

# **EMBOLDEN-II**

**II SEMESTER B.COM.  
AND OTHER PROGRAMS UNDER THE FACULTY OF COMMERCE**

## **GENERAL ENGLISH**

***Under the State Education Policy***

***(SEP 2024)***

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## **FOREWORD**

I am pleased to introduce EMBOLDEN, a textbook for II Semester B.Com. This textbook integrates classic and contemporary texts to foster a holistic understanding of English literature and language. Each literary piece has been selected for its thematic depth, narrative craftsmanship, and relevance to broader societal themes. Through these works, students will engage with thought-provoking ideas and nuanced use of language. The grammar component of this syllabus provides a robust foundation in language mechanics.

I invite the students to embark on this educational journey, where literature meets language in a harmonious blend of learning and discovery.

I commend the textbook committee members for producing this textbook, which features outstanding literary selections and relevant language-learning topics.

**Prof. Lingaraja Gandhi**

**Vice-Chancellor**

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## **Preface**

EMBOLDEN, the General English Textbook for II Semester B.Com. under the Faculty of Commerce, Bengaluru City University (BCU), has been designed to enhance undergraduate students' language skills and competence. This is the second textbook for the B.Com. course following the implementation of the State Education Policy.

This syllabus has been carefully crafted to thoroughly explore various literary genres, linguistic concepts, and effective communication strategies. It aims to foster critical thinking, analytical abilities, and a profound appreciation for the depth and diversity found in language and literature.

Students will delve into the nuances of storytelling, rhetorical techniques, and language frameworks by engaging with celebrated literary works and targeted grammar components. This syllabus aims to broaden literary perspectives and enhance language skills, preparing students for academic success and effective communication in real-world situations.

I commend the textbook committee members for producing this textbook, which features outstanding literary selections and relevant language-learning topics. I also extend my gratitude to the Director of Bengaluru City University Press and their staff for the timely and precise publication of the book.

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## Note to the Facilitator

Course Title -- L2 - GENERAL ENGLISH	
Teaching Hours: 4 hours per week	Course Credits: 3
Formative Assessment Marks: 20	Internal Assessment
Summative Assessment Marks: 80	Duration of Exam: 3 hours

We are delighted to present to you this diligently curated textbook, designed to provide students with a comprehensive and engaging learning experience in both literature and language skills. This textbook brings together a diverse selection of literary pieces and essential grammar components to foster holistic education.

The text committee made a conscious effort to introduce the students the best literary pieces. Literary component encompasses a diverse selection of poems, short stories and essays designed to introduce students to various genres and themes in literature. Here are few aspects that can be adopted to enrich the learner-teacher experience: In an era of global warming and wanton consumerism *Fruits of the Earth* by Sumitranandan Pant will sensitize students about harmonious co-existence and sustainable development. It will drive home the futility of excessive materialism. Teachers can use the poem to highlight the unique comparisons and figures of speeches used in the poem. **Blowing in the Wind** by Bob Dylan can be taught as a poem of protest. **Marriage is a tanga-** by Saba Mahjoor is a heart-warming anecdote on the institution of marriage. Students will learn about mutual respect, sharing responsibility and accountability which will make the marriage meaningful. **My Beloved Charioteer** by Shashi Deshpande is a well-crafted tale of life triumphing over unbearable grief and loss. **Sweetness** by Tony Morrison is a powerful tale on racism and its constricting nature. Teachers can use the concept of *Race* as a pretext to touch upon issues of gender and caste discrimination. **Dangers of a Single Story** by Chimamanda Ngozi Adichie explores the harmful impact of narrow and incomplete narratives. Adichie emphasises the significance of diverse storytelling in fostering empathy and challenging assumptions. This is vital in the era of paid journalism, massive propaganda and mis-information. **Is Love an Art?** by Erich Fromm explores the meaning and practice of love. He excavates the reason as to why as a society, we have shirked from discussing one of the most important aspect of human life- Love. Through its varied and contemporary

themes, genres, the text offers students a detailed and comprehensive experience. Each piece has a pre-reading activity, introduction to the author, glossary, short note about the text and suggestions for further reading to aid the learning.

In addition to the literary component, the grammar component is designed to enhance students' language proficiency. The syllabus covers Reading Comprehension which aims to improve students' analytical skills across various texts. Vocabulary development focuses on contextual learning to enrich students' word usage and retention. Components like Correction of Sentences, Reported Speech, Interpretation Skills and Paragraph Writing (Descriptive and Narrative) further equip the students.

To ensure effective learning, students have to be encouraged to actively participate and discuss in class. Multimedia resources are to be utilized to offer diverse learning experiences. An inclusive learning environment is to be created where all students feel valued and supported to maximise student engagement and learning outcomes.

The Committee extends its heartfelt gratitude to Dr. Thandava Gowda T N, Chairperson (UG/PG) of Bengaluru City University and Prof. Prasanna Udupikar for their unwavering support and valuable contributions in bringing out this textbook. We are grateful to Prof. Lingaraja Gandhi, the Honourable Vice-Chancellor of BCU, for his insightful advice and suggestions.

As a chairperson of the textbook Committee, I want to wholeheartedly thank all the members of committee who have worked tirelessly in successfully completing this arduous task.

**-Dr. Harish M G**  
**Chairperson, Textbook Committee**  
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## FRUITS OF THE EARTH

- **Sumitranandan Pant**

### **Pre-reading Activity:**

- What is happiness according to you? How do you think people find happiness? Discuss in groups.
- What activities do you enjoy that bring you closer to the natural world? Debate.
- Nature provides for us in ways that go beyond physical sustenance. Discuss.
- Modern society's focus on technology and consumerism impacts our relationship with nature. Share your opinions.

### **About the Poet:**



Sumitranandan Pant (1900-1977) was a renowned Hindi poet of the 20th century. He was born on May 20, 1900, in Kausani, North-Western Provinces. Pant published his first poetry collection, "Pallav," in 1926. He was inspired by the works of Sarojini Naidu, Rabindranath Tagore, and English Romantic poets. Pant was a prominent member of the Chhayavaadi (Neo-Romantic) movement in Hindi literature, which emphasized romanticism and the beauty of nature. His poetry often explored themes of nature, beauty, and human emotions. He was influenced by the philosophies of Karl Marx and Mahatma Gandhi and Sri Aurobindo. He received several prestigious awards, including the Padma Bhushan (1961), the Jnanpith Award (1968), and the Sahitya Akademi Award (1955). Some of his notable works include "Lokayatan,"

"Chidambara," and "Kala Aur Bhooshan.". Sumitranandan Pant's poetry continues to inspire and resonate with readers, celebrating the beauty of nature and the human spirit.

Childhood. I planted pennies in the yard and dreamed  
Penny trees would grow, I heard the air sweet  
With the silvery ringing of my clustered crop  
And strutted round like a fat millionaire.  
Ah fantasy! Not a single sprout came up:  
Not one tree appeared on that barren ground:  
Swallowed in dusk, blighted my dreams.  
On hands and knees I scratched for a sign of growth;  
Stared into darkness. What a fool I was!  
I gathered the fruit I had sown. I had watered coin.

Fifty years have passed. And passed like a gust of wind  
Seasons came; I hardly noticed them:  
Summer blazed, swinging rains poured,  
Autumn smiled, following winter shivered,  
Trees stood naked, later, the forest, green.  
Again in the sky, salve-like clouds  
Thick with healing elements. It rained.

Out of simple curiosity, I ventured out  
To the courtyard corner, and bending down,  
Pressed rows of beds into soaken sod  
And planted bean seeds. Then covered them.  
The hem of the earth's saree was tied with jewels.  
Soon I forgot this simple incident-  
No one could think it worth remembering.  
A few days later walking at evening, in the yard,  
Suddenly before me, there they were,  
A multitude of new arrivals, standing

Each with a tiny green umbrella on its head.  
They seemed like young birds who had just cracked their shells.  
Already fully fledged, trying the sky.

Wide-eyed I stared and stared, hypnotized –  
This miniature army, dwarfs arrayed in rows  
Just sprung from seed I'd sown not yesterday,  
Erect and proud, shook their feet as if to march.

I've spent days, now, watching them grow.  
Gradually the space around puts on light leaves  
Then thickens to canopies of velvet green;  
The tendrils rise winding and swinging on the frame  
And spray out, fountains of fresh springs.

A stunning sight – the growth of a generation:  
Starlike sprays of flowers scattered yet grafted  
To the dark green undulating branches:  
White foam on waves; a luminous new moon sky:  
Pearls in hair: a flower-patterned blouse.

At harvest time, millions of pods came forth;  
Some were stringy and some were fat; all sweet:  
Long fingers, swords, or emerald necklaces.  
It will not seem that I exaggerate  
If I say they developed like the moon,  
Or an evening sky growing into clusters of stars.

All winter we ate them cooked for lunch and dinner.  
Next door neighbours, close friends, mere acquaintances,  
Relatives, people we hardly knew,  
Some who didn't even ask, all shared  
The bountiful supply the earth produced.

She yields abundantly to her dear children;  
 I had not understood in planting pennies  
 The laws of her love. She bestows gems.  
 Storehouse of virtue and all-embracing love,  
 She serves on terms of truest equality;  
 Seeds of her kind only will she bear.  
 Then, even her dust may yield the crops of gold  
 And directions bursting with joy of her works.

*Translated by W.M. Murray*

### **Glossary:**

<b>Pennies</b>	: coins made of copper and zinc
<b>Clustered</b>	: plants or things that stand or grow close together
<b>Strutted</b>	: to walk in a proud way
<b>Blighted</b>	: to spoil or damage something, especially by causing a lot of problems
<b>Salve-like</b>	: something that soothes, heals, or relieves
<b>Ventured</b>	: to risk going somewhere or doing something that might be dangerous or unpleasant
<b>Hem</b>	: the edge of a piece of cloth that is folded over and sewn so that it does not develop loose threads
<b>Sod</b>	: soil or ground
<b>Multitude</b>	: a large number
<b>Fully fledged</b>	: (of young birds) able to fly
<b>Hypnotized</b>	: to dazzle or overcome by, to get influenced
<b>Dwarfs arrayed:</b>	small plants arranged in order
<b>Light leaves</b>	: new leaves in light green colour
<b>Canopy</b>	: a cover that hangs or spreads above something
<b>Tendril</b>	: a long thin part that grows from a climbing plant (creepers)
<b>Spray out</b>	: to spread out
<b>Stunning</b>	: very attractive, impressive or surprising
<b>Scattered</b>	: spread over a large area

- Grafted** : to insert a twig or bud from one plant into another plant so that they are joined and grow together
- Undulating** : Smoothly moving up and down
- Luminous** : that shines in the dark
- Pods** : the long, green part of some plants, such as peas and beans, that contains the seeds
- Emerald** : a bright green precious stone
- Exaggerate** : to make something seem larger, more important, better, or worse than it really is
- Acquaintances**: a person that you know but who is not a close friend
- Bountiful** : in large quantities; plentiful
- Abundantly** : in large quantities or amounts
- Bestow** : to give something as an honour or present
- Virtue** : a good quality or habit, a high moral standard

**About the text:**

Human beings often seek materialistic pleasures that provide instant gratification that are short-lived. These pleasures are associated with wealth, luxury, and the pursuit of physical comfort. Pant's poem eloquently captures the essence of the contrasting pleasures, urging readers to find solace and joy in the simplicity and beauty of the natural world. The poem serves as a reminder that while materialistic pursuits may offer temporary happiness, the true and lasting joy lies in embracing and appreciating nature.

The poem emphasizes the importance of living in harmony with nature. Pant depicts nature as a nurturing and life-sustaining force, offering beans as symbol of nature's generosity and abundance. Pant critiques the materialistic tendencies of modern society, where people prioritize wealth and possessions over the intrinsic value of nature. The poem urges readers to recognize the limitations of materialism and seek a more meaningful connection with the environment. The beans in the poem symbolize the rewards of a life lived in harmony with nature. They represent the natural gifts that nourish both the body and the soul, highlighting the idea that nature provides for all our needs. Overall, 'Fruits of the Earth' is a call to return to nature and appreciate its

beauty and wisdom. Pant's evocative imagery and lyrical language remind us of the profound connection between humanity and the natural world.

### **Comprehension Questions:**

#### **I. Answer the following questions in a sentence or two.**

1. What did the speaker sow in his childhood? Why?
2. What did the speaker dream of after sowing?
3. Why does the speaker call himself a fool?
4. What did he sow fifty years later?
5. What does the speaker mean by 'A multitude of new arrivals... '?
6. Mention a few expressions that describe the newly sprung beans plants.
7. What does the phrase 'the growth of a generation' refer to?
8. Pick up the expressions that are used to describe beans pods in the poem.
9. Who all savoured the beans harvest?
10. Who do 'she' and 'her dear children' refer to in the poem?

#### **II. Answer the following questions in about a page.**

1. How are the changing seasons represented in the poem?
2. Bring out the irony in the line 'I gathered the fruit I had sown.'
3. What did the speaker sow after fifty years? Why wasn't it worth remembering?
4. Write a note on the growth of beans plants as described by the speaker.
5. Describe the joy the speaker feels watching the beans plant grow up.
6. How did growing beans benefit not only the speaker but also everyone around him?
7. What lesson did the speaker learn after he reaped the beans?
8. How did beans promote friendship and harmony?

#### **III. Answer the following questions in about two pages.**

1. In what ways does the poem highlight human dependence on nature for survival and well-being?
2. How does Sumitranandan Pant use sensory imagery to evoke the physical and emotional experiences associated with 'Fruits of the Earth'?

3. The poem beautifully contrasts the fleeting nature of materialistic pleasures with the enduring joy of being one with nature. Discuss.
4. How can the poem be interpreted as a call to action for environmental sustainability and preservation of natural resources?
5. Explain the poet's perspective on human greed for material acquisition.

**Suggested Reading:**

- The Lake Isle of Innisfree by W.B. Yeats
- Ode to a Nightingale by John Keats
- Lines Composed a Few Miles Above Tintern Abbey by William Wordsworth
- God's Grandeur by Gerard Manley Hopkins
- On Buying and Selling (The Prophet) by Khalil Gibran.

## Blowing in the Wind

-Bob Dylan

### Pre-reading activity:

- ‘Social injustices or inequalities exist in the world today’. Have a debate on the statement in the class.
- ‘Individuals can contribute to positive change in the society’. Share your views.
- What role does personal responsibility play in addressing social issues? Share your thoughts.
- Have you experienced or witnessed injustice ever? How did you respond to that? Discuss in your group.

### About the Author:



Bob Dylan, originally known as Robert Allen Zimmerman was born on May 24, 1941, Duluth, Minn., U.S. singer and song writer. He grew up in the iron –range town of Hibbing, Minn., adopted the name of the poet Dylan Thomas, and traveled to New York in search of idol Woody Guthrie. In the early 1960s he performed professionally in Greenwich Village coffeehouses and released albums that made him the darling of critics and folk music devotees. ‘**Blowin’ in the Wind**’ and ‘**The Times They Are a Changin’**’ became anthems of the civil rights movement. In 1965 he adopted electrically amplified instruments and the rhythms of rock and roll in a major departure. The landmark albums **Highway 61 Revisited (1965)** and **Blonde and Blonde (1966)** established him as a leading figure in rock music, and his lyrics, influenced partly by the Beat movement, brought poetic complexity to pop music. After a



motorcycle accident in 1966, he underwent another musical turnabout and released several albums (notably Nashville Skyline, 1969) characterized by country music elements and muted, reflective tone. Among the most praised of his many later albums are **Blood on the Tracks (1975)**, **Time Out of Mind (1997)** and **Love and Theft (2001)**. He is perhaps the most admired and influential American song writer of his time.

**H**ow many roads must a man walk down

Before you call him a man?

How many seas must a white dove sail

Before she sleeps in the sand?

Yes, 'n' how many times must the cannonballs fly

Before they're forever banned?

The answer, my friend, is blowin' in the wind,

The answer is blowin' in the wind.

Yes, 'n' how many years can a mountain exist

Before it is washed to the sea?

Yes, 'n' how many years can some people exist

Before they're allowed to be free?

