side and bending over positions for a long time make it worse.

In migraine headaches, the pains usually on one side of the head may be accompanied by nausea, vomiting irritability and bright spots of flashes of light. This headache is meant worse by activities especially bending. The throbbing pain in the head worsens by noise and light. Certain triggers for migraines may be chocolate, caffeine, smoking or MSU in certain food items. The pain may last eight to twenty four hours and there may be a hangover for two or three days. Migraines are often produced by an 'aura'-----changes in sight and sensation. There is usually a family migraine.

In a headache, pain originates from the brain but from the irritated nerves of muscles, blood vessels and bones. These head pain signals to the brain which judges the degree of distress and relays it at appropriate sites. The pain sometimes may be referred to sights other than the problem areas. This is known as referred by pain and occurs due to sensation overload. Thus, though, most headache states at the base of the skull referred pain as felt typically behind the eyes.

Factors causing headache are understood but it is known that a shift in the level of body hormones chemicals, certain foods and drinks and environmental stress can trigger them.

---

If the headache troubles you often, visit the doctor, who will take a full health history relating to diet, life stresses, the type of headache, triggering factors and relief measures. You may be asked to keep a ‘headache diary’ which tells you to list – the time headache started and when it ended, emotional environmental and food and drinking factors which may contribute to it. The type and severity of pain and the medications used which provide much relief are also to be listed.

This helps the doctor in determining the exact cause and type of headache and the remedy thereof.

### **Exercise :**

On the basis of your reading the passage make notes using recognizable abbreviations, wherever necessary. Use a format that you consider, suitable. Supply a suitable title.

## GRAMMAR SECTION -E

### SPEAKING SKILLS

*Communication is the solvent of all problems and is the foundation for personal development.*

*-Peter Shepherd*

## LESSON 14

### CONTRACTIONS

Contractions are a **shortened** form of a group of words. They are used in both, **written** and **oral** communication. When a contraction is written in English, the omitted letters are **replaced** by an **apostrophe**.

Here are some common contractions and the groups of words that they represent.

Full Form	Contracted Form	Full Form	Contracted Form
I am	<b>I'm</b>	He/ She/ is/was/has	<b>He's/ She's</b>
I am not	<b>*ain't/aren't</b>	He is not	<b>He /She/isn't</b>
I have	<b>I've</b>	He was not	<b>He wasn't</b>
I have not	<b>I haven't</b>	He /She/has not	<b>He hasn't</b>
I shall not	<b>I shan't</b>	He had /would	<b>He'd</b>
I should not	<b>I shouldn't</b>	He had not	<b>He hadn't</b>
I had /would	<b>I'd</b>	He would not	<b>He wouldn't</b>
I had not	<b>I hadn't</b>	He will	<b>He'll</b>
I would not	<b>I wouldn't</b>	He will not	<b>He/ She/won't</b>
I will/shall	<b>I'll</b>		
I will not	<b>I won't</b>		
I cannot	<b>I can't</b>		
I could not	<b>I couldn't</b>		
I must not	<b>I mustn't</b>		
I might not	<b>I mightn't</b>		
I ought not	<b>I oughtn't</b>		
They are	<b>They're</b>	You are	<b>You're</b>
They are not	<b>They aren't</b>	You are not	<b>You aren't</b>
They will/shll	<b>They'll</b>	You have	<b>You've</b>
They would/should	<b>They'd</b>	You have not	<b>You haven't</b>
They could	<b>They'd</b>	You had	<b>You'd</b>
They have	<b>They've</b>	You had not	<b>You hadn't</b>
They have not	<b>They haven't</b>	We are	<b>We're</b>
		We are not	<b>We aren't</b>
		We were not	<b>We weren't</b>
		We have	<b>We've</b>
		We have not	<b>We haven't</b>
		We had/would	<b>We'd</b>
		We would not	<b>We wouldn't</b>

Do not Does not Did not	<b>Don't</b> <b>Doesn't</b> <b>Didn't</b>	What will/shall What are What is /What has What have Where is; Where has	<b>What'll</b> <b>What're</b> <b>What's</b> <b>What've</b> <b>Where's</b>
Let us That is There is *It is	<b>Let's</b> <b>That's</b> <b>There's</b> <b>It's</b>	Who is Who are Who will Who shall Who had/ would Who has Who have Who will not Who would not	<b>Who's</b> <b>Who're</b> <b>Who'll</b> <b>Who'll</b> <b>Who'd</b> <b>*Who's</b> <b>Who've</b> <b>Who won't</b> <b>Who wouldn't</b>

**Observe:**

- **Ain't:** Am not; are not; is not (This should not be used in formal contexts and does not form part of Standard English)
- **Who's:** Though **Whose** and **Who's** have the same pronunciation, they mean different things. **Whose** is the possessive form of the pronoun.  
 Ex: **Who is** going to the party? **Who's** going to the party (Contraction)  
 Ex: **Whose** book is this?(Possessive Pronoun)
- **It's:** **It's** is a contraction while **its**, is a possessive pronoun.  
 Ex: **It's** really nice outside today. (**It is** really nice outside today.)  
 Ex: The dog ate **its** food.(The food **belongs** to the dog.)

**NOTE:** You probably use contractions when you speak to your friends and family members every day or while writing dialogues; however, it is important to note that contractions are often considered inappropriate in formal writing. Professors, employers, and other professionals like to see that you have taken your time on a document, and using contractions is sometimes seen as a shortcut. To be safe, never use contractions when writing a professional document, such as a personal statement, cover letter, academic writing etc.

## Exercises

**A. Each of the following sentences can be rewritten to contain one or more contraction(s). Using the provided list as a reference, re-write the following sentences.**

1. I have been studying for hours, but I still do not feel ready for the exam.
2. You were not at the coffee shop yesterday.
3. The paint she picked out was a lovely color, but it did not match the trim.
4. We would go to the beach with you; however, we have got too many chores to do.
5. You should not use contractions in formal writing.

**B. Each of the following sentences contains one or more contractions. Re-write each sentence, replacing any contractions with the groups of words they represent.**

1. I can't go with you because I'm busy that day.
2. It's clear that the dog is frightened because it keeps placing its tail between its legs.
3. They've been trimming the trees at the park since this morning; I haven't been able to sleep since they started.
4. You mustn't pester your grandmother like that.
5. She'll bring Jonathan with her if he's willing to chip in for gas.

### POINTS TO REMEMBER

- Contractions are shortened forms
- Used more in Oral Communication
- Used in Dialogues and Dramas that communicate in Direct Speech
- Should be avoided in formal/official written communication
- Some contractions should be differentiated from possessive pronouns

## LESSON 15

### COMMUNICATIVE FUNCTIONS

#### Introductions and Greetings

Conversational skills are an extremely important part of communicative functions. One should know **what to say** in a given context and **how to say** it. One should also be **aware of the differences** between **what we write** and **how we speak**. If we speak as we write, we are in the danger of speaking “*Bookish English*”. This is because, there is a noticeable difference in the way we speak and the way we write. More so, in different contexts, our manner of speaking changes. For example, the stock words and phrases used in an official meeting would be different from the language used in a party.

**Context 1:** Before a meeting commences, 2 officials greet each other.  
Note the language used:



Ritu: “Good Morning Mr. Rajesh. How are you?”

Rajesh: “Good Morning Ms. Ritu. I’m fine, thank you. How are you?”



**Context 2:** Before a party, among friends:

Raj: “Hello Sid, What’s up bro?”

Sid: “Hi Raj. Cool man! Nothing much”

## Note:

- The formal tone in the official context and the casual tone in the informal situation emanates from the choice of words. It is important to be aware of the level of formality for each conversation if you want to make a good impression.
- The greetings change depending on the time of the day. For example, “Good morning” is generally used from 5:00 a.m. to 12:00 p.m. whereas “Good afternoon” is appropriate for a period from 12:00 p.m. to 6:00 p.m. “Good evening” is often used, after 6 p.m. or when the sun goes down.

## Informal Greetings

Samples of set patterns for different occasions are given below to illustrate their use:

### A. Between friends:

**Priya :** “Hi Sindhu!”

**Sindhu:** “Hi! Long time! How are you?”

**Priya:** “Doing good-and you?”

**Sindhu:** Fine. Hey! Let’s catch up! Would you like some coffee? I know a good place.”

**Priya:** “Am busy right now. Catch you later. Will not forget that coffee offer.

Next time for sure. Bye”

**Sindhu:** “Bye then. See you around soon.”

### B. Between a known senior person and a younger person (Uncle/Aunt/etc)

**Pandu:** “ Morning Aunty! Nice to see you.”

**Aunt:** “Hello Pandu! What are you doing , up so early?”



**Pandu:** “Going to buy vegetables, aunty. Do you want me to get you something?”

**Aunt:** “So nice of you to ask, but my fridge is full. Thank you.”

**Pandu:** “See you around aunty. Have a pleasant day.”

**Aunt:** “Thanks. You too have a great day Pandu.”

**Pandu:** “Bye, bye!”

### C. Semi- formal occasion between student and Professor

**Student:** “Good Morning Madam.”

**Prof:** “Good morning Sudanshu. Any difficulties with your lessons?”

**Student:** “Not at all Madam. Thank you for asking.”

**Prof:** You can contact me if any problem arises.”

**Student:** “Sure Madam. Thank you.”

**Prof:** You’re welcome Sudanshu.”

**Student:** “ Good day madam.”

**Prof:** “You too have a great day. Goodbye.”

Note: The Language used here is different. Full sentences with all the parts of speech are not used. They are omitted. This is permitted while speaking. Identify the words that are dropped in these conversations. Also identify typical phrases and contractions that are used in these conversations.(Ex: Long time)

## Formal Greetings

### A. When you are greeting someone you do not know:

“Good morning! You must be Radha.”

“Yes! Good morning! I’m sorry! And your name is?”

“My name is Raghu. Very nice to meet you.”

“Welcome to Datacorp!”

“Thank you.”

“How are you today?”

“Very well .Thank you. And yourself?”

“I’m good. Thanks for asking.”

### Observe:

- That **good morning** etc is used fully in formal occasions. In informal contexts, we commonly use *Morning*.
- When a stranger asks your name you return the courtesy by asking for their name (*And your name is?*) In an informal situation the question would be- *What’s your name?*
- Instead of informally saying *I’m Raghu*, *My name is Raghu* is used for formal occasions
- Adding *very* to *Nice to meet you* makes it more formal
- Just saying *Welcome* is informal ,but *Welcome to Datacorp* makes it formal
- Adding *today* to *How are you?* makes it formal
- Adding *very well* instead of *well* and *Thank you instead of thanks* makes it formal
- Adding *yourself* instead of *you* makes it formal
- *Thanks for asking* is not used in a very informal situation

As you can see, small changes can make a conversation formal. This should be accompanied by the right body language and intonation.

## B. Greeting in an Interview

**Interviewer:** “Hello Bina! How are you? I am Amar Singh, Vice President for Datacorp. Our hiring manager, Lalitha, will join us later.”

**Interviewee:** “Hello, Mr. Singh. Pleased to meet you. I look forward to hearing from both of you about how you think my skills will fit the position. Thank you for taking time to participate in my interview.”

**Bina:** “Good Morning Sir/Madam/Good Morning all”

**VP:** “Good Morning Bina. Please take your seat”

**Bina:** “Thank you, sir.”

### Note

- Do not call the interviewer by their first name unless specifically asked to do so
- Wait till they ask you to sit down
- If there is only one lady in the panel, politely greet her separately by addressing her as Madam
- Use short simple sentences, but avoid slangs or a casual manner in the conversation
- Do not interrupt the panelists when they are talking
- Do not forget to say ‘Thank you ‘and’ Good Bye’

### Remember:

Good night is not a greeting. It is used while leaving a place.

## Useful Phrases that can be used in conversations:

Formal	Informal
Good Morning/Afternoon/Evening	Hi/ Hello/ Howdy/ What's up?
Thank you	Thanks/ Very kind of you/Thanks a lot Thanks a ton/million
You're Welcome/Pleasure is mine	Don't mention it/That's all right/ My Pleasure/Glad to be of help
Good Bye/Have a nice day/Have a good day	Bye/bye bye/see you later/Talk to you later/ Catch up with you later/I'm off
Look forward to our next meeting/ Until then/take care/Nice to see you	Got to go/got to run/it's getting late
I'm sorry but I really have to go	

## Phrases for Introduction

There are many ways of introducing oneself and others. In a **business** setting, always introduce the person by mentioning their title and full name first, and then, follow with a brief, interesting, or relevant piece of information about the people you are introducing

### A. Self Introduction:

1. "Good Morning! I'm XX from \_\_\_\_\_." (Formal)
2. "Please permit me to introduce myself. I'm XX from \_\_\_\_\_." (Formal)
3. "I don't think we have met before. My name is \_\_\_\_\_." (Formal)
4. "Excuse me. I'm XX from \_\_\_\_\_." (Formal and Informal)