Yes, 'n' how many times can a man turn his head,

And pretend that he just doesn't see?

The answer, my friend, is blowin' in the wind,

The answer is blowin' in the wind.

Yes, 'n' how many times must a man look up

Before he can see the sky?

Yes, 'n' how many ears must one man have  
Before he can hear people cry?  
Yes, 'n' how many deaths will it take till he knows  
That too many people have died?  
The answer, my friend, is blowin' in the wind,  
The answer is blowin' in the wind.

### **Glossary:**

**Cannonballs:** a cannonball is a heavy iron ball fired from a cannon.

### **About the Text:**

'**Blowing in the Wind**' by Bob Dylan (1963) is a poignant protest song. The themes of the song are: social justice, equality, and freedom, emphasizing that the answers are obvious, yet elusive. Dylan urges listeners to consider – the struggle for civil rights, futility of war and the importance of individual morality. This song became an anthem for the 1960s Civil Rights Movements. It influenced social activism and protest music.

### **Comprehension-I**

#### **I. Answer the following in a sentence or two.**

1. What does the word 'roads' refer to here?
2. Do the questions given here demand a specific answer?
3. What do you call the given questions like "How many seas must white dove sail before she sleeps in the sand?" in the poem?
4. Why does the writer say that the answer is blowing in the wind?
5. Who may be the 'people' and 'man' referred to in the second stanza?
6. How is the question about the mountain related to the other two questions in the second stanza?
7. What attitude of the people is reflected in the refrain, 'The answer is blowin' in the wind'?
8. When do you call a man 'a man'?
9. 'How many seas must a white dove sail, before she sleeps in the sand?' What do these lines imply?

11. Pick out a phrase that indicates war.
12. What does the word ‘mountain’ here refer to?
13. What is the force that can wash a mountain to the sea?
14. ‘Some people exist before they’re allowed to be free’. What does this expression imply?
15. Who are the pretenders? And what do they not see?

**II. Answer the following in a paragraph or two.**

1. How does the song criticize racism?
2. In what way does the song use symbolism to reveal a deeper meaning?
3. What social issue is addressed in the line “How many ears must one man have before he can hear people cry?”?
4. Interpret the final line, ‘The answer, my friend, is blowin’ in the wind/The answer is ‘blowin’ in the wind’. What does this convey about the search for truth and solutions?

**III. Answer the following in about a page.**

1. Analyze the themes of social justice and morality presented in ‘Blowin’ in the Wind’. How does Dylan use rhetorical questions to emphasize these themes?
2. Interpret the song’s title, ‘Blowing in the Wind’
3. Explore the concept of moral responsibility in ‘Blowin’ in the Wind’. What questions does Dylan raise, and how does he challenge listeners to think critically?

**Suggested Reading:**

- ‘The New Colossus’- by Emma Lazarus
- ‘Still I Rise ‘- by Maya Angelou.
- ‘We Wear the Mask’ - by Paul Laurence Dunbar
- ‘The World is Too Much with Us’ – by William Wordsworth

## Marriage is like a tanga

- Saba Mahjoor

### Pre-reading Activity

- Renowned feminist Simone de Beauvoir said “***One is not born, but rather becomes, woman***” in her book *The Second Sex*. Discuss in groups.
- What is Gender? Share your thoughts
- What are the gender roles assigned to women? Discuss.
- The institution of marriage subjugates women in particular. Share your thoughts.
- How do popular myths see women? Discuss in groups.

### About The Author:



**Saba Mahjoor** is a Kashmiri living in England. She spends her scant free time contemplating on life’s vagaries. She is a noted columnist. Currently she writes a column in the daily *The Hindu*. This was the first of her columns in a monthly series that explores life’s little lessons through food.



A few days after I got married a curious thing happened. I was instructed by a number of relatives that I should stop addressing my husband by his name and instead show him respect by calling him ‘doctor saab’. Initially, I thought it was a joke (in poor taste, but a joke nonetheless) but it soon became clear that this was not the case.

During one conversation with an elderly aunt, I enquired as to why me calling him by his name was not respectful enough? And was it not the same when he called me by my name? Should he not call me ‘Saba ji’? I was met with silence and frowns.

I tried to ignore these assaults on my fragile boundaries as best as I could, but after a week or so I knew, this would need addressing. It is custom in Kashmir that when a girl gets married and moves in with her new family, relatives from her parents’ side visit for the first week to see how she is settling in. It was luck or divine intervention that the next day Phuphee arrived with one of my aunts.

Once she had had a cup of tea, she told me she had seen a particularly handsome walnut tree in the garden and if I would show it to her. It was warm and balmy, and I instantly felt better, a little stronger, as we took a stroll, but I realised that it had more to do with Phuphee than anything else.

‘Let’s sit,’ she pointed at the foot of the walnut tree.

‘I always feel my mind is sharper after I sit under the shade of a walnut tree,’ she said, taking out a small wrapped parcel and placing it in my hand. She then fished out her cigarette box and popped two cigarettes in her mouth.

‘Right,’ she said, after taking a couple of deep drags, ‘What disturbs the peace of my *gash* [light of my eyes]?’

I explained what had happened.

She asked me to open the parcel. Wrapped neatly inside a small muslin kerchief were toasted walnuts dusted lightly with confectioner’s sugar.

‘When I got married, things were different. Women didn’t have a voice. For us, it was difficult to say anything because we were constantly told that ‘sabr’ [patience, endurance] is the most important virtue in a woman. I settled in easily when I got married, but after I had my first baby, things changed. There were now more demands on my time than I had ever imagined. Before the baby, I would sit with everyone to eat. After, I would end up serving everyone, then going back to feed the baby, and coming later to eat cold, congealed food on my own. I don’t know why, but of all the injustices, this one really got to me the most. Perhaps it was because I put my heart and soul into preparing the meals only to have all the pleasure of eating them taken away.

‘But I didn’t know how to address this. So, one day I told your uncle about how I felt. After I told him, however, I regretted it. How could he possibly do anything to change the situation? For a couple of weeks, things continued as they were, until one day, at dinner, after everybody had taken their places, your uncle took the baby and told me, ‘Tahira, you eat first while the food is hot and I will hold baba till then.’ For a second I thought I was hallucinating. His parents and the rest of the family were too stunned to speak, and before they could, I sat down and ate my dinner.

‘That became the foundation of our marriage. Whenever I am troubled by things that are beyond my power, your uncle will always try to come up with a solution. A marriage is like a tanga [bullock cart], it needs two wheels, otherwise it is just a crazy bull wandering around aimlessly pulling on a broken wheel. Now, eat your walnuts and put your grey matter to good use. Marriages are always unequal for women but that doesn’t mean you accept them as they are. Go change the world a little bit,’ she said, winking at me.

I thought about this for a while and then told my husband about the situation. He didn’t say anything, but after a few days he started addressing me as ‘myoan zuv’ (my life), which was completely unheard of. A husband addressing his wife in public so intimately and affectionately was simply not done. There were sighs

and frowns and comments about how the world was getting closer to the end, and how shame and modesty had been lost. While all that may be true, a small battle had been won and today a story is told in hushed voices in a small village in Kashmir about a man who held a baby so his wife could eat in peace and a man who chose the love of his wife over the ways of the world.

## **Glossary**

**Tanga:** bullock cart

**Frowns:** to show displeasure or disapproval especially by facial expression

**Fragile:** easily broken or destroyed

**Balmy:** soothing, mild, temperate

**Stroll:** to walk in a leisurely or idle manner.

**Muslin:** A plain-woven sheer to coarse cotton fabric

**Sighs:** to take a deep audible breath

## **About the text:**

*Marriage is like a tanga* dissects the institution of marriage. The character *Phuphee*- author's bold and revolutionary aunt, an embodiment of compassion, love and wisdom, elaborates through a heart-warming anecdote that the institution of marriage needs 'two wheels', otherwise it would be like just a crazy bull wandering around aimlessly.

## **Comprehension**

### **I. Answer the following in a sentence or two.**

1. What instruction did the relatives give to the author?
2. How did the relatives respond to the counter questions posed by the author?
3. What is the custom in Kashmir, when a girl gets married?
4. *Phuphee* had seen \_\_\_\_\_ tree in the garden.
5. How did *Phuphee* feel sitting under the tree?
6. What did the author find inside the wrapped muslin kerchief?
7. Which is the most 'important virtue' expected of a woman?
8. *Phuphee* prepared food for everyone with enthusiastic zeal (True/ False)

9. How was the pleasure of eating what she cooked taken away from *Phuphee*?
10. *Phuphee*'s husband was a conservative man. (True/False)
11. Is *Phuphee* very close and motherly to the author? Pick out words to suggest the same.
12. Who comes up with a solution when *Phuphee* is troubled by things beyond her power?
13. How did the world react to a husband addressing his wife in public so intimately and affectionately?

**II. Answer the following in about a page.**

1. Why was the author baffled when she was instructed by the relatives not to address her husband by his name?
2. Of all the injustices *Phuphee* silently bore, what hurt her the most?
3. Do you agree *Phuphee*'s husband didn't believe in gender roles? Narrate the incident to support your answer.
4. Comment on the bold move made by author's husband. Are such traits highly desirable in men? Why?
5. Who are the two wheels of marriage? Is the comparison of marriage to a tanga apt? Explain.

**III. Answer the following in about two pages.**

1. How did *Phuphee* make the author realise that marriages are always unequal for women, but that doesn't mean one has to accept them as they are?
2. How did two women in the anecdote win their small battles? Explain.
3. What are gender archetypes? Do archetypes propagate and validate certain 'virtues' in women? Discuss with reference to the lesson.
4. Men and women have an equal role to play in breaking the gender archetypes. Do you agree? Explain



### **Suggested reading**

- We should all be feminists- Chimamanda Ngozi Adichie.
- Men Explain things to Me- Rebecca Solnit
- The will to change: Men, Masculinity and Love- bell hooks

### **Watch the Movies-**

- The Great Indian Kitchen, Thappad, Pink, Highway, Frozen 1 & 2, Moana  
Mulan.

## MY BELOVED CHARIOTEER

-Shashi Deshpande

### Pre-Reading activity:

- What qualities do you think make someone a great companion or supporter in life? share personal anecdotes or examples from your life on this in the class.
- Discuss the role of 'Charioteer' in various historical and mythological stories and their role in those.
- "Is it more important to be independent or to have someone guide and support you?" Debate on this in the class.
- Share your views in the class about the cultural values and expectations in Indian families.

### About the Author:



Amongst the foremost Indian women writers in English today, Shashi Deshpande (b. 1938) writes both short stories and novels about family life and women's concerns in middle class Indian society. Her work focuses the reader's attention on problems and issues that are immediately recognisable: dysfunctional families, embittered mother-daughter relationships, the ego and body battering often invisible in marital relationships, the precarious nature of love and the inescapability of duty. From her first novel *The Dark Holds No Terrors* (1980) to *Moving On* (2004).

She is a recipient of the Sahitya Akademi Award and the Padma Shri Award in 1990 and 2009 respectively.

I smile as I hear them at last, the sounds I am waiting for. A rush of footsteps, the slam of the bathroom door and then, bare feet running towards me.

‘You shouldn't bang doors that way,’ I say reproachfully. ‘You might wake Mummy.’

She sits opposite me, cross-legged, on the low wooden stool, hair tousled, cheeks flushed. ‘Oh, she won't wake up for hours yet’, she says cheerfully. ‘Have you had your tea, Ajji?’

This is part of our daily routine. I can never confess to her that I have had a cup an hour earlier. This is her joy, that I wait for her.

‘No, I've been waiting for you. Have you brushed your teeth?’ She makes a face. ‘I'll do it later,’ she says, trying to be brusque and casual.

‘You'll do no such thing. Go and brush them at once.’

‘Only today, Ajji. From tomorrow, I promise I'll brush them first,’ she pleads.

‘Nothing doing,’ I try hard to be firm but I can't fool her. She knows I am on her side. She lowers her voice to a conspiratorial whisper, ‘Mummy won't know, she's sleeping.’

Now, of course, she leaves me no choice. I have to insist. She goes reluctantly and is back so fast, I have to ask, ‘Did you really brush? Properly? Show me.’

‘Look’

I have to smile at the grinning, impish face.

‘Now, tea for me.’

‘No, tea for me, milk for you’.

Ultimately, as always, we compromise and her tea is a pale brown. I switch off the Primus and without the hissing sound, our voices seem loud and clear. We look at each other guiltily, thinking of the sleeper and try to speak in lower tones. Happiness can mean different things to different people. For me, it is this--the beginning of a new day with this child. We talk of many things; but too soon it is time for her to go to school. Bathed and fresh, she sets off.

When she is gone, silence settles on the house. A silence that will not lift till she returns. I had got used to this silence in the last seven years. It had never seemed terrible to me. It was a friendly silence, filled with the ghosts of so many voices in my life. They came back to keep me company when I was alone--my younger brother, my aunt who loved me when I was a child, my two infant sons who never grew up, and even the child Aarti who seems to have no connection with this thin, bitter woman who now shares the silence with me. Since she came, the friendly ghosts have all gone.

It is late when she wakes. I have had my bath, finished my puja and am halfway through cooking lunch when I hear her stirring, I take down the dal from the fire and put on the tea. By the time tea is ready, she comes into the kitchen. Wordlessly she takes a cup from me, drinks the tea in hungry gulps as if she has been thirsting for hours, then thrusts the cup back at me. I pour out some more. I too say nothing. Earlier I used to ask, ‘Slept well? And one day, she had put the cup down with a trembling hand and said, ‘Slept well? No, I never do that. I haven't slept well since Madhav died. I'll never sleep well again all my life. I have to take something every night so that I can close my eyes for a few hours. Now never ask me again if I slept well.’

Nine months I carried this daughter of mine in my body. I had felt every beat of her heart, every movement of her limbs within me. But--and my doctor had told me this then--my pains and shocks could never penetrate to her, she was insulated against them. Even now, she is protected from my pains, even now, I have no protection against her pains. I suffer with her but, like all my other

emotions, it is a futile suffering. For I cannot help her. I can only fumble and blunder and make things worse.

‘Why didn't you let me know earlier?’ she had asked me angrily when she had come home after her father's death. ‘Why didn't you send for me earlier?’

‘Don't tell Aarti yet,’ he had said. ‘I don't want to frighten her, not now, especially.’

Habits of obedience die harder than any others. I had not dared to inform Aarti. And the next day he had another attack and died instantly. Three months later Priti had been born. She never saw her grandfather.

‘Who is that, Aji?’ she had asked me once, pointing to his photograph.

‘Your grandfather, Priti.’

‘My grandfather?’ She had pondered over it. And then asked, ‘And what was he of yours?’

What was he of mine? The innocent question had released a flood of feelings within me. ‘My husband,’ I had said bluntly at last. As I settle down to cooking lunch, I wonder whether today Aarti will like what I'm cooking, whether she will enjoy her food and eat well. I know she will not, but the hope is always in me. Just as I hope that one day she will talk and laugh again. But the day she had laughed, her laughter--loud laughter that shattered the tenuous peace of the house--had frightened me.

‘What is it?’ I had asked nervously, wondering whether to smile, laugh, to respond in some way to her.

She had looked at me in surprise, as if she hadn't expected to find me there with her, had hesitated just a moment, then said, ‘I always used to think I was very different from you. And look at us now, both of us alike. A pair of widows.’

She didn't mean to be cruel to me, I know that. Nor was I hurt by her words. What pained me was her calling herself a widow. My mother had been widowed

when I was a girl and I can only remember her as one, her head shaven, wearing coarse red saris and shorn of all ornaments. While Aarti, after neglecting herself for days, suddenly dresses up, makes up her face and does up her hair. But it is her face that has the arid look of a desert; no smile, no happiness ever blooms there. Life has been cruel to her. It was her father whom she had loved and he died, while I live. It was her husband she had loved even more than the child, and he died, while Priti is left to her.

Children are more sensitive than we think. They understand so much we think they don't. Otherwise, why would Priti have said to me one day, 'Ajj, can I sleep in your room at night?'