### B. Introducing someone else:

1. "This is Mr./Ms/ \_\_\_\_\_." (Formal)
2. "Allow me to introduce \_\_\_\_\_." (Formal)
3. "May I introduce \_\_\_\_\_?" (Formal)

4. “Let me introduce \_\_\_\_\_.” (Formal)
5. “I’d like to introduce \_\_\_\_\_.” (Formal)
6. “I’m sure you would like to meet \_\_\_\_\_.” (Formal and semi-formal)
7. “Meet my friend \_\_\_\_\_.” ( Informal)
8. “Do you know my friend XX?” (Informal)
9. “Have you met my friend XX?” (Informal)

### 1. A sample of a Formal Introduction

**Bindu:** “Good morning Madam. I am Bindu from the Sports Department of GDF.”

**Madam:** “Good morning Bindu! What can I do for you?”

**Bindu:** “I have come to show you this letter.”

**Madam:** “Please sit down.”

### 1. A Sample of an Informal Introduction:

**Bindu:** “Hi! I’m Bindu from GDF, Sports Department.”

**Clerk:** “Yes Bindu? What is it?”

### 2. A Sample for formally introducing someone else:

“Dr. Sushant, this is Krupa Murthy, our top advertising and marketing executive who will be personally handling your account with us. Krupa, this is Dr. Sushant Shinde. He heads the Education Department at the Advanced Institute for Business. Dr. Sushant is interested in new ways to market their education programs.”

### 3. A Sample for informally introducing someone else:

**Kala:** this is my friend Fatima.”

**Kala:** “Hi, Fatima. Nice to meet you.”

**Fatima:** “You, too. Would you like some coffee?”

**Kala:** “Sure, let’s go get one.”

#### **Remember:**

- When you introduce two or more people together ensure that the senior person is introduced first
- Ensure that the younger is introduced to the older or junior ranking professionals, to senior ranking professionals
- When you introduce yourself over the telephone ensure clarity and volume.
- Occasionally keep saying ‘yes’ so that the other is aware that you are listening
- When the person is introduced for the first time to a group, ensure that the full name is mentioned

#### **Exercise:**

1. Introduce your friend to your mother.
2. Greet your boss at the office as you have met him after long leave.
3. Create a dialogue where an interviewee is introducing himself to the receptionist
4. Structure a conversation around 2 people who are strangers and are meeting each other.

# GRAMMAR SECTION - F

## WORD BUILDING

*The more words you know, the more clearly and, powerfully you will think and the more ideas you will invite into your mind.*

*- Wilfred Funk*

## LESSON-16

### PREFIXES and SUFFIXES

A **prefix** is a group of letters placed before the root of a word. For example, the word “unhappy” consists of the prefix “un-” [which means “not”] combined with the root (or stem) word “happy”; the word “unhappy” means “not happy.” Many words can be formed by adding prefix to a root word to get a new word with a different meaning.

Here is a list of prefixes with their meanings and examples:

<b>Prefix</b>	<b>Meanings</b>	<b>Examples</b>
de-	from, down, away, reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
<u>il-</u>	not	illegal, illogical
<u>im-</u>	not, without	impossible, improper
in-	not, without	inaction, invisible
<u>mis-</u>	bad, wrong	mislead, misplace
non-	not	nonfiction, nonsense
pre-	before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

Similarly, a **suffix** is a group of letters placed after the root of a word. For example, the word flavorless consists of the root word “flavor” combined with the suffix “-less” [which means “without”]; the word “flavorless” means “having no flavor.”



Here is a short list of suffixes with their meanings and examples:

Suffix	Meaning	Examples
-able	able to, having the quality of	comfortable, portable
-al	relating to	annual comical
-er	comparative	bigger, stronger
-est	superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-ible	forming an adjective	reversible, terrible
-ily	forming an adverb	eerily, happily, lazily
-ing	denoting an action, a material, or a gerund	acting, showing
-less	without, not affected by	friendless, tireless
-ly	forming an adjective	clearly, hourly
-ness	denoting a state or condition	kindness, wildemess
-y	full of, denoting a condition, or a diminutive	glory, messy, victory

Suffixes can be added to root words such as nouns, verbs, adjectives and adverbs to obtain a different part of speech of the root word.

#### For example:

- The noun/**verb** *auction* followed by suffix –eer becomes a noun, *auctioneer*.
- The **verb** *help* followed by suffix –er becomes a noun , *helper*.
- The verb *adapt* followed by suffix –able becomes an adjective, *adaptable*.

**Noun Suffixes:** Given below are some of the suffixes that form noun forms of the given words, when added to them:

- **eer**-Meaning: engaged in something, associated with something  
Exs: auctioneer, volunteer, engineer, profiteer
- **er**-Meaning: someone who performs an action  
Exs: helper, teacher, preacher, dancer
- **ion**-Meaning: the action or process of

Exs: celebration, opinion, decision, revision

- **ity**-Meaning: the state or condition of  
Exs: probability, equality, abnormality, civility
- **ment**-Meaning: the action or result of  
Exs: movement, retirement, abandonment, establishment
- **ness**-Meaning: a state or quality  
Exs: fondness, awareness, kindness, darkness
- **or**-Meaning: a person who is something  
Exs: distributor, investigator, translator, conductor
- **sion**-Meaning: state or being  
Exs: depression, confusion, tension, compulsion
- **ship**-Meaning: position held  
Exs: worship, ownership, courtship, internship
- **th**-Meaning: state or quality  
Exs: strength, depth, warmth

**Adjective Suffixes:** Given below are some of the suffixes that form adjectives of the given words when added to them:

- **able, -ible**-Meaning: capable of being  
Exs: preventable, adaptable, predictable, credible
- **al**-Meaning: pertaining to  
Exs: theatrical, natural, criminal, seasonal
- **ant** -Meaning: inclined to or tending to  
Exs: vigilant, defiant, brilliant, reliant
- **ary**-Meaning: of or relating to  
Examples: budgetary, planetary, military, honorary
- **ful**-Meaning: full of or notable of  
Exs: grateful, beautiful, wonderful, fanciful

- **ic**-Meaning: relating to  
Exs: iconic, organic, heroic, poetic
- **ious, -ous**-Meaning: having qualities of  
Exs: gracious, cautious, humorous, fabulous
- **ive**-Meaning: quality or nature of  
Exs: creative, expensive, expressive, pensive
- **less**-Meaning: without something  
Exs: hopeless, faultless, fearless, restless
- **y**-Meaning: made up of or characterized by  
Exs: brainy, fruity, tasty, grouchy