I am old and grey and have lost most of what I have loved in life except these two persons; but at her words, my heart had leapt with happiness. Yet, I had restrained my joy and asked her, 'Why, Priti?'

'I'd like to. You can tell me stories at night. And there are so many things I suddenly remember at night and want to tell you. And ....'

'But Mummy is with you.'

The child's face had fallen. 'But, Ajji, if I try to talk to her, she says—'Go to sleep, Priti, don't bother me.' And she never sleeps at all, she just reads and smokes. And I don't like that smell.'

The child has a high and clear voice and I had hushed her in sudden fear that she might be overheard. But it's true, she smokes incessantly now. At first, she had tried to hide it from me; but not for long, when I was a child, it had been considered wrong even for a man to smoke in my father's house. But today, I would of my own accord let my daughter smoke if I thought it brought her happiness. It doesn't. She puffs out smoke as if she is emitting bitterness. There is an infinity of bitterness in her. And I cannot help her. I can only try to look after her body. Such a small thing, but even in that I fail. She is thin and brittle. Most of the time, she never dresses up, just goes around in an old gown, her hair confined by a rubber band. Priti, looking at an old photograph, had wistfully said once, 'My Mummy was so pretty, wasn't she, Ajji?'

The child's pride in her mother had roused in me a rage against Aarti. She seems to me like a child, sulking because she does not have what she wants, wilfully ignoring the things she has. Has anyone promised us happiness for a lifetime, I want to ask her.

'Why don't you go out?' I had asked her once.

'Where?'

I had mumbled something she had not heard. She had gone on, 'There is nowhere I want to go. Everywhere I see couples. I can't bear to see them. I could murder them when I see them talking and laughing.'

This kind of talk amazes me. I cannot understand her. My niece had once told me of something she had read in an American magazine. Of young children who stab and throttle and rape and gouge out eyes, often for no reason at all. And I had wondered--what kind of parents can they be who give birth to such monsters? Now I know better. The accident of birth can be cruelly deceiving. We fool ourselves that our children are our own, that we know them. But often, they are as alien to us as baby cuckoos born in a crow's nest. And yet we cannot escape the burden of parentage. If my daughter is so empty that she can hate people who are happy, the fault is, to some extent, mine.

These bitter thoughts do not often occupy me. I have my work. The quiet routine of my day is like balm to my soul. Daily chores are not monotonous but soothing. Now that the child is with me, the day is full of meaning. I wait, eager as a child myself, for her to return from school. When she has a holiday, I don't know who is happier, she or I; if it is an unexpected holiday, we are equally full of glee. But when she, my daughter and her mother, comes to us, we feel guilty and hide our happiness.

'Do you remember your Papa? Aarti had asked her one day with a sudden harshness.

‘Papa?’ There had been a moment’s hesitation. Then she had replied, ‘Yes, I remember.’

No, you don’t. Don’t lie to me.’

The child had stared at her with a frightened face, feeling she had done something wrong, though she didn’t know what it was. When Aarti had left us, she had burst into sobs, clinging to me. And I had been full of pity, more for Aarti who could turn happiness into a wrong. But I can say nothing to her. She has never shared anything with me and now she hides her sorrow like a dog its bone. She guards it jealously and will not let me approach. And I have kept my distance, too. It was only in my imagination that I cuddled her as child, only in my imagination that I shared her happiness and confidences when she was a girl. And now I assuage her grief in the same way. ‘Look,’ I tell myself I will say to her, pouring some water into my cupped palms. ‘Look,’ I will say as the water seeps through leaving nothing, ‘You cannot hold on. You will have to let go.’ But I know I am fooling myself. I have no courage to speak. I am only a foolish, middle-aged woman who has never known how to win anyone’s love. Priti's affection--that is a gift from heaven, the ray of sunshine God sends even to the darkest corners.

For Aarti, it was always her father. Even now, she spends the whole afternoon prowling in what was his room. It is seven years since he died, but the room is unchanged. I have kept everything as it was. I dust and sweep it meticulously myself; but strangely, in spite of this, it has a neglected look, like Priti has at times. Priti is well-fed and well-dressed; she has her tonics and vitamins and all the other things they give children these days. And yet, a neglected child peeps out of her eyes sometimes, filling me with sadness.

Now I can hear Aarti moving in his room. Even after his death, he can give her something I can’t. The thought hurts. Hurts? It's like having salt rubbed into a raw wound. Suddenly it is unbearable and I go and open the door of his room. She is sitting on his chair, her feet on the table, smoking and staring at nothing, Her feet are the feet of a young woman, but I see with a sense of shock that her face is that of an old woman. She hears me and turns round, startled, the



movement knocking down his photograph which stands on the table. It lies on the floor, face down and when she picks it up, we see that the glass has cracked. Long splinters of glass lie on the floor. The Photograph seems somehow naked and pathetic. She looks up at me, something showing through the deliberate blankness.

I'm sorry, Mother, I'm sorry.'

I stare down at the photograph and say nothing.

'I'm sorry,' she repeats. 'Don't look like that,' She passes her hand over the photograph, uncaring of the bits of glass. 'I'll get it fixed tomorrow, I promise I'll do it.'

'No, don't!' My words are so harsh and abrupt that she looks at me in surprise. 'I don't care if it's broken. I don't want to see it here. I never want to see it again.'

She seems stunned, frightened. 'What's wrong with you? What's happened to you?'

'Nothing I'm all right. But I don't want it. Let it go.'

'What are you saying?'

'Let it go,' let it go,' I repeat. We are speaking in sibilant, strangled whispers, as if he is here, as if he can hear us. Can he hear us? Can he hear me?'

'I don't understand you. Let what go? He is my father.' She still crouching on the floor, holding the photograph in her two hands.

'Yes, your father, but what was he to me? The day he died, I let him go. Like this.' Now I make the gesture I had imagined--cupping my palms together and then separating them. She stares at my hands in fascination. And there was nothing left. Nothing.'

‘But I--I'm his daughter. And yours. Am I nothing? Am I?’ She is panting, her eyes hot and angry.

‘What are you then?’ I ask her. You are just smoke and a bit of ash, like those cigarettes you smoke. Like my married life.’

Pain lays its talons on her face, her eyes are anguished. But I force myself to go on. What have I to lose? Only the child's love. And I know this cannot destroy that. On the contrary, I have a feeling that she is with me now, giving me strength for the battle, urging me on. My beloved charioteer.

‘He was your father, but what was he of mine? I lived with him for 25 years. I know he didn't like unstrung beans and hated grit in his rice, I know he liked his tea boiling hot and his bathwater lukewarm. And he hated tears. And so, when your baby brothers died, I wept alone and in secret. I combed my hair before he woke up because he didn't like to see women with untidy, loosened hair. And I went into the backyard even then because it made him furious to find stray hairs anywhere. And once a year he bought me two saris, always colours I hated; he never asked me what I liked and I never told him. And at night ...’

She is still crouching, her hair falling about her face. She whimpers like a hurt puppy. ‘Don't, she says, ‘don't tell me, don't.’ With each negative, she bangs the photograph she still holds in her hands and the glass splinters again and again. Now he is totally exposed to us, but there is no pity in me. It is not the dead who need our compassion, it is the living; not the dead who crave loyalty, but the living.

‘I don't want to hear,’ she says.

How innocent she is in spite of her age, her education, her marriage and her child, if knowledge can hurt her. It reminds me of the day she had grown up and I had tried to explain. And she had cried out in the same way, ‘Don't tell me, don't!’ This is another kind of growing up, when you see your parents as people. ‘At night,’ I go on relentlessly, ‘I scarcely dared to breathe, I was so terrified of disturbing him. And once, when I asked whether I could sleep in another room-- I don't know how I had the courage--he said nothing. But the next day, his mother,

your grandmother, told me bluntly about a wife's duties. I must always be available, she said. So, I slept there, afraid to get up for a glass of water, scared even to cough. When he wanted me, he said, "Come here". And I went. And when he finished, if I didn't get out of his bed fast enough, he said, "You can go". And I got out.'

I know these things should not be said to her, his daughter and mine. But I am like a river in the monsoon, nothing can control me now.

'And one day, when you were here, you and Madhav, I heard you both talking and laughing in your room. And I stood outside and wondered--what could you be talking about? I felt like I did when I looked at a book as a child before I learned to read. Until then, I had hoped that one day he would say he was pleased with me. That day I knew it would never happen. I would always be outside the room; I would never know what went on inside. And that day I envied you, my own daughter. You hear me, Aarti? I envied you. And when he died, I felt like Priti does when school is Over and the bell rings. You understand, Aarti? You understand what I'm saying?'

Why am I also crying? We look at each other and she is looking at me as if she has never seen me before. Then, with a sudden movement, she springs up and glares at me. I have made her look at me. But what, my heart shrivels at the thought, if she does not like what she sees? And then, moving backwards from me, her eyes still on my face, she goes out of the room. In a moment I hear her running feet. My legs can no longer support me. I collapse in a chair. As I sit there, my mind a blank, I hear the cry, 'Aji, I'm home, where are you?'

I sit up and look about me. 'Aji' the voice is peremptory. For a moment I can't speak. Then I call back, loudly, 'Here, Priti, I'm here.'

My cry rings through the house like hers had done.

## Glossary

- Reproachfully:** In a way that expresses disapproval or disappointment
- Tousled:** Untidy or dishevelled, typically referring to hair
- Brusque:** Abrupt or curt in manner of speech
- Conspiratorial:** Suggesting secrecy or a shared secret understanding
- Impish:** Playfully mischievous
- Compromise:** An agreement reached by mutual concessions
- Primus** is the name given to the narrator's wheelchair
- Hissing:** A sharp sibilant sound
- Gleefully:** With joy or delight
- Reluctantly:** Unwillingly or hesitantly
- Futile:** Incapable of producing any useful result; pointless
- Obedience:** Compliance with an order, request, or law
- Insulated:** Protected or isolated from external factors
- Tenuous:** Weak or slight; insubstantial
- Sibilant:** Making or characterized by a hissing sound
- Talons:** The claws of a bird of prey
- Assuage:** To ease or lessen an unpleasant feeling
- Crouching:** Bending close to the ground
- Meticulously:** Showing great attention to detail; very careful and precise
- Pathetic:** Arousing pity, especially through vulnerability or sadness
- Deliberate:** Done consciously and intentionally
- Jealously:** In a way that shows envy or protective resentment
- Compassion:** Sympathetic pity and concern for the sufferings of others
- Shorn:** Having had something removed, especially hair or adornments
- Brittle:** Hard but liable to break or shatter easily
- Roused:** Awakened or stirred to action
- Bitterness:** Sharpness of taste or feelings of anger and resentment
- Neglected:** Not receiving proper care or attention
- Sulking:** Being silent or morose out of annoyance or disappointment
- Alien:** Strange or unfamiliar
- Prodding:** Encouraging or persuading someone to take action

**Monotonous:** Dull, tedious, and repetitious; lacking in variety

**Harshness:** Severe or cruel treatment or conditions

**Fascination:** Intense interest or attraction

**Anguished:** Experiencing severe pain or suffering

**Relentlessly:** In a harsh or inflexible way

**Sibilant:** Making a hissing sound

**Cupped:** Formed into a curved shape resembling a cup

**Exposed:** Made visible or open to view

**Shriveled:** Wrinkled and contracted, often due to loss or neglect

**Peremptory:** Insisting on immediate attention or obedience

### **About the Text:**

The story, narrated by Ajji (the grandmother), is an evocative tale of family bonds, love, and resilience. It revolves around the life of Ajji, her daughter Aarti, and her granddaughter Priti. Through her narration, Ajji gives readers a glimpse into the daily struggles of her family while also highlighting the strength and hope that keeps them together.

The central theme of the story is the emotional journey of the family as they navigate through loss and grief. Aarti, a widow, is trying to cope with the loss of her husband and raise her daughter Priti, while Ajji stands as a pillar of support, offering wisdom and unconditional love. Ajji's relationship with Priti reflects innocence and joy, whereas her conversations with Aarti bring out her nurturing and understanding nature.

The story beautifully portrays the complexities of familial relationships, emphasizing the intergenerational bonds between a grandmother, mother, and child. It captures the struggles of single parenthood, the importance of emotional support, and the power of love to heal wounds. Ajji's wisdom, warmth, and ability to find happiness in small moments make her a relatable and inspiring character. The conversational style of the text allows readers to connect deeply with the characters and their emotions, making it a poignant exploration of life's challenges and the enduring strength of family.

The story explores several **important themes** that highlight human emotions, relationships, and societal expectations.

## **Comprehension:**

### **I. Answer the following in a sentence or two:**

1. What routine do the grandmother and granddaughter have before Priti goes to school?
2. Who is still sleeping while the grandmother and granddaughter enjoy their tea time?
3. What does the widowed grandmother feel about the silence in the house when Priti is at school?
4. What does the grandmother envy about her daughter Aarti in the story?
5. How does the narrator describe her connection with her daughter during pregnancy compared to how she feels now?
6. In what way does the narrator draw a comparison between children and baby cuckoos born in a crow's nest?
7. What does the grandmother realize about her daughter Aarti's sorrow in the story?
8. How does the narrator describe her daughter's habit of smoking, and what does it symbolize about her emotions?
9. What are some ways Aarti still expresses her attachment to her father years after his death?
10. What parallels does the narrator draw between the neglected look of the father's room and Priti's appearance?
11. How does the narrator's Mother-in-law reinforce the traditional role of a wife?
12. To which emotion does the narrator compare her feelings when describing her husband's death?
13. How does Aarti react after hearing her mother's painful past?
14. What symbolism is conveyed by Priti's voice at the end of the story?

### **II. Answer the following in about a page:**

1. How does the daily routine shared between Ajji and Priti reflect the warmth and love in their relationship?
2. Why does Ajji prioritize Priti's happiness over her own needs? Provide

examples from the text to support your answer.

3. In what ways does Aarti's husband's death affect her, and how does this impact the other characters in the story?
4. In what ways do Ajji's actions demonstrate love and sacrifice? Give examples from the story."
5. What details does the narrator provide about her relationship with her husband?
6. How does Ajji describe her feelings when she tries to share her past with Aarti?
7. What does Ajji think about her old age? How does she balance her physical challenges with her responsibilities?
8. Describe how Priti brings joy to Ajji's life and how does her innocence affect the family?
7. What does Ajji share with Aarti about her thoughts on life, aging, and family responsibilities? How does Aarti react?

### **III. Answer the following questions in about 2 pages each:**

1. Describe conversations between Ajji and Priti. How does their interaction show their love and understanding of each other?
2. How does the narrator take care of her granddaughter Priti and her daughter Aarti? What do her actions tell us about her character?
3. Discuss the emotional state of Aarti, the narrator's daughter. How has the loss of her husband impacted her relationship with her daughter, Priti, and her mother?
4. How are Ajji, Aarti, and Priti different from each other? How do their age and experiences affect their views on life?
5. What does the story show about Ajji and Aarti's relationship, and how does it change over time?
6. In what ways does Ajji show strength during difficult times? Give examples from the story.
7. Do you agree that the story highlights the importance of family and cultural values, such as caring for others and making sacrifices? Explain your answer.
8. How does the title 'My Beloved Charioteer' relate to the narrative of the story.

**Suggested Reading:**

- **‘That Long Silence’ by Shashi Deshpande** – Focuses on a woman’s journey of introspection and the challenges of living within societal norms.
- **The Doll** by Ismat Chughtai – Explores relationships and the intricacies of human emotions.
- **The Tiger’s Claw** by R.K. Narayan – Highlights personal struggles and moral dilemmas.
- **Aging** by Maya Angelou – A poetic reflection on aging and self-acceptance.



## SWEETNESS

-Tony Morrison

### Pre-reading Activity:

- Discuss racial discrimination in American society?
- Discrimination can be on the basis of several aspects. Discuss.
- Will a new born bring joy or disgrace to a mother? Discuss.
- Is single parenting a trend in modern times? What are his/ her challenges? Share ideas and opinions.

**About the Author: Toni Morrison** was an American novelist. Her most famous novel **Beloved** (1987) won her the **Pulitzer Prize**. Morrison's works are praised for addressing the harsh consequences of racism in the United States and the unravelling the Black American experience in all its horror and authenticity. She was awarded the **Nobel Prize in Literature** in 1993.



**I**t's not my fault. So you can't blame me. I didn't do it and have no idea how it happened. It didn't take more than an hour after they pulled her out from between my legs for me to realize something was wrong. Really wrong. She was so black she scared me. Midnight black, Sudanese black. I'm light-skinned, with good hair, what we call high yellow, and so is Lula Ann's father. Ain't nobody in my family anywhere near that color. Tar is the closest I can think of, yet her hair don't go with the skin. It's different—straight but curly, like the hair on those naked tribes in Australia. You might think she's a throwback, but a throwback to what? You should've seen my grandmother; she passed for white, married a white man, and never said another word to any one of her children. Any letter she got from my mother or my aunts she sent right back, unopened. Finally they got the message of no message and

let her be. Almost all mulatto types and quadroons did that back in the day—if they had the right kind of hair, that is. Can you imagine how many white folks have Negro blood hiding in their veins? Guess. Twenty per cent, I heard. My own mother, Lula Mae, could have passed easy, but she chose not to. She told me the price she paid for that decision. When she and my father went to the courthouse to get married, there were two Bibles, and they had to put their hands on the one reserved for Negroes. The other one was for white people’s hands. The Bible! Can you beat it? My mother was a housekeeper for a rich white couple. They ate every meal she cooked and insisted she scrub their backs while they sat in the tub, and God knows what other intimate things they made her do, but no touching of the same Bible.

Some of you probably think it’s a bad thing to group ourselves according to skin color—the lighter the better—in social clubs, neighborhoods, churches, sororities, even colored schools. But how else can we hold on to a little dignity? How else can we avoid being spit on in a drugstore, elbowed at the bus stop, having to walk in the gutter to let whites have the whole sidewalk, being charged a nickel at the grocer’s for a paper bag that’s free to white shoppers? Let alone all the name-calling. I heard about all of that and much, much more. But because of my mother’s skin color she wasn’t stopped from trying on hats or using the ladies’ room in the department stores. And my father could try on shoes in the front part of the shoe store, not in a back room. Neither one of them would let themselves drink from a “Colored Only” fountain, even if they were dying of thirst.

I hate to say it, but from the very beginning in the maternity ward the baby, Lula Ann, embarrassed me. Her birth skin was pale like all babies’, even African ones, but it changed fast. I thought I was going crazy when she turned blue-black right before my eyes. I know I went crazy for a minute, because— just for a few seconds— I held a blanket over her face and pressed. But I couldn’t do that, no matter how much I wished she hadn’t been born with that terrible color. I even thought of giving her away to an orphanage someplace. But I was scared to be one of those mothers who leave their babies on church steps. Recently, I heard about a couple in Germany, white as snow, who had a dark-skinned baby nobody could explain. Twins, I believe— one white, one colored. But I don’t know if it’s

true. All I know is that, for me, nursing her was like having a pickaninny sucking my teat. I went to bottle-feeding soon as I got home.

My husband, Louis, is a porter, and when he got back off the rails he looked at me like I really was crazy and looked at the baby like she was from the planet Jupiter. He wasn't a cussing man, so when he said, "God damn! What the hell is this?" I knew we were in trouble. That was what did it— what caused the fights between me and him. It broke our marriage to pieces. We had three good years together, but when she was born he blamed me and treated Lula Ann like she was a stranger— more than that, an enemy. He never touched her.

I never did convince him that I ain't never, ever fooled around with another man. He was dead sure I was lying. We argued and argued till I told him her blackness had to be from his own family— not mine. That was when it got worse, so bad he just up and left and I had to look for another, cheaper place to live. I did the best I could. I knew enough not to take her with me when I applied to landlords, so I left her with a teen-age cousin to babysit. I didn't take her outside much, anyway, because, when I pushed her in the baby carriage, people would lean down and peek in to say something nice and then give a start or jump back before frowning. That hurt. I could have been the babysitter if our skin colors were reversed. It was hard enough just being a colored woman—even a high-yellow one— trying to rent in a decent part of the city. Back in the nineties, when Lula Ann was born, the law was against discriminating in who you could rent to, but not many landlords paid attention to it. They made up reasons to keep you out. But I got lucky with Mr. Leigh, though I know he upped the rent seven dollars from what he'd advertised, and he had a fit if you were a minute late with the money.

I told her to call me "Sweetness" instead of "Mother" or "Mama." It was safer. Her being that black and having what I think are too thick lips and calling me "Mama" would've confused people. Besides, she has funny- colored eyes, crow black with a blue tint—something witchy about them, too.

So it was just us two for a long while, and I don't have to tell you how hard it is being an abandoned wife. I guess Louis felt a little bit bad after leaving us like that, because a few months later on he found out where I'd moved to and started sending me money once a month, though I never asked him to and didn't go to court to get it. His fifty-dollar money orders and my night job at the hospital got me and Lula Ann off welfare. Which was a good thing. I wish they would stop calling it welfare and go back to the word they used when my mother was a girl. Then it was called "relief." Sounds much better, like it's just a short-term breather while you get yourself together. Besides, those welfare clerks are mean as spit. When finally I got work and didn't need them anymore, I was making more money than they ever did. I guess meanness filled out their skimpy paychecks, which was why they treated us like beggars. Especially when they looked at Lula Ann and then back at me— like I was trying to cheat or something. Things got better but I still had to be careful. Very careful in how I raised her. I had to be strict, very strict. Lula Ann needed to learn how to behave, how to keep her head down and not to make trouble. I don't care how many times she changes her name. Her color is a cross she will always carry. But it's not my fault. It's not my fault. It's not.

Oh, yeah, I feel bad sometimes about how I treated Lula Ann when she was little. But you have to understand: I had to protect her. She didn't know the world. With that skin, there was no point in being tough or sassy, even when you were right. Not in a world where you could be sent to a juvenile lockup for talking back or fighting in school, a world where you'd be the last one hired and the first one fired. She didn't know any of that or how her black skin would scare white people or make them laugh and try to trick her. I once saw a girl nowhere near as dark as Lula Ann who couldn't have been more than ten years old tripped by one of a group of white boys and when she tried to scramble up another one put his foot on her behind and knocked her flat again. Those boys held their stomachs and bent over with laughter. Long after she got away, they were still giggling, so proud of themselves. If I hadn't been watching through the bus window I would have helped her, pulled her away from that white trash. See, if I hadn't trained Lula Ann properly she wouldn't have known to always cross the street and avoid

white boys. But the lessons I taught her paid off, and in the end she made me proud as a peacock.

I wasn't a bad mother, you have to know that, but I may have done some hurtful things to my only child because I had to protect her. Had to. All because of skin privileges. At first I couldn't see past all that black to know who she was and just plain love her. But I do. I really do. I think she understands now. I think so.

Last two times I saw her she was, well, striking. Kind of bold and confident. Each time she came to see me, I forgot just how black she really was because she was using it to her advantage in beautiful white clothes.

Taught me a lesson I should have known all along. What you do to children matters. And they might never forget. As soon as she could, she left me all alone in that awful apartment. She got as far away from me as she could: dolled herself up and got a big-time job in California. She don't call or visit anymore. She sends me money and stuff every now and then, but I ain't seen her in I don't know how long.

I prefer this place— Winston House— to those big, expensive nursing homes outside the city. Mine is small, homey, cheaper, with twenty- four- hour nurses and a doctor who comes twice a week. I'm only sixty-three—too young for pasture— but I came down with some creeping bone disease, so good care is vital. The boredom is worse than the weakness or the pain, but the nurses are lovely. One just kissed me on the cheek when I told her I was going to be a grandmother. Her smile and her compliments were fit for someone about to be crowned. I showed her the note on blue paper that I got from Lula Ann— well, she signed it "Bride," but I never pay that any attention. Her words sounded giddy. "Guess what, S. I am so, so happy to pass along this news. I am going to have a baby. I'm too, too thrilled and hope you are, too." I reckon the thrill is about the baby, not its father, because she doesn't mention him at all. I wonder if he is as black as she is. If so, she needn't worry like I did. Things have changed a mite from when I was young. Blue-blacks are all over TV, in fashion magazines, commercials, even starring in movies.

There is no return address on the envelope. So I guess I'm still the bad parent being punished forever till the day I die for the well-intended and, in fact, necessary way I brought her up. I know she hates me. Our relationship is down to her sending me money. I have to say I'm grateful for the cash, because I don't have to beg for extras, like some of the other patients. If I want my own fresh deck of cards for solitaire, I can get it and not need to play with the dirty, worn one in the lounge. And I can buy my special face cream. But I'm not fooled. I know the money she sends is a way to stay away and quiet down the little bit of conscience she's got left.

If I sound irritable, ungrateful, part of it is because underneath is regret. All the little things I didn't do or did wrong. I remember when she had her first period and how I reacted. Or the times I shouted when she stumbled or dropped something. True. I was really upset, even repelled by her black skin when she was born and at first I thought of . . . No. I have to push those memories away—fast. No point. I know I did the best for her under the circumstances. When my husband ran out on us, Lula Ann was a burden. A heavy one, but I bore it well.

Yes, I was tough on her. You bet I was. By the time she turned twelve going on thirteen, I had to be even tougher. She was talking back, refusing to eat what I cooked, primping her hair. When I braided it, she'd go to school and unbraid it. I couldn't let her go bad. I slammed the lid and warned her about the names she'd be called. Still, some of my schooling must have rubbed off. See how she turned out? A rich career girl. Can you beat it?

Now she's pregnant. Good move, Lula Ann. If you think mothering is all cooing, booties, and diapers you're in for a big shock. Big. You and your nameless boyfriend, husband, pickup—whoever—imagine, *Oooh! A baby! Kitcheeekitcheeekoo!*

Listen to me. You are about to find out what it takes, how the world is, how it works, and how it changes when you are a parent.

Good luck, and God help the child.

## **Glossary:**

**Bizarre form of evil-** One of the forms of evil.

**Sudanese black-** The people of Sudan, an African country with diverse tribes and mixed races, are considered Black in the eyes of the world.

**Mulatto-** a person of mixed white and black ancestry, especially a person with one white and one black parent.

**Quadroons-** a person who is one-quarter black by descent.

**Sororities-** a society for female students in a university or college.

**Nickel-** a silvery-white metal, the chemical element of atomic number 28 or a metal coin.

**Colored only-** a person of mixed European(white) and African (Black) or Asian ancestry. It is a racial descriptor historically used in the United States during the Jim Crow era to refer to **an African American**.

**Pickaninny-** a small black child.

**Witchy-** relating to, resembling, or characteristic of a witch.

**Relief-** a feeling of reassurance and relaxation following release from anxiety or distress.

**Sassy-** lively, bold, and full of spirit; cheeky.

**Juvenile-** for or relating to young people, childish; immature:

**Giggling-** laughing lightly and repeatedly in an excited, nervous, or silly way.

**Skin privileges-** The advantages of being White in America. Skin privileges in a society benefits people, particularly if they are under the same social, political, or economic circumstances. Generally, the differences with the white skinned over the non-white people in an American society.

**Giddy-** make someone feel excited to the point of disorientation.

**Blue-blacks-** a very dark blue colour that sometimes looks blue and sometimes black.

**Solitaire-** a game for one player played by removing pegs one at a time from a board by jumping others over them from adjacent holes, the object being to be left with only one peg.

**Monumental crudeness-** a phrase used by Toni Morrison to describe a bizarre and evil act.

**About the Text:** *Sweetness* by Toni Morrison is a short story published by the New Yorker in 2015. The story serves as a precursor to Morrison's novel *God Help the Child*, which she released later that year. The story is told by Sweetness, a light-skinned Black woman who treated her young daughter, Lula Ann poorly because of her colour. Lula Ann who is bride now, was dark-skinned, far more than either of her parents, and Sweetness is highly critical that the dark skin is the reason that she illtreated her daughter. She defends her acts as a necessary way to prepare the young daughter for the racist world. The story ends with Sweetness learning that her daughter, now pregnant with a child of her own, is grown into a confident and contented woman.

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

1. How does the colour black scare the mother?
2. Which tribes does the mother compare the child with?
3. How many of white folks have the Negro blood hiding in their veins?
4. What happened when the mother and father went to the courthouse to get married?
5. How did the mother work for the whites?
6. Why does the mother go crazy for a minute and what did she do?
7. What did the couple from Germany do after giving birth to twins and why?
8. What is the derogatory term the mother uses for her child?
9. Which are the social groups, the blacks suffer discrimination and why?
10. Which fountain do the blacks find reserved to drink water for themselves?
11. How was the father's reaction soon after coming back from his workplace on seeing the child?
12. How did the mother go lucky with Mr. Leigh in getting a house?
13. What disease is Sweetness treated for?
14. Why does the mother decide to stay at Winston House?
15. How does Lula Ann fit her attire to look attractive?



## II. Answer the following in about a page:

1. How did Lula Ann's baby embarrass the mother in the maternity ward throughout the stay and what was her reaction towards the child?
2. How does the daughter rebel against the mother for the denial of love?
3. What are the indignities the blacks suffer at the clubs, stores and the grocer's shop?
4. Did Louis, the father care for them after leaving? How did the mother get those "fifty- dollar money orders?"
5. Describe how the mother had to be careful in raising the child? If Lula Ann hadn't been trained by her properly what could have been the results?
6. How successful is the daughter eventually? Why is her name not mentioned anywhere in the story?
7. Why did the mother prefer Winston House than the expensive nursing homes?
8. Do you think Lula Ann's method of upbringing her kid is right? Comment.

## III. Answer the following in about two pages:

1. "It broke our marriage to pieces. We had three good years together." Describe these lines with reference to the story 'Sweetness'.
2. How does Sweetness explore the impact of racism on the Afro- American community?
3. Did the mother and the daughter develop any feelings for each other at the end of the story? Explain.
4. How does Morrison portray fatherhood in the story?
5. How does racism impact parenthood? Explain.

### **Suggested Reading:**

- The Color Purple by Alice Walker.
- Bridges To Heal Us by Erin Jones.
- Black Girls Must Die Exhausted by Jayne Allen

## The Danger of a Single Story

Chimamanda Ngozi Adichie

(Transcript)

### Pre-reading Activity:

- Can you recall a stereotype or generalization you have heard about a particular group of people? How did hearing that stereotype affect your perception of the group or person? Discuss in groups.
- Is hearing only one story about a person, culture, or country misleading? Discuss.
- Stories shape our understanding of people and places. Discuss.
- Write down three things you think you know about three countries. Compare these assumptions with actual facts about the country. Share your thoughts.

### About the Author:



Chimamanda Ngozi Adichie, born on September 15, 1977, is a Nigerian writer whose works include novels, short stories, and nonfiction. The Times

Literary Supplement described her as "the most prominent" of a "procession of critically acclaimed young Anglophone authors" of Nigerian fiction attracting a wider audience, particularly in her second home, the United States.

Adichie has written several novels, among them *Purple Hibiscus* (2003), *Half of a Yellow Sun* (2006), and *Americanah* (2013), short stories, the book-length essays "We Should All Be Feminists" (2014) and "Dear Ijeawele," or "A Feminist Manifesto in Fifteen Suggestions" (2017), and a memoir, "Notes on Grief" (2021).

In 2008, she was awarded a MacArthur Genius Grant. In 2018, she received the PEN Pinter Prize awarded by English PEN. She was recognized as one of the BBC's 100 Women of 2021. In 2002, she was shortlisted for the Caine Prize for African Writing for her short story "You in America", and her story "That Harmattan Morning" was selected as a joint winner of the 2002 BBC World Service Short Story Awards. In 2003, she won the David T. Wong International Short Story Prize 2002/2003 (PEN Center Award).

**I**'m a storyteller. And I would like to tell you a few personal stories about what I like to call "the danger of the single story."

I grew up on a university campus in eastern Nigeria. My mother says that I started reading at the age of two, although I think four is probably close to the truth. So I was an early reader, and what I read were British and American children's books.