**Verb Suffixes:** Given below are some of the suffixes that form verb forms of the given words when added to them:

- **ed**-Meaning: past-tense version of a verb  
Exs: laughed, climbed, called, missed
- **en**-Meaning: become  
Exs: soften, fasten, lengthen, strengthen
- **er**-Meaning: action or process, making an adjective comparative  
Exs: faster, bigger, fuller, longer
- **ing**-Meaning: verb form/present participle of an action  
Exs: laughing, swimming, driving, writing
- **ize, -ise**-Meaning: to cause or to become  
Exs: memorialize, authorize, commercialize, advertise

**Adverb Suffixes:** Given below are some of the suffixes that form adverbial forms of the given words when added to them:

- **ly**-Meaning: in what manner something is being done  
Exs: bravely, simply, honestly, gladly
- **ward**-Meaning: in a certain direction  
Exs: backward, wayward, awkward, afterward

- **wise**-Meaning: in relation to  
Exs: clockwise, edgewise, lengthwise, otherwise

## Exercises

### I. Add prefixes to suitable words in the brackets.

1. im- (mature, manage)
2. in- (divisible, arrange)
3. mis- (grace, lead)
4. non- (intelligence, participate)
5. pre- (school, destroy)

### II. Add suffixes to suitable words in the brackets

1. –est (beautiful, wild)
2. –ful (important, wonder)
3. –ible (sense, fool)
4. –ily (happy, hour)
5. –ing (swim, gratitude)

#### POINTS TO REMEMBER

- **Prefix and Suffix are not words that can stand on their own. They become meaningful only when they follow, or are followed by a root word**
- **If a prefix or a suffix has to be written independently, a hyphen has to precede or succeed it**

**Examples: *un-*, *im-*, *mis-*, *-able*, *-ness*, *-ly*.**

## LESSON 17

### ONE WORD SUBSTITUTES

Many times, words and phrases can be substituted with **just one word**. This kind of substitution, helps in enhancing the effectiveness of the speech and written composition. Hence, it is better to be acquainted with some of the words that can replace a few other words or phrases and make the sentence look tidy, with the economy of words.

#### Example:

- a) *'I am not a person who believes in god. I don't fully disbelieve in god. I am just not sure of god's existence.'*

With one-word substitution , the above sentence would be-“I am an **agnostic**.”

- b) He can write with his right hand, as well as his left hand. He writes with both hands.

With one-word substitution , the above sentence would be-  
“He is **ambidextrous**.”

#### Given below are some of the one word substitutes:

1. One who is not sure about God's existence - Agnostic
2. One who can use either hand with ease - Ambidextrous
3. One who makes an official examination of accounts - Auditor
4. A person who believes in or tries to bring about a state of lawlessness – Anarchist
5. One who does not believe in the existence of God - Atheist

6. One who leads an austere life - Ascetic
7. One who does a thing for pleasure and not as a profession - Amateur
8. An unconventional style of living - Bohemian
9. One who feeds on human flesh—Cannibal
10. A critical judge of any art and craft - Connoisseur
11. Persons living at the same time - Contemporaries
12. A person having a sophisticated charm - Debonair
13. A leader who sways his followers by his oratory - Demagogue
14. One who is for pleasure of eating and drinking - Epicure
15. One who often talks of his achievements - Egotist
16. A person who is mentally ill - lunatic
17. Someone in love with himself - Narcissist
18. An arrangement of flowers that is usually given as a present - Bouquet
19. A series of stars - Constellation
20. A community of people smaller than a village - Hamlet
21. A person who is trained to travel in a spacecraft - Astronaut
22. A person employed to drive a private or hired car - Chauffeur
23. One who supervises in the examination hall - Invigilator
24. A person who compiles dictionaries - Lexicographer
25. A large burial ground, especially one not in a churchyard - Cemetery
26. A storehouse for threshed grain - Granary
27. A large building with an extensive floor area, typically for housing aircraft.  
- Hangar

28. A piece of enclosed land planted with fruit trees - Orchard
29. A self-governing country or region - Autonomy
30. Fear or hatred of books - Bibliophobia
31. Killing of one person by another - Homicide
32. The sound of Crows - Caw
33. The sound of Camels - Grunt
34. The sound of Elephants - Trumpet
35. A solution or remedy for all difficulties or diseases - Panacea
36. An imaginary ideal society free of poverty and suffering - Utopia
37. In exactly the same words as were used originally—Verbatim
38. A thing that is kept as a reminder of a person, place, or event - Souvenir
39. The emblems or insignia of royalty - Regalia

### Exercises

#### **I. Choose the right word in brackets to substitute the words in italics**

1. I want to keep this ring as *a remembrance of this day*. (utopia, souvenir)
2. The loud sound made by elephants can be heard from a distance. (trumpet, thunder)
3. That fellow is *the one who drives* his boss *around* the city. (chauffer, supervisor)
4. They were given a bunch of flowers on their special occasion. (bouquet, debonair)
5. He spoke *spontaneously without preparation*. (interestingly, extempore)
6. History arranges events in the order of their occurrence. (haphazard,

chronology)

7. The priest refers to *a calendar which has all the important dates*. (encyclopedia, almanac)
8. The *sound of the crows* is unbearable. (caw, gibber)
9. There is sufficient water in *the artificial lake* to provide for the season. (reservoir, monastery)
10. The mothers are happy that the office has arranged for *a place where their little children to be taken care of*. (dormitory, creche)

### \*Word Bank

The manner in which words are presented, the kinds of words used, the tone and contexts, are very important in honing our speaking and writing skills. We are projections of what we think and speak. A right or wrong word can make or break a relationship or a business contract. Thus, words are the tools, which act like a reflection of our selves- a mirror that builds us in different contexts.