I was also an early writer, and when I began to write, at about the age of seven, stories in pencil with crayon illustrations that my poor mother was obligated to read, I wrote exactly the kinds of stories I was reading: All my characters were white and blue-eyed, they played in the snow, they ate apples,

and they talked a lot about the weather, how lovely it was that the sun had come out.

Now, this despite the fact that I lived in Nigeria. I had never been outside Nigeria. We didn't have snow, we ate mangoes, and we never talked about the weather, because there was no need to.

My characters also drank a lot of ginger beer, because the characters in the British books I read drank ginger beer. Never mind that I had no idea what ginger beer was. And for many years afterwards, I would have a desperate desire to taste ginger beer. But that is another story.

What this demonstrates, I think, is how impressionable and vulnerable we are in the face of a story, particularly as children. Because all I had read were books in which characters were foreign, I had become convinced that books by their very nature had to have foreigners in them and had to be about things with which I could not personally identify.

Now, things changed when I discovered African books. There weren't many of them available, and they weren't quite as easy to find as the foreign books. But because of writers like Chinua Achebe and Camara Laye, I went through a mental shift in my perception of literature. I realized that people like me, girls with skin the color of chocolate, whose kinky hair could not form ponytails, could also exist in literature. I started to write about things I recognized.

Now, I loved those American and British books I read. They stirred my imagination. They opened up new worlds for me. But the unintended consequence was that I did not know that people like me could exist in literature. So what the discovery of African writers did for me was this: It saved me from having a single story of what books are.

I come from a conventional, middle-class Nigerian family. My father was a professor. My mother was an administrator. And so we had, as was the norm, live-in domestic help, who would often come from nearby rural villages. So, the year I turned eight, we got a new house boy. His name was Fide. The only thing my mother told us about him was that his family was very poor. My mother sent yams and rice, and our old clothes, to his family. And when I didn't finish my dinner, my mother would say, "Finish your food! Don't you know? People like Fide's family have nothing." So I felt enormous pity for Fide's family.

Then one Saturday, we went to his village to visit, and his mother showed us a beautifully patterned basket made of dyed raffia that his brother had made. I was startled. It had not occurred to me that anybody in his family could actually make something. All I had heard about them was how poor they were, so that it had become impossible for me to see them as anything else but poor. Their poverty was my single story of them.

Years later, I thought about this when I left Nigeria to go to university in the United States. I was 19. My American roommate was shocked by me. She asked where I had learned to speak English so well, and was confused when I said that Nigeria happened to have English as its official language. She asked if she could listen to what she called my "tribal music," and was consequently very disappointed when I produced my tape of Mariah Carey. She assumed that I did not know how to use a stove.

What struck me was this: She had felt sorry for me even before she saw me. Her default position toward me, as an African, was a kind of patronizing, well-meaning pity. My roommate had a single story of Africa: a single story of catastrophe. In this single story, there was no possibility of Africans being similar

to her in any way, no possibility of feelings more complex than pity, no possibility of a connection as human equals.

I must say that before I went to the U.S., I didn't consciously identify as African. But in the U.S., whenever Africa came up, people turned to me. Never mind that I knew nothing about places like Namibia.

But I did come to embrace this new identity, and in many ways I think of myself now as African. Although I still get quite irritable when Africa is referred to as a country, the most recent example being my otherwise wonderful flight from Lagos two days ago, in which there was an announcement on the Virgin flight about the charity work in "India, Africa and other countries."

So, after I had spent some years in the U.S. as an African, I began to understand my roommate's response to me. If I had not grown up in Nigeria, and if all I knew about Africa were from popular images, I too would think that Africa was a place of beautiful landscapes, beautiful animals, and incomprehensible people, fighting senseless wars, dying of poverty and AIDS, unable to speak for themselves and waiting to be saved by a kind, white foreigner. I would see Africans in the same way that I, as a child, had seen Fide's family.

This single story of Africa ultimately comes, I think, from Western literature. Now, here is a quote from the writing of a London merchant called John Lok, who sailed to West Africa in 1561 and kept a fascinating account of his voyage. After referring to the black Africans as "beasts who have no houses," he writes, "They are also people without heads, having their mouth and eyes in their breasts."

Now, I've laughed every time I've read this. And one must admire the imagination of John Lok. But what is important about his writing is that it

represents the beginning of a tradition of telling African stories in the West: A tradition of Sub-Saharan Africa as a place of negatives, of difference, of darkness, of people who, in the words of the wonderful poet Rudyard Kipling, are “half devil, half child.”

And so, I began to realize that my American roommate must have, throughout her life, seen and heard different versions of this single story, as had a professor, who once told me that my novel was not “authentically African.” Now, I was quite willing to contend that there were a number of things wrong with the novel, that it had failed in a number of places, but I had not quite imagined that it had failed at achieving something called African authenticity. In fact, I did not know what African authenticity was. The professor told me that my characters were too much like him, an educated and middle-class man. My characters drove cars. They were not starving. Therefore they were not authentically African.

But I must quickly add that I too am just as guilty in the question of the single story. A few years ago, I visited Mexico from the U.S. The political climate in the U.S. at the time was tense, and there were debates going on about immigration. And, as often happens in America, immigration became synonymous with Mexicans. There were endless stories of Mexicans as people who were fleecing the healthcare system, sneaking across the border, being arrested at the border, that sort of thing.

I remember walking around on my first day in Guadalajara, watching the people going to work, rolling up tortillas in the marketplace, smoking, laughing. I remember first feeling slight surprise. And then, I was overwhelmed with shame. I realized that I had been so immersed in the media coverage of Mexicans

that they had become one thing in my mind, the abject immigrant. I had bought into the single story of Mexicans and I could not have been more ashamed of myself.

So that is how to create a single story, show a people as one thing, as only one thing, over and over again, and that is what they become.

It is impossible to talk about the single story without talking about power. There is a word, an Igbo word, that I think about whenever I think about the power structures of the world, and it is “nkali.” It’s a noun that loosely translates to “to be greater than another.” Like our economic and political worlds, stories too are defined by the principle of nkali: How they are told, who tells them, when they’re told, how many stories are told, are really dependent on power.

Power is the ability not just to tell the story of another person, but to make it the definitive story of that person. The Palestinian poet Mourid Barghouti writes that if you want to dispossess a people, the simplest way to do it is to tell their story and to start with, “secondly.” Start the story with the arrows of the Native Americans, and not with the arrival of the British, and you have an entirely different story. Start the story with the failure of the African state, and not with the colonial creation of the African state, and you have an entirely different story.

I recently spoke at a university where a student told me that it was such a shame that Nigerian men were physical abusers like the father character in my novel. I told him that I had just read a novel called “American Psycho” and that it was such a shame that young Americans were serial murderers.

Now, obviously, I said this in a fit of mild irritation. But it would never have occurred to me to think that just because I had read a novel in which a character was a serial killer that he was somehow representative of all Americans.



This is not because I am a better person than that student, but because of America's cultural and economic power. I had many stories of America. I had read Tyler and Updike and Steinbeck and *Gaitskill*. I did not have a single story of America.

When I learned, some years ago, that writers were expected to have had really unhappy childhoods to be successful, I began to think about how I could invent horrible things my parents had done to me. But the truth is that I had a very happy childhood, full of laughter and love, in a very close-knit family.

But I also had grandfathers who died in refugee camps. My cousin Polle died because he could not get adequate healthcare. One of my closest friends, Okoloma, died in a plane crash because our fire trucks did not have water. I grew up under repressive military governments that devalued education, so that sometimes, my parents were not paid their salaries. And so, as a child, I saw jam disappear from the breakfast table, then margarine disappeared, then bread became too expensive, then milk became rationed. And most of all, a kind of normalized political fear invaded our lives.

All of these stories make me who I am. But to insist on only these negative stories is to flatten my experience and to overlook the many other stories that formed me. The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.

Of course, Africa is a continent full of catastrophes: There are immense ones, such as the horrific rapes in Congo and depressing ones, such as the fact that 5,000 people apply for one job vacancy in Nigeria. But there are other stories

that are not about catastrophe, and it is very important, it is just as important, to talk about them.

I've always felt that it is impossible to engage properly with a place or a person without engaging with all of the stories of that place and that person. The consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar.

So what if before my Mexican trip, I had followed the immigration debate from both sides, the U.S. and the Mexican? What if my mother had told us that Fide's family was poor and hardworking? What if we had an African television network that broadcast diverse African stories all over the world? What the Nigerian writer Chinua Achebe calls "a balance of stories."

What if my roommate knew about my Nigerian publisher, Muhtar Bakare, a remarkable man who left his job in a bank to follow his dream and start a publishing house? Now, the conventional wisdom was that Nigerians don't read literature. He disagreed. He felt that people who could read, would read, if you made literature affordable and available to them.

Shortly after he published my first novel, I went to a TV station in Lagos to do an interview, and a woman who worked there as a messenger came up to me and said, "I really liked your novel. I didn't like the ending. Now, you must write a sequel, and this is what will happen..."

And she went on to tell me what to write in the sequel. I was not only charmed, I was very moved. Here was a woman, part of the ordinary masses of Nigerians, who were not supposed to be readers. She had not only read the book,

but she had taken ownership of it and felt justified in telling me what to write in the sequel.

Now, what if my roommate knew about my friend Funmi Iyanda, a fearless woman who hosts a TV show in Lagos, and is determined to tell the stories that we prefer to forget? What if my roommate knew about the heart procedure that was performed in the Lagos hospital last week? What if my roommate knew about contemporary Nigerian music, talented people singing in English and Pidgin, and Igbo and Yoruba and Ijo, mixing influences from Jay-Z to Fela to Bob Marley to their grandfathers.

What if my roommate knew about the female lawyer who recently went to court in Nigeria to challenge a ridiculous law that required women to get their husband's consent before renewing their passports? What if my roommate knew about Nollywood, full of innovative people making films despite great technical odds, films so popular that they really are the best example of Nigerians consuming what they produce? What if my roommate knew about my wonderfully ambitious hair braider, who has just started her own business selling hair extensions? Or about the millions of other Nigerians who start businesses and sometimes fail, but continue to nurse ambition?

Every time I am home I am confronted with the usual sources of irritation for most Nigerians: our failed infrastructure, our failed government, but also by the incredible resilience of people who thrive despite the government, rather than because of it. I teach writing workshops in Lagos every summer, and it is amazing to me how many people apply, how many people are eager to write, to tell stories.

My Nigerian publisher and I have just started a non-profit called Farafina Trust, and we have big dreams of building libraries and refurbishing libraries that

already exist and providing books for state schools that don't have anything in their libraries, and also of organizing lots and lots of workshops, in reading and writing, for all the people who are eager to tell our many stories.

Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity.

The American writer Alice Walker wrote this about her Southern relatives who had moved to the North. She introduced them to a book about the Southern life that they had left behind. "They sat around, reading the book themselves, listening to me read the book, and a kind of paradise was regained."

I would like to end with this thought: That when we reject the single story, when we realize that there is never a single story about any place, we regain a kind of paradise.

Thank you.

### **Glossary:**

**Nollywood:** The Nigerian film industry, known for producing a wide range of movies.

**Pidgin:** A simplified form of language used for communication between speakers of different languages.

**Igbo:** An ethnic group in Nigeria with its own language and culture.

**Nkali:** An Igbo word meaning "to be greater than another," often used in the context of power dynamics.

**Ginger beer:** A carbonated beverage flavored with ginger.

**Chinua Achebe:** A Nigerian author known for his novel "Things Fall Apart" and other works that explore African culture and history.

**Camara Laye:** An African writer known for works like "The African Child," highlighting African experiences.

**Colonial creation:** The establishment of territories and boundaries by colonial powers, often disregarding indigenous cultures and identities.

**Diaspora:** The dispersion or scattering of a group of people from their original homeland. Adichie reflects on her own experience in the U.S. as part of the African diaspora, particularly how people outside of Africa often have a limited or distorted view of the continent.

**Colonialism:** The practice of domination and control by one country over another, which has a lasting effect on the way stories are told about different cultures, often shaping a singular, negative narrative

**Farafina Trust:** A non-profit organization founded by Adichie and her Nigerian publisher. It aims to promote literacy and writing in Nigeria and provide a platform for diverse Nigerian voices and stories.

### **About the Talk**

"The Danger of a Single Story" is a TED Talk by Chimamanda Ngozi Adichie about the power of stories. Chimamanda Ngozi Adichie explores the harmful impact of narrow and incomplete narratives. She demonstrates how power imbalances and media biases contribute to misleading portrayals that reinforce stereotypes and hinder proper understanding between cultures. Through personal anecdotes from her experiences in Nigeria, the United States, and Mexico, Adichie emphasises the significance of diverse storytelling in fostering empathy and challenging assumptions. She ultimately asserts that embracing multiple perspectives is essential for recognising our shared humanity. Adichie's talk reminds storytellers about the responsibility they have to represent the full

spectrum of human experiences and avoid reducing individuals and cultures to simplistic narratives.

### **Comprehension:**

#### **I. Answer the following questions in one or two sentences.**

1. At what age did the narrator start writing stories, and what kind of characters did she write about initially?
2. Why did the narrator have a "desperate desire" to taste ginger beer as a child?
3. How did discovering African books by writers like Chinua Achebe and Camara Laye impact the narrator?
4. What assumption did the narrator's American roommate make about her when they first met?
5. How does the narrator explain the concept of "nkali"?
6. Why does the narrator refer to stereotypes as "incomplete"?
7. What lesson does the narrator draw from her visit to Fide's village?
8. What does the narrator say about the stories of America that prevented her from having a "single story" of the country?
9. What does the narrator mean by the "balance of stories"?
10. How did the Nigerian publisher Muhtar Bakare challenge conventional wisdom about Nigerians and literature?

#### **II. Answer the following questions in about a page each.**

1. Explain the concept of the "danger of a single story" as described by the narrator.
2. Discuss how the narrator's childhood experiences with British and American books shaped her early perceptions of literature.

3. Describe the significance of Fide's family and their handmade basket in challenging the narrator's perception of them.
4. How does the narrator critique the Western portrayal of Africa in literature and media?
5. In what ways does the narrator suggest that stereotypes rob people of dignity?
6. How does the narrator's experience in the United States reveal the consequences of a single story about Africa?
7. What role do literature and storytelling play in shaping identities and perceptions, according to the narrator?
8. How does the narrator use personal anecdotes to support her argument about the power and impact of stories?

**III. Answer the following in about two pages each.**

1. The talk "The Danger of a Single Story" presents a misinterpretation of reality. Justify.
2. 'The single story creates stereotypes and the problem with stereotypes is not that they are untrue, but that they are incomplete.' They make one story become the only story. Elaborate.
3. How did the author's early reading habits influence her writing style and character portrayal?
4. How does the author challenge the idea of a "single story" about Africa and Nigerians through her personal experiences and examples?

*The Danger of a Single Story – Chimamanda Adichie (TED Talk, Transcript)*

Source:

<https://www.hohschools.org/cms/lib/NY01913703/Centricity/Domai26n/817/English%2012%20Summer%20Reading%20-%202018.pdf>

**Suggested Reading:**

- *Things Fall Apart*: Chinua Achebe
- "The Story of an Hour": Kate Chopin
- "We Should All Be Feminists": Chimamanda Ngozi Adichie
- "Why the 'Other' Needs to Be Told": Arundhati Roy



## Is Love an Art?

- **Erich Fromm**

### Pre-reading Activity:

- Do you think love is easy to find? Share your thoughts.
- Finding true love is an unattainable dream. Do you agree/disagree. Discuss.
- Have you read about love or do you perceive love as something that happens naturally so it requires no preparation? Share your opinions.

### About the Author:



**Erich Seligmann Fromm** was a German-American social psychologist, psychoanalyst, sociologist, humanist philosopher and democratic socialist associated with Frankfurt school of Critical Theory. Being a German few he had to flee the Nazi regime and settle in the United States. Fromm's writings were notable as much for their social and political commentary as for their philosophical and psychological underpinnings. His notable works are *The Art of Loving*, *Escape to Freedom*, *To have or to Be?* *The Anatomy of Human Destructiveness*, *On Disobedience*, *The Revolution of Hope*.