It is important therefore, to update ourselves with the latest vocabulary, just as it is important to update our wardrobe. Words are an expression of our personality, just as clothes underline our style. Moreover, languages are rivers taking in the old and the new, while making it more vibrant and rejuvenate. So WORDS DO MATTER. Here are a few words in current usage that you can familiarize yourself with:

1. binge watch(v/informal): watch multiple episodes of a television serials in rapid succession, typically by means of DVDs or digital streaming.
2. Blog(n): a regularly updated website or web page, run by an individual or small group, that is written in an informal or conversational style.
3. Buzzkill (slang): A person who attends a social event and occupies his or her time with unsociable activities.
4. Cheeseball (adj; informal): a person lacking taste, style, or originality.
5. chillax (v;informal): calm down and relax
6. Diaspora (n): people from a different nation who are spread over the world



in different nations other than their original homeland

7. freenergy(N): A term used to describe the efforts put forth by an individual in order to obtain and preserve a friendship with another person.
8. Hangry (adj' informal): bad tempered and irritable due to hunger
9. homeshoring(n):the practice of transferring employment that was previously carried out in a company's office or factory to employees' homes.
10. meme(n):an image, video, piece of text, etc., typically humorous in nature, that is copied and spread rapidly by Internet users, often with slight variations; pronounced as 'meem'
11. Phub(v; informal):ignore someone you are with and give attention to your mobile phone instead
12. unfriend (v;informal):remove (someone) from a list of friends or contacts on a social networking website.
13. viral(adj) : (of an image, video, piece of information, etc.) circulated rapidly and widely from one Internet user to another.
14. zine (v;informal) a small magazine that is produced cheaply by one person ora small group of people, and is about a subject they are interested in.
15. zombie bank(n);informal: a financial institution which is bankrupt but which continues to operate through government support.

**\*Not for testing**

**PART III**  
**TESTING - SECTION G**  
**QUESTION PAPER PATTERN**

**Duration: 3 Hours**

**Marks:70**

Sl. No	PART A-GRAMMAR SECTION	Allotted Marks
1.	Do as directed	
a.	Tenses	1x5=5
b	Articles ( In a short passage)	½x4=2
c.	Prepositions ( In a short passage)	½x4=2
d	Question Word (in a dialogue)	1x2=2
e.	Question Tags (in a dialogue)	1x2=2
2. a.	Paragraph Writing	1x5=5
5. b.	Note Making (Passage to be given)	
(i)	Suitable title	1x1=1
(ii)	Notes with subtitles & points	1x4=4
3a	Contractions	1x2=2
3b	Creating a conversation through given context (Greetings or Introductions)	1x3=3
4	Prefixes/Suffixes <b>OR</b> One word substitute(Cloze Test)	1x2=2
	<b>Total</b>	<b>30 Marks</b>
	<b>PART B-LITERARY SECTION</b>	
5.	5 Factual Questions ( Choice of 8)	2x5=10
6.	4 Analytical Questions (Choice of 7)	5x4=20
7.	1 Inferential/ Essay Question (Choice of 3)	1x10=10
	<b>Total</b>	<b>40 Marks</b>
	<b>GRAND TOTAL</b>	<b>70 Marks</b>

Sl. No.	INTERNAL ASSESSMENT	Allotted Marks
1.	ASSIGNMENT/S	15 Marks
2.	INTERNAL TEST/S	10 Marks
3.	ATTENDANCE	05 Marks
	<b>GRAND TOTAL</b>	<b>30 Marks</b>

## MODEL QUESTION PAPER

**Duration: 3 Hours**

**Marks: 70**

### PART-A GRAMMAR SECTION

**1. Do as directed**

**1x5=5**

- a. Modify the verbs in brackets into the appropriate tenses:
- i. "Come and join us! We (study)\_\_\_\_\_ together this evening."
  - ii. When I visited her in the evening yesterday, she (cook)\_\_\_\_\_ dinner .
  - iii. I (be)\_\_\_\_\_ quite familiar with this locality.
  - iv. After she ( left)\_\_\_\_\_ the place, I located her car keys.
  - v. The actors (meet)\_\_\_\_\_ her fans tomorrow.

**b. Insert the appropriate articles in the passage given below. Put a cross mark in the blank when articles are not required:**

**$\frac{1}{2} \times 4 = 2$**

Sita had to face \_\_\_ interview. She knew that \_\_\_ interview was going to be very challenging. So, she prepared \_\_\_\_\_ list of all things she should improve upon. She found that \_\_\_ best quality was her ability to sound confident.

**c. Fill in the blanks with appropriate prepositions:**

**$\frac{1}{2} \times 4 = 2$**

The dog chased a cat .The cat fell \_\_\_\_\_ the bin after hearing the dog bark. The cat saw a rat in the bin and pounced \_\_\_\_\_ it. The rat jumped \_\_\_\_\_ the dog's back with a gleam \_\_\_\_\_ its eyes.

**d Insert the appropriate Question Word in the blanks:**

**1x2=2**

- i. " \_\_\_\_\_ is your hair in a mess?  
"I haven't combed it."
- ii. " \_\_\_\_\_ is your comb?"  
I can't find it."

**e. Insert the appropriate Question Tag in the blanks: 1x2=2**

i. “You think this messy hair style suits you, \_\_\_\_\_?”

ii. “I am entitled to my own opinions \_\_\_\_\_?”

**2. a. Write a paragraph not exceeding 15 sentences on the description of your college**

The paragraph should include the following 5x1=5

- Location
- Landscape
- Infrastructure
- Architecture

**b. Read the following paragraph carefully and do as directed:**

i. Find a suitable topic for the passage 1x1=1

ii. Make notes using Headings/ Sub-headings and use abbreviations wherever necessary: 1x4=4

The advance of technology has brought about much progress in some fields of medicine, including the development of scientific drug therapy. In many countries public health organization is improving and peoples' nutritional standards have risen. Parallel with such beneficial trends are two which have an adverse effect. One is the use of high pressure advertising by the pharmaceutical industry which has tended to influence both patients and doctors and has lead to the overuse of drugs generally. The other is the emergence of sedentary society with its faulty ways of living: lack of exercise, overeating, unsuitable eating, insufficient sleep, excessive smoking and drinking. People with disorders arising from faulty habits such as these, as well as from unhappy human relationships, often resort to self-medication. Advertisers go to great lengths to catch this market. 3. Clever advertising aimed at chronic sufferers; who will try anything because d

3. a. Choose the right contraction and rewrite the full sentence for the following sentences 1x2=2

i. They are your books? (The're; They're)

ii. You are coming now? (You're; You'r)

b. Prepare a dialogue between a boss who has returned after long leave and his junior, who greets him in the office. The dialogues should not exceed 5 to 7 sentences: 1x3=3

4. Add the right prefix or suffix to the appropriate word and fill in the blanks 1x2=2

(Harmony, war, cordial, strife)

i. Marital \_\_\_\_\_ can lead to domestic \_\_\_\_\_.

OR

ii. Find one word substitutes for the underlined words and rewrite the full sentence:

(Androgyny, polygamy, enhanced, undermined)

The practice of one man marrying many wives is prevalent in India because a woman's value is constantly being made weak.

### PART B-LITERARY SECTION

5. Answer any FIVE of the following questions in not more than two sentences each: 2x5=10

i). According to Sarukkai, it is permissible to accept slander as a part of Free Speech. T/F

ii). Why were 200 pounds important to Mr. White in *The Monkey's Paw*?

iii). Why is Ramesha's village called Hatturu?

- iv. Who found that the unknown citizen had no official complaints against him?
- v). What is the speaker in the poem *Democracy* tired of hearing?
- vi. In his farewell speech, how many years does Obama say he was the president?
- vii. Mr. Morris had been away from his homeland for:
  - a. 11 years
  - b. 15 years
  - c. 20 years
  - d. 21 years
- viii. The monkey's paw was obtained from\_\_\_\_\_.

**6. Answer any FOUR of the following questions in not more than one page each** **5x4=20**

- i. According to Obama, what is the second threat to Democracy?
- ii. “*I cannot live on tomorrow's bread*“. Explain this statement with reference to the speaker in the poem *Democracy*.
- iii. Analyse the third wish of the Whites in *The Monkey's Paw*.
- iv. Describe the life that the speaker talks of in *From a General War Primer*.
- v. Where does the real freedom in free speech lie?
- vi. Why is Auden's citizen *An Unknown Citizen*?
- vi. Comment on Ramesha's tenuous relationship with the boulder.

**7. Answer any ONE of the following questions in not more than two pages:** **1x10=10**

- i. Democracy is a matter of equal opportunities, change, free speech and peace. How would you relate this statement to the lessons you have studied?
- ii. Describe the journey of Ramesha's life as depicted in *Golden Dream*. What does it tell you?
- iii. Critically examine why you would call *The Monkey's Paw* a spine chilling short story.

## PART IV

## PRACTICE SECTION- H

## GENERAL ENGLISH BOOKLET for FDA (KPSC)

## 2011 QUESTION Version Code D

Time Allowed: Two Hours

Maximum Marks: 150

**Directions : Questions (1-10) contain sentences with a blank. Options (1), (2), (3) and (4) have words/phrases which complete these sentences. Darken the number which provides the right choice.**

1. ----- he would say if he learnt that his spectacles were broken, I kept silent about it.

- (1) Knowing what
- (2) Thinking what
- (3) Thinking that
- (4) Learning what

2. ----- I would hand over the money to the police.

- (1) If I was you
- (2) If I am you
- (3) If I were you
- (4) If I would have been you

3 ----- had he entered the hotel than it started raining hard.

- (1) Soon
- (2) Just
- (3) No sooner
- (4) When

4. Had you the faintest idea of how much you have hurt her feelings, you would \_\_\_\_\_

- (1) not have acted the way you did
- (2) have acted that way
- (3) apologise
- (4) care

6.----- he seen it rain so hard!

- (1) Not before and all
- (2) When
- (3) Never before had
- (4) Before and all

7. \_\_\_\_\_ several early setbacks, he went to complete his education.

- (1) Despite of
- (2) Despite
- (3) In spite
- (4) Although

8. \_\_\_\_\_ I never met him in all my life.

- (1) Truthfully
- (2) Factually

- (3) In the fact
- (4) To tell you the truth

9. Lend your ears, your hear \_\_\_\_\_ ..

- (1) not but
- (2) only not
- (3) but not
- (4) alone, never

10. He went to the tree several times, \_\_\_\_\_ found anything miraculous about it

- (1) however
- (2) never
- (3) and always
- (4) but never

**Directions: Questions (11-20) are designed to test your ability to use the right prefix. Darken the correct option from (1), (2), (3) and (4). The meaning of the desired word is given in the bracket.**

11. The judge described the story of the witness as ... (something that cannot be believed)

- (1) In...
- (2) De..
- (3) Sub...
- (4) Ultra...

12. The police tried to ... the tension by keeping a low profile. (prevent

from becoming explosive)

- (1) Al...
- (2) Cycl...
- (3) De...
- (4) Un...

13. Good teachers don't just fill in facts. They ... a purpose into the lives of their students. (to fill)

- (1) Re...
- (2) In..
- (3) Sub...
- (4) Poly...

14. Grammatically this sentence is acceptable, but some of the words you have used are ... (old fashioned)

- (1) Quasi...
- (2) Uni...
- (3) Arch...
- (4) Anti...

15. We were left with no ... but to walk in the rain. ( no other option)

- (1) Alter...
- (2) Ultra...
- (3) Im...
- (4) In..

16. His grandfather left him with a .... amount of money. (huge)

- (1) Sub...
- (2) Sum..
- (3) Im...
- (4) In...



17. The doctors did not find anything ... in his behaviour (not usual)

- (1) Ab...
- (2) In...
- (3) Peri...
- (4) Ad...

18. His gastric problems were (cannot be cured)

- (1) Un...
- (2) Im...
- (3) In...
- (4) Ad...

19. Man has always dreamt of ... the world. (to go round)

- (1) Un...
- (2) Circum...
- (3) En...
- (4) Sub...

20. The minister refused to express his opinion on the matter as it was ... (to be under the active consideration of a law court)

- (1) Under...
- (2) Be...
- (3) Sub...
- (4) Alter...

**Directions: Read the following passage and darken the correct option (1), (2), (3) or (4) against questions (21 -25)**

Religion is a cultural system that creates powerful and long-lasting meaning, by establishing symbols that relate humanity to beliefs and values. Many religions have narratives, symbols, traditions and sacred histories that are intended to give meaning to life or to explain the origin of life or the universe. They tend to derive morality, ethics, religious laws or a preferred lifestyle from their ideas about the cosmos and human nature. The word religion is sometimes used interchangeably with faith or belief system, but religion differs from private belief in that it has a public aspect. Most religions have organized behaviours, including clerical hierarchies, a definition of what constitutes adherence or membership, congregations of laity, regular meetings or services for the purposes of veneration of a deity or for prayer, holy places (either natural or architectural), and/or scriptures. The practice of a religion may also include sermons, commemoration of the activities of a God or Gods, sacrifices, festivals, feasts, trance, initiations, funerary services, matrimonial services, meditation, music, art, dance, public service, or other aspects of human culture. The development of religion has taken

different forms in different cultures. Some religions place an emphasis on belief, while others emphasize practice. Some religions focus on the subjective experience of the religious individual, while others consider the activities of the religious community to be most important. Some religions claim to be universal, believing their laws and cosmology to be binding for everyone, while others are intended to be practiced only by a closely defined or localized group. In many places religion has been associated with public institutions such as education, hospitals, the family, Government and political hierarchies. Some academics studying the subject have divided religions into three broad categories: world religions, a term which refers to transcultural, international faiths; indigenous religions, which refers to smaller, culture-specific or nation-specific religious groups; and new religious movements, which refers to recently developed faiths. One modern academic theory of religion, social constructionism, says that religion is a modern concept that suggests all spiritual practice and worship follows a model similar to Christianity, and thus religion, as a concept, has been applied inappropriately to non-Western cultures.