**IS LOVE** an art? Then it requires knowledge and effort. Or is love a pleasant sensation, which to experience is a matter of chance, something one "falls into" if one is lucky? This little book (*The Art of Loving*) is based on the former premise, while undoubtedly the majority of people today believe in the latter.

Not that people think that love is not important. They are starved for it; they watch endless numbers of films about happy and unhappy love stories, they listen to hundreds of trashy songs about love—yet hardly anyone thinks that there is anything that needs to be learned about love.

This peculiar attitude is based on several premises which either singly or combined tend to uphold it. Most people see the problem of love primarily as that of being loved, rather than that of loving, of one's capacity to love. Hence the problem to them is how to be loved, how to be lovable. In pursuit of this aim they follow several paths. One, which is especially used by men, is to be successful, to be as powerful and rich as the social margin of one's position permits. Another, used especially by women, is to make oneself attractive, by cultivating one's body, dress, etc. Other ways of making oneself attractive, used both by men and women, are to develop pleasant manners, interesting conversation, to be helpful, modest, inoffensive. Many of the ways to make oneself lovable are the same as those used to make one- self successful, "to win friends and influence people." As a matter of fact, what most people in our culture mean by being lovable is essentially a mixture between being popular and having sex appeal.

A second premise behind the attitude that there is nothing to be learned about love is the assumption that the problem of love is the problem of an object' not the problem of a faculty. People think that to love is simple, but that to find the right object to love—or to be loved by—is difficult. This attitude has several reasons rooted in the development of modern society.

One reason is the great change which occurred in the twentieth century with respect to the choice of a "love object." In the Victorian age, as in many traditional cultures, love was mostly not a spontaneous personal experience which then might lead to marriage, On the contrary, marriage was contracted by convention—either by the respective families, or by a marriage broker, or without the help of such intermediaries; it was concluded on the basis of social considerations, and love was supposed to develop once the marriage had been

concluded. In the last few generations the concept of romantic love has become almost universal in the Western world. In the United States, while considerations of a conventional nature are not entirely absent, to a vast extent people are in search of "romantic love," of the personal experience of love which then should lead to marriage. This new concept of freedom in love must have greatly enhanced the importance of the object as against the importance of the function.

Closely related to this factor is another feature characteristic of contemporary culture. Our whole culture is based on the appetite for buying, on the idea of a mutually favorable exchange. Modern man's happiness consists in the thrill of looking at the shop windows, and in buying all that he can afford to buy, either for cash or on installments. He (or she) looks at people in a similar way. For the man an attractive girl—and for the woman an attractive man—are the prizes they are after. "Attractive" usually means a nice package of qualities which are popular and sought after on the personality market.

What specifically makes a person attractive depends on the fashion of the time, physically as well as mentally. During the twenties, a drinking and smoking girl, tough and sexy, was attractive; today the fashion demands more domesticity and coyness. At the end of the nineteenth and the beginning of this century, a man had to be aggressive and ambitious—today he has to be social and tolerant—in order to be an attractive "package." At any rate, the sense of falling in love develops usually only with regard to such human commodities as are within reach of one's own possibilities for exchange. I am out for a bargain; the object should be desirable from the standpoint of its social value, and at the same time should want me, considering my overt and hidden assets and potentialities. Two persons thus fall in love when they feel they have found the best object available on the market, considering the limitations of their own exchange values. Often, as in buying real estate, the hidden potentialities which can be developed play a considerable role in this bargain. In a culture in which the marketing orientation prevails, and in which material success is the outstanding value, there is little reason to be surprised that human love relations follow the same pattern of exchange which governs the commodity and the labor market.

The third error leading to the assumption that there is nothing to be learned about love lies in the confusion between the initial experience of "falling" in love, and the permanent state of being in love, or as we might better say, of "standing" in love. If two people who have been strangers, as all of us are, suddenly let the wall between them break down, and feel close, feel one, this moment of oneness is one of the most exhilarating, most exciting experiences in life. It is all the more wonderful and miraculous for persons who have been shut off, isolated, without love. This miracle of sudden intimacy is often facilitated if it is combined with, or initiated by, sexual attraction and consummation. However, this type of love is by its very nature not lasting. The two persons become well acquainted, their intimacy loses more and more its miraculous character, until their antagonism, their disappointments, their mutual boredom kill whatever is left of the initial excitement. Yet, in the beginning they do not know all this: in fact, they take the intensity of the infatuation, this being "crazy" about each other, for proof of the intensity of their love, while it may only prove the degree of their preceding loneliness.

This attitude—that nothing is easier than to love—has continued to be the prevalent idea about love in spite of the overwhelming evidence to the contrary. There is hardly any activity, any enterprise, which is started with such tremendous hopes and expectations, and yet, which fails so regularly, as love. If this were the case with any other activity, people would be eager to know the reasons for the failure, and to learn how one could do better—or they would give up the activity. Since the latter is impossible in the case of love, there seems to be only one adequate way to overcome the failure of love—to examine the reasons for this failure, and to proceed to study the meaning of love.

The first step to take is to become aware that love is an art, just as living is an art; if we want to learn how to love we must proceed in the same way we have to proceed if we want to learn any other art, say music, painting, carpentry, or the art of medicine or engineering.

What are the necessary steps in learning any art?

The process of learning an art can be divided conveniently into two parts: one, the mastery of the theory; the other, the mastery of the practice. If I want to learn the art of medicine, I must first know the facts about the human body, and about various diseases. When I have all this theoretical knowledge, I am by no means competent in the art of medicine. I shall become a master in this art only after a great deal of practice, until eventually the results of my theoretical knowledge and the results of my practice are blended into one—my intuition, the essence of the mastery of any art. But, aside from learning the theory and practice, there is a third factor necessary to becoming a master in any art—the mastery of the art must be a matter of ultimate concern; there must be nothing else in the world more important than the art. This holds true for music, for medicine, for carpentry and for love. And, maybe, here lies the answer to the question of why people in our culture try so rarely to learn this art, in spite of their obvious failures: in spite of the deep-seated craving for love, almost everything else is considered to be more important than love: success, prestige, money, power—almost all our energy is used for the learning of how to achieve these aims, and almost none to learn the art of loving.

Could it be that only those things are considered worthy of being learned with which one can earn money or prestige, and that love, which "only" profits the soul, but is profitless in the modern sense, is a luxury we have no right to spend much energy on? However, this may be, the following discussion will treat the art of loving in the sense of the foregoing divisions: first I shall discuss the theory of love—and this will comprise the greater part of the book; and secondly I shall discuss the practice of love—little as can be said about practice in this, as in any other field.

**Glossary:**

**Trashy:** Cheap, Worthless

**Premises:** an idea on which an argument is based

**Faculty:** the ability to do certain things like see, reason, hear etc.

**Victorian Age:** The period of Queen Victoria's reign in United Kingdom from 1837 to 1901. This age marked the height of industrial revolution and expansion of British colonial power.

**Spontaneous:** impulsive, not planned.

**Conventional:** refers to a custom that is widely accepted and followed.

**Exhilarating:** Something that is thrilling, exciting

**Consummation:** the action of making a marriage or relationship complete by having sexual intercourse.

**Antagonism:** deep-seated hatred of someone or something

**Overwhelming:** overpowering

**Intuition:** the ability to know something instinctively.

**About the Text:** *Is Love an Art?* is the primary question Erich Fromm Poses at the beginning of his famous book *The Art of Loving*. We are starved for love; we watch endless numbers of films about happy and unhappy love stories, we listen to hundreds of songs about love. It seems our entire life revolves around love and the desire to be loved —yet hardly anyone thinks that there is anything that needs to be learned about love. Eric Fromm's book *The Art of Loving* is a significant contribution in this regard. Hope the students will read the book after reading the following excerpt.

### **Comprehension:**

#### **I. Answer the following questions in one or two sentences.**

1. What are people starved of?
2. What do people do when captivated by love?
3. How do people view problem of love?
4. What are the ways of making oneself attractive?
5. Most people in our culture mean by being lovable is essentially a mixture between being \_\_\_\_\_ and having \_\_\_\_\_
6. People assume that problem of love is the problem of an \_\_\_\_\_ not the problem of a \_\_\_\_\_
7. When did the great change occur with respect to the choice of "love object"?

8. What are the characteristics of the contemporary world?
9. How does modern man find happiness?
10. What is meaning of being attractive?
11. Which is one of the most exhilarating experiences in life?
12. What are the necessary steps in learning any art?
13. Love profits the \_\_\_\_\_

**II. Answer the following questions in about a page.**

1. What is the path followed by men and women in the pursuit to become loved or lovable?
2. What was the perception of love in Victorian age?
3. What makes the person attractive? Do the expectations change according to time?
4. When do two persons fall in love in the modern world?
5. Why sexual attraction and consummation does not last?
6. The attitude that nothing is easier than to love has been prevalent in the society. What are its effects?
7. If love is an art, how do we proceed to learn that art?

**III. Answer the following in about two pages.**

1. The author makes a distinction between 'falling' in love and being in love. Comment on the distinction.
2. How does the author link the idea of shopping with that of looking for a person to love? Do you agree with the author?
3. How does the process of finding the right person to love changed over the years?

**Suggested Reading:**

- All about Love- **bell hooks**
- The Course of Love – **Alain de Botton**
- Heartburn- **Nora Ephron**
- How to Love- **Thich Nhat Hanh**

# Language Component

(WORK BOOK)

## Chapter: 1

### READING SKILLS- COMPREHENSION PASSAGES (Level-2)

#### OBJECTIVES:

To acquaint the students with reading comprehension strategies and skills that facilitate their understanding and analyzing of written texts effectively and easily.

To introduce the learners to different types of Reading comprehension passages which focus on Factual & Global relevance and Data compilation.

Reading comprehension is the fundamental skill which is influenced by external factors. The readers' cognitive skills, such as visual processing, processing speed, and logic and reasoning skills, can all have an impact on their ability to comprehend text. Prior knowledge, language fluency, and the ability to make inferences will also play a role in a reader's comprehension.

Reading comprehension involves both text comprehension and vocabulary knowledge. It is essential to know what each word means individually and as a part of the whole in addition to what the text is trying to convey.

#### Definition:

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, students need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

#### Why is comprehension skill important?

Reading comprehension demonstrates your ability to understand, interpret, analyze, and infer written information. Reading comprehension level is indicative of many other important, and sought-after, skills in the workplace.



Communication skills, your critical thinking skills, your attention to detail, decision-making ability, and ability to concentrate can all contribute towards understanding what is read.

### **Different types of Reading Skills:**

One of the most obvious, but unnoticed, points related to reading purpose is the consideration of the different types of reading skills. There are 4 types of reading skills. We had become familiar with two of these reading skills in our 1<sup>st</sup> semester.

Skimming: Reading rapidly for the main points

Scanning: Reading rapidly to find a specific piece of information

Extensive Reading: Reading a longer text, often for pleasure with emphasis on overall meaning

Intensive Reading: Reading a short text for detailed information

Here in this text, we are introducing learners to passages which have Global and Factual relevance and also Data compilation passages.

### **PASSAGES FOR COMPREHENSION:**

Sample passage 1:

#### ***Factual passage:***

Read the following passage and answer the questions given below:

Our country is facing a severe environmental crisis. If not tackled on a war footing, it will certainly lead to socio-economic and ecological disaster, which will seriously affect the lives of millions of people, especially the poor. Government data usually understate the extent of environmental destruction. The recent satellite data have revealed that India is losing millions of hectares of forest every year which is many times more than the annual rate of deforestation put out by the forest department.

Q1. Choose the most appropriate option

1. If India's environmental problem is not dealt with urgently, it will
  - a. lead to war.

- b. make people unemployed.
- c. create problem of poverty.
- d. Lead to ecological disaster

Ans: Lead to ecological disaster.

Q2. Who will be most seriously affected by the ecological disaster?

Ans: Millions of people, especially the poor will be affected by the ecological disaster.

Q3. The recent \_\_\_\_\_ have revealed that India is losing millions of hectares of forest every year

Ans: Satellite data.

Q4. The word 'understate' in the paragraph means-

Choose the correct options from below:

- a. exaggerate
- b. overture
- c. undervalue
- d. overvalue

Ans: Undervalue

Q5. The forest department every year puts out the correct annual rate of deforestation. True / False.

Ans: False.

Sample Passage 2:

***Global passage***

Most of us have only experienced war through books or the media. However, war is a lot more than that, especially for the people who had experienced war personally. The memories of the hardship and difficulty they experienced are firmly imprinted in their minds for the rest of their lives.

It is indeed sad that leaders of certain countries quickly declare war whenever there is conflict between two countries. In the past, leaders of countries were seldom concerned with maintaining good relationships with their neighbors but were more interested in gaining more power by conquering other cities. This is why there have been two world wars in the first fifty years of the twentieth century.

War may occur because of various reasons, but more often than not, the reason of war is quickly forgotten amidst the tragedy of it. The amount of destruction that takes place during war is massive and once started, war spreads like a disease and rarely achieves anything.

Many have questioned the necessity of war, especially because of the huge number of towns and cities that are destroyed and people who are killed. The people who call for war are usually the leaders of the country. Ironically, they are also the ones who are safely and comfortably protected in their homes when war happens. The people who come forward and are prepared to sacrifice their lives are the common people, who are also the ones to suffer from the shortage of food and water that is inevitable in any war.

Q1. Choose the most appropriate option

1. When the writer says that 'Most of us have only experienced war through books or the media', he means that-

- a) most people have only read about war or seen films about war but have not personally experienced war
- b) books give the complete experience of war more than what the media gives.
- c) most of us have experienced war in real life than that is shown in books or media.
- d) media gives us the experience of war more than that the book can give us.

Ans: option a.

Q2. Why were there two world wars in the first half of the twentieth century?

Ans: Leaders of countries attacked one another as they wanted to increase their power.

Q3. Once started, war spreads like a \_\_\_\_\_ and rarely achieves anything.

Ans: disease

Q4. The phrase 'firmly imprinted' which is in the paragraph 1 mean-

- a. Printed firmly
- b. Cannot forget
- c. imprints are firm
- d. impress

Ans: Cannot forget

Q5. Suggest a suitable Title for the above passage.

Ans: War and its consequences

Sample Passage 3

***Data Compilation Passage:***

It is a much-known fact that the growth of hotels is driven by the increase in the number of people that are using the hotels and an increase in per person use of the hotel. In 2014, it is expected that there will be 20 crore hotel users in Spain or about 20 % of the population will generate Rs. 50 billion as hotel revenues. It is also believed that the revenues in the industry should expand from Rs. 50 billion to Rs. 150 billion by 2018, while the number of users should grow to over 56 crores or to about half the population of Spain in the same duration.

Q1. Choose the most appropriate option

What is the estimated population of Spain in 2014?

- a. 90 crores
- b. 100 crores
- c. 105 crores
- d. 120 crores

Ans: b

Q2. What will be the average growth rate of the population of Spain from the given period 2014 – 2018?

Ans: The average growth rate of the population of Spain from 2014-2018 would be 3%

Q3. The actual growth in the percentage of users in Spain by 2018 would be 180%.

Q4. It is believed that if 50 % of the population of any country can afford the hotel-use, then it is considered as economically developed. Based on this belief, can we determine whether Spain will be an economically developed country by 2017?

- a. Yes
- b. No
- c. Maybe
- d. Data insufficient

Ans: d

Q5. In the given time period, the growth of the hotel industry will be 200%. True / False

Ans: True

Practice Test 1

***Factual Passages:***

Read the following passages and answer the questions that follow:

1. There is no general agreement about how the planets were formed. The most widely accepted theory is that about 5000 million years ago swirling clouds of matter began to condense. Through the action of centrifugal force, the heavier molecules were concentrated near the centre of the eddies and the lighter, gaseous material was thrown out towards the periphery. Such is the theory. What is known is that nine satellites began orbiting round the sun. These are the planets.

The planet on which man lives is the third closest to the sun, with the third shortest orbit. It also has something none of the others has- an atmosphere that can support life in all the manifold forms that exist on our planet. There may be satellites circling other stars in other parts of the universe that have the right ingredients for some sort of life to evolve, but the earth is the only one in the solar system.