E-I/2011 (4 - D)

21. Religion can be broadly divided into

- (1) Two categories: Western and Eastern
- (2) Three categories
- (3) Academic • and nonacademic
- (4) Modern and ancient

22. Powerful and long-lasting meaning is created by

- (1) Humanity
- (2) Symbols
- (3) Beliefs and values
- (4) Cultural system

23. The function of sacred histories is to

- (1) Explain creation
- (2) Derive morality
- (3) Create preferred lifestyle
- (4) Create ideas about human nature

24. Religions include

- (1) Interchangeability
- (2) Hospitals
- (3) Organized behaviour
- (4) Study

25. Social constructionism questions

- (1) Christianity
- (2) Religion as a modern concept
- (3) Universality of the concept of religion
- (4) Western culture

**Directions : Questions from 26 through to 35 consist of pairs of words/phrases. Indicate from choices given (1), (2), (3) and (4) the pair that best expresses a similar relationship to that of the given pair. Example: EASY DIFFICULT (1) High : Low (2) Far : Distant (3) Money : Wealth (4) Fly : Sky The Answer is (1) : Easy : Difficult expresses opposition and opposition is found in pair (1).**

26. Dickens : Novels  
 (1) Newspaper : Reader  
 (2) Shakespeare: Plays  
 (3) Literature : Critic  
 (4) Drama Actor

27. Court : Judge  
 (1) Temple Priest  
 (2) Kitchen Cleaner  
 (3) Living Room : Children  
 (4) Parliament : MPs

28. Camel : Desert  
 (1) Ship Ocean  
 (2) Tiger Forest  
 (3) Crocodile : River  
 (4) Snake Grass

29. Magnet : Iron  
 (1) Rose : Thorn  
 (2) Black : White  
 (3) Boy : Girl  
 (4) Night : Day

30. Computer : Electricity  
 (1) Carriage : Horse  
 (2) Bus : Passengers  
 (3) Ship : Water  
 (4) Book : Reader

31. Red : Danger  
 (1) Green : Earth  
 (2) Orange : Indecision  
 (3) Blue Ocean  
 (4) Yellow : Sickness

32. Sky : Earth  
 (1) Fire : Water (2) Fish : Bird  
 (3) Cloud : Dust  
 (4) Life : Pleasure

33. Wealth : Generosity  
 (1) Poverty : Power  
 (2) Might : Kindness  
 (3) Beauty : Grandeur  
 (4) Victory : Congratulation

34. Youth : Haste  
 (1) Middle age : Contemplation  
 (2) Old age Patience  
 (3) Childhood : Dream  
 (4) Death • God

35. Gold : Iron  
 (1) Silver : Platinum  
 (2) Dog : Master  
 (3) Rose • Weed  
 (4) Aluminium : Hindalium

**Directions: Each of the questions (36-40) contains a sentence with a blank which you should fill using appropriate alternatives from (1), (2), (3) or (4).**

36. Did you \_\_\_\_\_ the news on the TV yesterday?

- (1) See
- (2) Look at
- (3) Watch
- (4) View

37. Of her many qualities, the one that stands out most is how \_\_\_\_\_ she was in organizing houseparties.

- (1) Adopt
- (2) Adept
- (3) Adapt
- (4) Android

38. With the money that his father gave him, he bought some

- (1) Earth
- (2) Ground
- (3) Field
- (4) Land

39. The proverb, “all that glitter is not gold” suggests that we should not be fooled by

- (1) Vision
- (2) Site
- (3) Sight
- (4) Looks

40. Many of his admirers were from respectable families.

- (1) Females
- (2) Woman
- (3) Women
- (4) Womans

**Directions : Items from (41-50) contain four sets of spellings. Identify the correct spelling marking (1), (2), (3) or (4).**

41.

- (1) Pnumonia
- (2) Pneumonea
- (3) Pneumonia
- (4) Pneumoinea

42.

- (1) Closetted
- (2) Closeted
- (3) Closseted
- (4) Clossetted

43.

- (1) Sanctimonious
- (2) Sanctimoneous
- (3) Sanctemonious
- (4) Sanctemoneous

44

- (1) Paraphernelia
- (2) Paraphernalia
- (3) Parapharnal
- (4) P arapharnale

45.

- (1) Cocketry
- (2) Cockettery
- (3) Coquetry
- (4) Cocquetry

46

- (1) Endengar
- (2) Endenger
- (3) Engender
- (4) Engander

47.

- (1) Travelling
- (2) Traveling
- (3) Travailing
- (4) Travling

48.

- (1) Afiliation
- (2) Afilliation
- (3) Afiliacion
- (4) Affiliation

49.

- (1) Honourable
- (2) Honorable
- (3) Hounorable
- (4) Honoureble

50.

- (1) Debu
- (2) Debut

(3) Debut

(4) Dabut

**D) Directions :** The following ten items (51-60) test your skill in identifying synonyms (meaning nearest to the given word). Select the response (1), (2), (3) or (4) which is nearest in meaning by darkening the number related to your answer.

51. Insipid

- (1) Weak
- (2) Liquidy
- (3) Water
- (4) Groovy

52. Brandish

- (1) Wave
- (2) Show a brand
- (3) Belong to a band
- (4) Brand

53. Decrepit

- (1) Without a Receipt
- (2) Immoral
- (3) Weak
- (4) Deceive

54. Formidable

- (1) Causing shock
- (2) Causing sorrow
- (3) Causing loss of shape
- (4) Causing fear

55. Exceptional  
(1) Excepted  
(2) Outstanding  
(3) Left out  
(4) Objectionable

56. Amoral  
(1) Immoral  
(2) Moral  
(3) Morally indifferent  
(4) Morally hostile

57. Forsake  
(1) Forgive  
(2) Forget  
(3) Give up  
(4) Give in

58. Succumb  
(1) Succulent  
(2) Resist  
(3) Yield  
(4) Agree

59. Desist  
(1) Resist  
(2) Abstain  
(3) Retain  
(4) Insist

60. Cretin  
(1) Wrinkled  
(2) Gathered up  
(3) Stupid  
(4) Bland \_

**Directions : The following ten items (61-70) test your skill in identifying antonyms (opposites). Identify the antonyms in the series (1), (2), (3) and (4) and darken the correct option.**

61. Pittance  
(1) Large  
(2) Small  
(3) Ridiculous  
(4) Serious

62. Imminent  
(1) Eminent  
(2) Belated  
(3) Bright  
(4) Dull

63. Exhilarate  
(1) Gladden  
(2) Speed up  
(3) Sadden  
(4) Weaken

64. Accede  
(1) Agree  
(2) Refuse  
(3) Over shoot  
(4) Oppose

65. Ascent  
(1) Fall  
(2) Rise  
(3) Raise  
(4) Pronunciation

66. Ascetic

- (1) Sour
- (2) Hedonistic
- (3) Sweet
- (4) Austere

67. Apathy

- (1) Pathetic
- (2) Sympathy
- (3) Cruel
- (4) Pathological

68. Hinder

- (1) Lag
- (2) Let go
- (3) Obstruct
- (4) Challenge

69. Vitiate

- (1) Hearten
- (2) Vitalize
- (3) Spoil
- (4) Energise

70) Salubrious

- (1) Healing
- (2) Salary Rise
- (3) Touching
- (4) Unhealthy

**D) Directions :** The following five items (71-75) test your familiarity with prepositions. Darken the correct option in the series (1), (2), (3) and (4).

71. His name was not the list.

- (1) in
- (2) within
- (3) on
- (4) over

72. He followed the order a question.

- (1) during
- (2) for
- (3) without
- (4) to

73. He wept his subordinates.

- (1) in spite of
- (2) in view of
- (3) by virtue of
- (4) in front of

74. They walked the river.

- (1) along
- (2) next to
- (3) off
- (4) in the side of

75. ----- his hard work, the marks he scored in the examination are very low.

- (1) Notwithstanding
- (2) Considering
- (3) With regard to
- (4) In regard to

**Directions : The following five items (76-80) test your familiarity with the use of articles. Darken the correct option in the series (1), (2), (3) and (4).**

76. I read \_\_\_\_\_ book last week which says that poverty is good!

- (1) One
- (2) A
- (3) The
- (4) No article

77. He is \_\_\_\_\_ MA in English.

- (1) A
- (2) The
- (3) No Article
- (4) An

78. Puranas \_\_\_\_\_ are ancient Sanskrit texts.

- (1) No Article
- (2) The
- (3) An
- (4) A

79. He is \_\_\_\_\_ European by origin.

- (1) The
- (2) A
- (3) An
- (4) No Article

80. I am \_\_\_\_\_ Professor Dumbledore you are looking for!

- (1) No article
- (2) The
- (3) A
- (4) An

**Directions : Fill in the blanks in the following items (81-84) from the options (1), (2), (3) and (4) so as to make meaningful and grammatically correct sentences. Darken the correct option.**

81. \_\_\_\_\_ are responsible for this act.

- (1) You only
- (2) Yourself
- (3) You alone
- (4) You yourself

82. brave will stand and fight.

- (1) None but the
- (2) All but the
- (3) Only but the
- (4) Seldom do the

83. \_\_\_\_\_ books I read in my youth, David Copperfield has ever remained green in my mind.

- (1) Of some
- (2) Of all the
- (3) Some
- (4) Of some of the



84. You break the law, and at your own risk.

- (1) you doing that
- (2) you do so
- (3) you would
- (4) you might

**Direction :** The sentences in questions (85-90) have parts that are grammatically incorrect. Identify the incorrect part and darken the corresponding

85. The white horse over there (1) was the one (2) that won (3) the race yesterday. (4)

86. Gandhi was one of the (1) greatest leader (2) that the world (3) has ever seen.

87. Hardly had the guests left (1) then he realized (2) that the necklace (3) was missing. (4)

88. He was looking (1) for some informations (2) in the library (3) when you arrived (4)

89. None of the books. (1) recommended by him (2) were decent enough (3) children to read. (4)

90. When hearing from the head quarters that some important files were misplaced he promptly disappeared.

**Directions :** Questions (91-95) (1) are designed to test your comprehension of words in for some sentences. Darken the (2) correct option among (1), (2), (3) and (4) that explains the meaning of the underlined words.

91. Poverty had taught him that for bearance was the best teacher.

- (1) Deference
- (2) Respect
- (3) Kindness
- (4) Patience

92. He fancied himself as a public speaker but always spoke atrociously.

- (1) Badly
- (2) Cautiously
- (3) Cruelly
- (4) Violently

93. I listened to him till the end, the full awareness that the veracity of his statements had to (3) be ascertained

- (1) Correctness
- (2) Truthfulness
- (3) Deceitfulness
- (4) Cunning

94. The MP faced the angry media and adroitly avoided all the awkward questions

- (1) Cunningly      (2) Carefully  
(3) Cleverly      (4) Nicely

95. He generally wore a look of boredom, but came out with scintillating ideas in science classes.

- (1) bright      (2) careful  
(3) experimental      (4) proven

**Directions : Read items (96-100) and darken the correct option for each :**

96. Young Man : “I have never seen a more beautiful woman than her.”  
Older Man : “Indeed, beauty is in the eye of the beholder. But looking at the power of your glasses, I have my doubts about how that girl looks.” The older man means that

- (1) Beauty is subjective  
(2) The young man might not have seen the girl properly  
(3) The young man wears spectacles  
(4) One must be careful about attractive girls

97. Friend A : “My wife is an angel.”  
Friend B : “I am not so lucky. Mine is still alive.” Friend B is :

- (1) Joking      (2) Sad  
(3) Lying      (4) Truthful

98. Wife : “How did your speech go yesterday ?” Husband : “Well. But the audience was thin when my turn came.”

- (1) The audience was restless  
(2) The audience was impatient.  
(3) The audience had lessened.  
(4) The audience had become lean.

99. It is said in the Bible, “It is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God.” This means

- (1) Rich men cannot go to heaven.  
(2) Rich men can go to heaven but it is difficult.  
(3) Rich men need to go through the eye of the needle first before going to heaven.  
(4) Camels go to heaven more easily.

100. The little boy waited patiently till the end and the grandmother gave him the biggest piece of sweet saying, “All good things come to he who waits.”

The statement means

- 1) If you wait long, you will get bigger rewards  
(2) Grandmothers love little children  
(3) Grandmothers have a lot of patience with young children  
(4) Patience is a virtue that is finally rewarded.