Q1. Choose the most appropriate option:

The theory of the formation of the planets

- a. is generally agreed upon by everyone
- b. is a debatable one
- c. covers a very wide area.
- d. is fairly well-known

Q2. According to the passage, what is the theory behind the formation of Planets?

Ans:

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Q3. A planet is a 'heavenly body' which moves round \_\_\_\_\_ .

Q4. In the passage, the word Periphery means:

- a) edge
- b) heart
- c) centre
- d) middle

Q5. The atmosphere of the earth makes possible the presence of life on it.

True / False.

### Practice Test 2

1. A noble purpose gives meaning to one's own life and is of benefit to others. I realised this when researching on and writing about the life of Jamsetji Tata. What

gave one man living in a colonised country the vision to advance it in the community of nations? He not only gave India the power of steel and hydroelectric energy, but also an institution of research.

2. He sent an educationist to Europe and the United States to report on what should be the best model for India. The Johns Hopkins University in Baltimore was recommended as the model. But Jamsetji made it a point to see that his name was not associated with the university. After his death, his dream came true with the establishment of the Indian Institute of Science in Bengaluru. It was to be the fountainhead of science in the decades to come.

3. There are others too whose purpose in life has made a difference to society. Mother Teresa had a comfortable life at Loretto Convent, Kolkata. On a train journey to Darjeeling, she felt her ‘calling’ and wanted to give up her comfortable life in the convent and serve the poor and the needy.

4. After that, she took a three-month nursing course and returned to Kolkata. She devoted her time to the sick and the homeless. Touched by her sacrifice, some of her students joined her and work began. Not everyone has such a strong calling. When I asked her how one could be sure of one’s calling, she replied, “Deep down in our hearts we know exactly what our calling is, if we are sincere.”

Q1. Choose the most appropriate answer:

(a) Jamsetji Tata sent an educationist to Europe and the United States because he wanted .....

1. him to go abroad
2. the educationist to be away from him
3. him to understand the model best suited for India
4. to send him for a vacation

Q2. What are the contributions of Jamshetji Tata to our country?

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Q3. When mother Teresa felt her “calling’ she was on her way to \_\_\_\_\_

- a. Darjeeling
- b. Dehradun
- c. Delhi
- d. Dimapur

Q4. Mother Teresa served the sick and the homeless in Kolkata. True / False

Q5. Identify the Theme of the passage and suggest a Suitable Title.

### Practice Test 3

1. Diabetes is a metabolism abnormality that affects the way your body uses blood sugar (glucose), your main source of energy. To understand diabetes, you have to start from the beginning – with food. Your body converts a portion of the food you eat and digest into glucose. Glucose is then absorbed into your bloodstream, where it can enter the individual cells of tissue throughout your body to be used as energy. Before your cells will let glucose in, however, they need the help of insulin.

2. Insulin is a hormone produced by your pancreas – a gland located just behind your stomach. Normally, insulin acts like a master key, unlocking the doors of your cells and allowing glucose inside. To simply maintain this process, such as at night when you're asleep, the pancreas releases a low level of insulin on a constant basis. When necessary, such as after a meal, your pancreas increases insulin supply to meet demand.

3. After you eat a meal or a snack, your pancreas releases more insulin to make sure the extra glucose in your bloodstream can enter your cells. If you have more glucose than you need, your body can remove the excess from your blood and store it in your liver and muscles or convert it to fat. Then, when you run low on fuel, your body can release this stored energy back into your bloodstream, where insulin is waiting to usher it into your cells.

4. If you have diabetes, this whole process goes awry. Instead of entering cells throughout your body, excess glucose builds up in your bloodstream and some of it may eventually be excreted in your urine. This can happen when your pancreas doesn't produce enough insulin (Type 1 diabetes), when your cells have become



resistant to the effects of insulin (Type 2 diabetes) or, more commonly, when both of these problems occur.

Q1. Choose the most appropriate answer:

Diabetes is a \_\_\_\_\_

- a. nervous disorder
- b. metabolic disorder
- c. throat disorder
- d. physical disorder

Q2. What is 'Insulin'?

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Q3. If your body does not produce sufficient insulin you have \_\_\_\_\_

Diabetes.

Q4. Secretions of pancreas decrease during the night. (True/False)

Q5. 'Insulin is waiting to usher it into your cells' - The word 'usher' in the sentence means:

- 1. lead
- 2. follow
- 3. trail
- 4. route

***Global passage:***

Practice Test 4:

Climate Change across the world.

The weather is a common conversation for many people each day. The weather can change day-to-day or even from hour-to-hour. On the other hand, the climate in an area usually takes a long time to change. It is the average

temperature and conditions in a specific place over a long period of time, in years. Climate does not change day-to-day or even month-to-month, but usually takes hundreds, thousands, or millions of years to change.

The climate in one place on Earth is different from another place. For example, the climate in a desert may be hot and dry, but in a rainforest, it is usually warm and humid, and in some mountain areas and other places it will be cold all year long. In the world today, the words climate change is often heard, and it usually refers to the process of the Earth heating up, which is often called global warming. Most people can agree on the weather, but sometimes climate change or global warming leads to disagreement.

The Earth is about 4.5 billion years old, and during its life, the climate has changed quite often and has experienced an Ice Age, warming, and everything in between. All scientists agree that the climate changed often during the first 4.5 billion years. However, it is also a proven fact that the Earth's average temperature has increased about 1.33°F over the past 100 years between the 1900s and 2000s. Reviewing the past 200 years it has increased about 1.8°F. It may not sound like a big change, but it will influence the Earth.

The Earth is covered like a greenhouse, which is used by some farmers, florists, and others to grow plants, it is a 'glass-covered' building that absorbs the heat from the Sun. Greenhouses are very hot. Of course, the Earth is not covered with glass, but the greenhouse effect refers to the retention of the Sun's warmth in the Earth's lower atmosphere by greenhouse gases.

The greenhouse gases include mostly carbon dioxide, methane, and nitrous oxide. These gases (instead of glass) act as a blanket for the Earth, helping to keep the Earth warm enough to support life, an average of about 59°F. An increase in the greenhouse gases causes the Earth to become warmer. Think of it as a heavier blanket.

One of the greenhouse gases, carbon dioxide, is absorbed by the trees and forests throughout the world, and then released as oxygen. Unfortunately, deforestation, the cutting down of trees and forests to make way for farms, roads, oil mines, and dams further leads to the greenhouse effect and a thicker 'blanket'.

A warmer climate can affect the planet negatively. It could lead to heavier precipitation, unusual season changes, heat waves, etc. Polar animals' natural habitats are melting because of warmer temperatures, affecting polar bears, and seals. Orangutans in the rainforests are losing their homes, and sea turtles are losing nesting beaches because of rising sea levels. Farming in developing countries face increased rain, floods, and droughts; plus, certain kinds of food items may become scarce, unavailable, or more expensive for people to purchase.

In summary, there has been climate change before humans began living on Earth, but the average temperature has increased over the past 200 years. Many scientists believe it is a result of human behavior, and changing some of those behaviors will have a positive effect on climate change and global warming.

Q1. Choose the most appropriate answer:

Which of the following best explains the difference between climate and weather as it relates to the temperature, precipitation, etc. in an area of the world?

- a) Climate is daily change and weather is change over a long-time period
- b) Climate and weather is basically the same
- c) Climate cannot be measured daily but weather can
- d) Climate does not change day-to-day, weather can change day-to-day

Q2. What does 'greenhouse effect' refer to?

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Q3. The Earth is about \_\_\_\_\_ years old.

Q4. Select the Natural habitat of the following animals:

Seals: (i) Polar region (ii) beach

Orangutans: (i) Desert (ii) rainforest

Q5. Identify the Theme and suggest a suitable Title to the passage

Practice Test 5

The Global Pandemic- Coronavirus

1. The novel coronavirus has given rise to a global pandemic that has destabilized most institutional settings. While we live in times when humankind possesses the most advanced science and technology, a virus invisible to the naked eye has massively disrupted our lives, economies, healthcare, and education systems worldwide.

2. Given the corona virus's current situation, some households have also had time to introspect on gender roles and stereotypes. For instance, women are expected to carry out household chores like cooking, cleaning, and looking after the family. With men sharing household chores responsibilities during the lockdown period, it gives hope that they will realize the burden that women have been bearing and will continue sharing such responsibilities.

This tough period also gave people some time to reflect on the importance of keeping themselves fit. With sufficient time in hand, people started investing their time learning new ways to exercise. Those who never exercised before, giving excuses of busy lives, too developed some new habits of Yoga, Pranayama and exercises during the lockdown period. These new habits and people's increased focus on their health, wellness and immunity will surely change the way we lead our lives even in future.

4. Nature too healed itself during the lockdown period. Restricted human movement led to better air quality, cleaner water bodies and joyful wildlife movements. The human beings, we hope, reflected during this time, how some of their unconscious activities cause disruption in nature and worked out ways to adopt environmental-friendly options for their activities in future.

5. This situation also affected the education sector to a great extent. It has forced us to shift from offline to online mode of teaching-learning process, almost immediately without prior preparation. Is it giving us a peek into the reality ahead? Technology-enabled teaching is definitely the future we are looking towards, but it is important to identify key challenges for students and teachers in the current scenario. Once identified, academic leadership and the government can address these through innovations in the focused areas to minimise the effect of pandemic on the education of the students.

6. It is our responsibility that we take all necessary precautions through mask-wearing, physical distancing, and hand hygiene as part of daily life. It is highly

important to make these new behaviours part of our everyday habits. Travelling to new places, casual café visits with a large bunch of friends, spending our weekends in shopping, window-shopping and casual strolls, large gatherings in birthday parties and other celebrations; will require some modifications and patience to fit into “New Normal” keeping all the safety norms in mind.

Q1. Choose the most appropriate answer:

The outbreak of COVID-19 is called a pandemic because-

- a. it has spread across the globe.
- b. it has spread across India
- c. it is invisible to naked eye
- d. it has disrupted many institutional settings

Q2. According to the passage the lockdown period made people introspect on gender roles and stereotypes because

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Q3. Choose the option that is NOT TRUE: People, who never exercised before, started exercising during the lockdown period because-

- a. they had sufficient time in hand
- b. exercise was the only way to treat people from the novel coronavirus.
- c. people learnt new ways to exercise their body.
- d. people understood the importance of health and wellness in the face of the pandemic

Q4. Fill in the blank with the correct option:

The pandemic also affected the education sector to a great extent. It has forced us to shift from offline to online mode of teaching-learning process

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- a. almost immediately without prior preparation

b. with a lot of preparation and training.

Q5. According to the paragraph, the phrase ‘New normal’ means-

a. doing things normally like before

b. A new way of living and going about our lives

c. which is expected to become abnormal.

### Practice Test 6

Worldwide, females are generally treated lower in status and power, relative to males. This may be called gender stratification, although it is sometimes referred to as gender inequality, sexism, patriarchy, and female disadvantage.

Many feminists view men’s greater economic power and, correspondingly, women’s economic dependence on men, to be at the heart of women’s lower status and power. Once societies based on money evolved, men’s labor appeared to have greater value because it was done for money or the exchange of goods. The important economic contributions that women make collecting fuel, taking care of animals, growing vegetables, doing laundry, preparing food, taking care of children, and so on are frequently forgotten or devalued as “natural”.

Worldwide, men control economies and resources, own more property, and occupy more positions of power in business and banking. This is true in virtually every country, including industrialized nations such as the United States. Men make more money than women, and even when they work the same jobs as women, this tends to be true.

Politics is another arena in which women’s low power and status are apparent. In the twentieth century, activists worked to gain women the right to vote (called women’s suffrage). In most countries, voting rights have only been awarded to women in the last thirty years. Even in the United States, it was not until 1920 that women were granted the right to vote. By the year 2003, all countries that allow males to vote have granted women that same right, except for Kuwait.

Not only are male activities valued over female ones, but in most countries, females themselves value male children over female children, in what is known as son preference. All over the world, people greet the birth of boys and girls

differently (Mosse, 1993). For example, among the Turkana people of northern Kenya, great feasting accompanies the birth of a boy, but there is no feasting if the baby is a girl. According to the UN High Commissioner for Human Rights (2003), the areas most affected by son preference are South Asia (Bangladesh, India, Nepal, Pakistan), the Middle East (Algeria, Egypt, Jordan, the Libyan Arab Jamahiriya, Morocco, the Syrian Arab Republic, Tunisia, Turkey) and parts of Africa (Cameroon, Liberia, Madagascar, Senegal). Although son preference is not as obvious in the West, great value is still placed upon producing a male heir to carry on the family name.

Q1. Choose the most appropriate answer:

- a) The Passage indicates that Gender Stratification means:
- b) Men and women fighting for rights.
- c) Females being lower in status and power relative to males.
- d) Gender statistics not being maintained.
- e) Advantage of being a woman.

Q2. According to the passage, which are the important economic contributions that women make but, which are devalued?

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Q3. By the year \_\_\_\_\_ women of all the countries got the right to vote.

Q4. Tick the correct option

‘Son Preference’ means -

- Females valuing male children over female children.
- Females valuing female children over male children.

Q5. Identify the theme of the passage and suggest a suitable Title.

## Practice Test 7

### *Data compilation*

Read the passage carefully and understand the data given:

The UN's 2017 International Year tells that sustainable tourism is an important tool for development, most importantly in poor communities and countries. Today sustainability –environmental, social, and economic – is increasingly recognised as the benchmark for all tourism business. As noted by the UN World Tourism Organisation, 57% of international tourist arrivals will be in emerging economies, by 2030. The various 'Tourism Terms' are defined as follows:

<b>CATEGORY</b>	<b>DEFINITION</b>
<b>Ecotourism</b>	Responsible travel to natural areas that conserves the environment, socially and economically sustains the well-being of local people, and creates knowledge and understanding through interpretation and education of all involved (including staff, travelers, and community residents). <sup>4</sup>
<b>Ethical Tourism</b>	Tourism in a destination where ethical issues are the key driver, e.g. social injustice, human rights, animal welfare, or the environment. <sup>5</sup>
<b>Geotourism</b>	Tourism that sustains or enhances the geographical character of a place – its environment, heritage, aesthetics, culture, and well-being of its residents. <sup>6</sup>
<b>Pro-Poor Tourism</b>	Tourism that results in increased net benefit for the poor people in a destination. <sup>7</sup>
<b>Responsible Tourism</b>	Tourism that maximizes the benefits to local communities, minimizes negative social or environmental impacts, and helps local people conserve fragile cultures and habitats or species. <sup>8</sup>
<b>Sustainable Tourism</b>	Tourism that leads to the management of all resources in such a way that economic, social, and aesthetic needs can be fulfilled while maintaining cultural integrity, essential ecological processes, biological diversity, and life-support systems. <sup>9</sup>

Based on data collected by a survey by Travel Bureau, the following market profile of an ecotourist was constructed: -

Age: 35 - 54 years old, although age varied with activity and other factors such as cost.



Gender: 50% female and 50% male, although clear differences based on activity were found.

Education: 82% were college graduates, a shift in interest in ecotourism from those who have high levels of education to those with less education was also found, indicating an expansion into mainstream markets.

Household composition: No major differences were found between general tourists and experienced ecotourists\*\*

Party composition: A majority (60%) of experienced ecotourism respondents stated they prefer to travel as a couple, with only 15% stating they preferred to travel with their families, and 13% preferring to travel alone. (\*\* experienced Eco tourists = Tourists that had been on at least one “ecotourism” oriented trip.)

Trip duration: The largest group of experienced Eco tourists- (50%) preferred trips lasting 8-14 days.

Expenditure: Experienced Eco tourists were willing to spend more than general tourists, the largest group (26%)

Important elements of trip: Experienced Eco tourists top three responses were: (a) wilderness setting, (b) wildlife viewing, (c) hiking/trekking.

Motivations for taking next trip: Experienced Eco tourists' top two responses were (a) enjoy scenery/nature, (b) new experiences/places.

Q1. Choose the most appropriate answer:

The World Tourism Organisation of the UN, in an observation, shared that

a) emerging economies of the world will gain 57% of their annual profits from International tourists.

b) countries with upcoming economies shall see maximum tourist footfall from all over the world in the next decade.

c) a large number of international tourists in 2030 will be from developing countries.

d) barely any tourist in the next decade shall travel from an economically strong nation to a weak one.

Q2. Define the term 'Ecotourism'.

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Q3. According to the survey, When it comes to the Education of Eco tourists, 82% of them were \_\_\_\_\_.

Q4. According to the survey conducted by the Travel Bureau, the total percentage of experienced Eco tourists who DID NOT prefer to travel alone was

a) 60%.

b) 75%.

c) 15%.

d) 13%.

Q5. According to the survey, one of the most powerful driving forces leading experienced ecotourism to invest in new trips was to enjoy scenery and experience a new place. True / False.

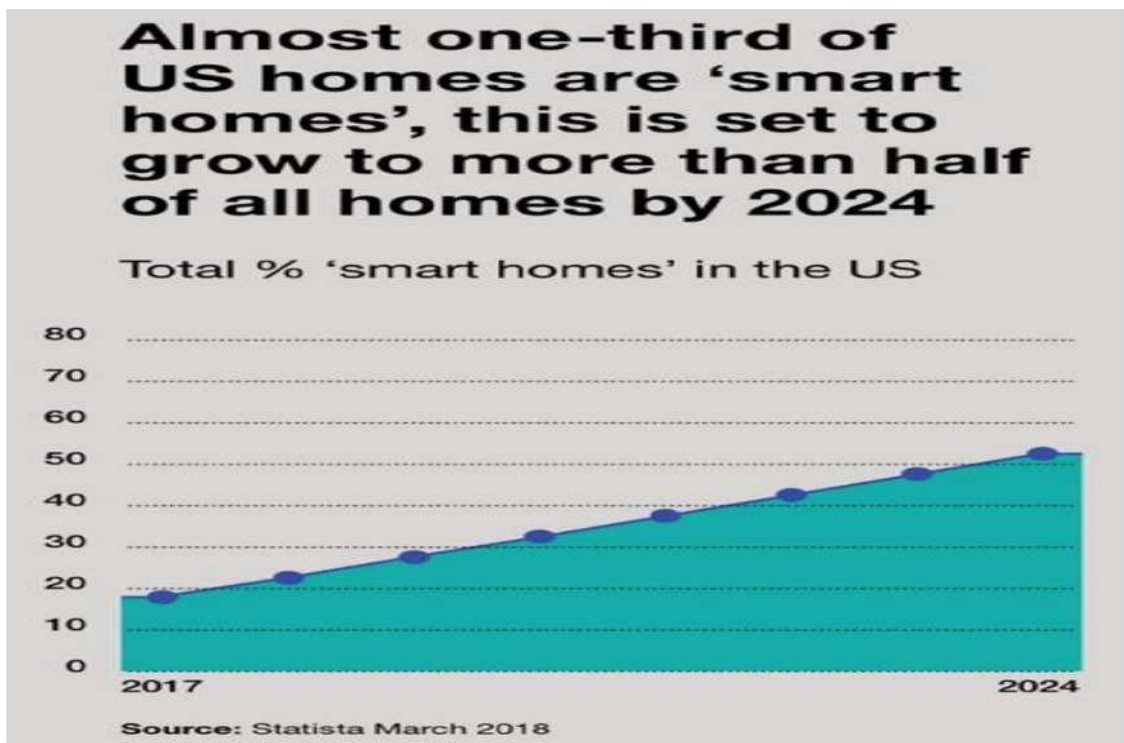
### Practice Test 8

Read the passage given below and understand the Data.

Technological evolution is a certainty. Cyber-physical systems, Big Data and the Internet of Things (IoT) have been changing the infrastructure of our world. In the 2020s, these phenomena, which are still in their nascency, will rapidly accelerate due to the increasing digitisation of key areas such as health, science, transport, communications and energy. The ubiquity of technology, and its increased ability to connect and communicate, has paved the way for this tipping point. Beneath the surface, we are moving towards an explosion of change

Over 50% of our global population is now online, and the other half is following fast. To be precise, around 726 million people joined the web in the last three years. These new users will change the shape of the internet. Many of them will

be lower income. They are choosing smart phones over laptops and tablets and are more likely to use voice commands.



Geodata and the IoT will create new markets and supply chains. The automation of manufacturing, services and mobility has already begun. Artificial Intelligence (AI) will reach what Gartner terms the ‘Plateau of Productivity’, in which the technology becomes both mainstream and viable. McKinsey estimates that 70% of companies may adopt at least one AI technology by 2030. It is unlikely they will all use it well, but those that do could manage to take us to a place where man and machine are indistinguishable.

Bioscience has the potential to be transformative in the 2020s. Gene editing (CRISPR) technology will likely soon be able to edit genomes to allow animal organs to be accepted into human bodies – transforming, and perhaps saving, the lives of people currently waiting for organ transplants. Similar technology can also be used to combat inherited diseases, and even cancer. Elsewhere, gene therapy experiments are using the body’s immune system to fight cancer through re-engineering our cells.

Technology has inarguably improved science, health, communications and transport. However, technology has not necessarily corresponded to increased economic productivity. Indeed, many of the most technologically advanced countries have seen productivity stagnate and stall, as discussed in growing inequality and opportunity. In the 2020s many questions around technology will be resolved. The scaffolding is in place. This will be the decade in which AI, geodata, the IoT, bioscience, and quantum computing are given the opportunity to change our world. Whether this change will be surface- level or truly transformative remains to be seen.

Q1. Choose the most appropriate answer:

According to Mckinsey,

- a. 70% of companies will employ more labor force by the year 2030
- b. Nearly 70% of the companies will adopt use of one AI by the end of this decade
- c. Nearly 70% of all the companies will stop using AI by the end of 2030
- d. 70% of all companies will depend on people who can use computers by the end of 2030.

Q2. How can Gene editing transform the lives of human beings in the future?

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Q3. The total percentage of smart homes in the US by the year 2024 will be \_\_\_\_\_.

Q4. According to the report, what will generate new market and supply chains?

- a. Artificial Intelligence
- b. Artificial Intelligence and Internet
- c. Geodata and Internet of Things
- d. Access to meta-data

Q5. According to the passage, technology has most necessarily corresponded to increased economic productivity. True / False

## Practice Test 9

Read the following excerpt from a case study titled Impacts of Festivities on Ecology.

Festivals are synonymous with celebration, ceremony and joy. However, festivals bring to fore the flip side of celebrations – pollution – air, water, soil and noise. This led to the need of assessing the awareness level among people about ecological pollution during festivals. So, a study was conducted by scholars of an esteemed university in India. This study was titled Awareness Towards Impact of Festivals on Ecology.

There were two main objectives of the study. The first one was to assess the awareness level among people about ecological protection during festivities. Exploring solutions to bring awareness about celebrating festivals without harming ecology was the second objective. The method used to collect data was a simple questionnaire containing 6 questions, shared with 50 respondents across four selected districts of a state in the southern region of India.

The research began by understanding the socio-economic conditions of the respondents before sharing the questionnaire. Once the responses were received, the data collected was tabulated (Table 1), for analysis.

Table-1: Awareness level among respondents

QUESTIONS	YES %	NO %	CAN'T SAY%
1. Do you feel that bursting crackers is a must during festivities?	46	54	0
2. Do you think most people abuse environmental resources during celebration of festivals?	72	28	0
3. Do you think that celebrations & festivities result in uniting people?	64	32	4
4. Do you enjoy bursting crackers for amusement?	68	32	0
5. Do you feel pressured to burst crackers during festivals as an expectation of your social status?	82	12	6
6. Are you aware of waste segregation & disposal guidelines for better ecology?	56	40	4

The study recommended the imposition of strict rules and regulations as opposed to a total ban on all festive activities which have a drastic impact on our environment. The researchers believed that such measures would help in harnessing some ill-effects that add to the growing pollution and suggested further studies be taken up across the country to assess awareness about ecological degradation.

The observations made in the study pointed to the environmental groups and eco-clubs fighting a losing battle due to city traffic issues, disposal of plastics, garbage dumping and all sorts of ecological degradation. The researchers stressed that the need of the hour is increasing awareness among people to reduce ecological pollution which can be facilitated by celebrating all festivals in an eco-friendly manner.

Q1. Choose the most appropriate answer:

- The reason to conduct the study on Impact of Festivals on Ecology was:
- To assess the awareness among people about economical disturbances in life.
- To assess the awareness level among people about ecological pollution during festival.
- To assess the awareness

Q2. Which are the two main objectives of the study.

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Q3. According to the survey, \_\_\_\_\_ % of the respondents believe that celebrations and festivals unite people.

Q4. The phrase 'flipside' in the paragraph means:

- Converse
- Best side
- Wrong side
- Equal side

Q5. 80% of the respondents were aware of waste segregation and disposal guidelines. True / False.

**Acknowledgements:**

<https://www.understood.org/articles/en/video-why-learning-to-read-is-harder-than-learning-to-speak>

<https://www.zippia.com/advice/skills-employers-look-for/>

<https://handinhandhomeschool.com/teaching/reading/5-types-of-reading-comprehension/#eb766da1a1640e34>

<http://cbseportal.com/> Courtesy : CBSE

<https://www.researchgate.net/publication/325366454>

## Chapter 2

### VOCABULARY BUILDING

#### Idioms and Phrasal Verbs

Idioms are expressions that have a figurative meaning different from their literal meaning. They are often used to convey ideas in a colorful or imaginative way. Here are some common idioms and their meanings:

Examples:

1. **Break the ice** - To initiate a conversation in a social setting to make people feel more comfortable.
2. **Spill the beans** - To reveal a secret or disclose information prematurely.
3. **Piece of cake** - Something that is very easy to do.
4. **Hit the nail on the head** - To describe exactly what is causing a situation or problem.
5. **Let the cat out of the bag** - To accidentally reveal a secret.
6. **Bite the bullet** - To endure a painful or otherwise unpleasant situation that is seen as unavoidable.
7. **Burn the midnight oil** - To work late into the night.
8. **Cost an arm and a leg** - To be very expensive.
9. **Hit the sack** - To go to bed.
10. **Under the weather** - Feeling ill or sick.

#### List of Idioms

##### 1. Common Everyday Idioms

- **A blessing in disguise** – Something good that isn't recognized at first.
- **A dime a dozen** – Something very common.



- **Beat around the bush** – Avoiding the main topic.
- **Better late than never** – It's better to arrive late than never.
- **Bite off more than you can chew** – Take on more than you can handle.
- **Break a leg** – Good luck!
- **Call it a day** – Stop working on something.
- **Cut corners** – Do something poorly to save time or money.
- **Get out of hand** – Lose control of a situation.
- **Hit the hay** – Go to bed.
- **It's not rocket science** – It's not complicated.
- **Let someone off the hook** – Allow someone to escape punishment.
- **Miss the boat** – Miss an opportunity.
- **On the ball** – Alert and efficient.
- **Pull someone's leg** – Tease or joke with someone.
- **Speak of the devil** – When someone appears just as you mention them.
- **The ball is in your court** – It's your turn to make a decision.
- **Under the weather** – Feeling sick.
- **Wrap your head around something** – Understand something complicated.

## 2. Idioms About Emotions

- **Burst into tears** – Start crying suddenly.
- **Cry over spilled milk** – Complain about something that can't be fixed.
- **On cloud nine** – Extremely happy.
- **Get cold feet** – Feel nervous or hesitant.
- **Jump for joy** – Be very happy.
- **Keep a stiff upper lip** – Stay brave in a difficult situation.
- **Lose your temper** – Become angry.
- **On pins and needles** – Anxiously waiting for something.
- **Throw in the towel** – Give up.
- **Wear your heart on your sleeve** – Show your emotions openly.

## 3. Idioms About Money

- **Break the bank** – Spend too much money.
- **Cost an arm and a leg** – Be very expensive.
- **Go Dutch** – Split the bill equally.
- **In the red** – Losing money or in debt.
- **Make ends meet** – Have enough money to cover expenses.
- **Money talks** – Money can influence people.
- **Penny-pincher** – Someone who is very frugal.
- **Save for a rainy day** – Save money for emergencies.
- **Throw money down the drain** – Waste money.
- **Time is money** – Time is valuable.

#### 4. Idioms About Work and Effort

- **Back to the drawing board** – Start over.
- **Burn the midnight oil** – Work late into the night.
- **Go the extra mile** – Put in extra effort.
- **Hit the ground running** – Start something with enthusiasm.
- **In the same boat** – In the same difficult situation.
- **Put all your eggs in one basket** – Rely on a single plan.
- **Put your nose to the grindstone** – Work very hard.
- **Think outside the box** – Be creative.
- **Work your fingers to the bone** – Work extremely hard.

#### 5. Idioms About Time

- **A watched pot never boils** – Time feels slower when you're waiting.
- **Against the clock** – Rushing to finish something.
- **In the nick of time** – Just in time.
- **Kill two birds with one stone** – Accomplish two things at once.
- **Once in a blue moon** – Very rarely.
- **Time flies** – Time passes quickly.
- **Turn back the clock** – Return to the past.

#### 6. Idioms About Success and Failure

- **Back on your feet** – Recover from a setback.
- **Barking up the wrong tree** – Looking in the wrong place.
- **Come out swinging** – Start something aggressively.
- **Fall flat on your face** – Fail embarrassingly.
- **Get a second wind** – Feel energized again.
- **Go down in flames** – Fail spectacularly.
- **Hit the jackpot** – Achieve great success.
- **On thin ice** – In a risky situation.
- **Rise to the occasion** – Perform well under pressure.
- **Throw in the towel** – Give up.

## 7. Idioms About Relationships

- **Bury the hatchet** – End a conflict.
- **Get along like a house on fire** – Have a great relationship.
- **Give someone the cold shoulder** – Ignore someone.
- **Hit it off** – Get along well with someone.
- **See eye to eye** – Agree with someone.
- **Tie the knot** – Get married.
- **Wear the pants** – Be the dominant person in a relationship.

## 8. Idioms About Life and Challenges

- **At the drop of a hat** – Without hesitation.
- **Burn bridges** – Damage relationships permanently.
- **Cross that bridge when you come to it** – Deal with a problem when it happens.
- **Every cloud has a silver lining** – There's something good in every bad situation.
- **Face the music** – Accept consequences.
- **Go with the flow** – Be relaxed and flexible.
- **In hot water** – In trouble.
- **Jump on the bandwagon** – Join a popular trend.
- **Kick the bucket** – Die.

- **Let sleeping dogs lie** – Avoid stirring up old conflicts.
- **Once in a lifetime** – A rare opportunity.
- **Take it with a grain of salt** – Don't take something too seriously.
- **The last straw** – The final problem in a series.

## 9. Idioms About Knowledge and Understanding

- **A picture is worth a thousand words** – Visuals explain better than words.
- **Read between the lines** – Understand the hidden meaning.
- **The devil is in the details** – Small details can cause problems.
- **Throw the book at someone** – Punish someone severely.
- **You can't judge a book by its cover** – Don't judge by appearances.

## 10. Idioms About Nature and Animals

- **A leopard can't change its spots** – People can't change their nature.
- **Barking up the wrong tree** – Accusing the wrong person.
- **Bull in a china shop** – Someone who is clumsy.
- **Cat got your tongue?** – Why are you silent?
- **Elephant in the room** – An obvious problem no one discusses.
- **Fish out of water** – Someone in an uncomfortable situation.
- **Let the cat out of the bag** – Reveal a secret.
- **Monkey business** – Silly or dishonest behavior.
- **Raining cats and dogs** – Raining heavily.
- **Straight from the horse's mouth** – Information from a reliable source.
- **Let the cat out of the bag:** Reveal a secret.

## 11. Idioms About Food

- **Bite off more than you can chew** – Take on too much.
- **Butter someone up** – Flatter someone.
- **Cool as a cucumber** – Very calm.
- **Cry over spilled milk** – Complain about something that can't be fixed.

- **Egg someone on** – Encourage someone to do something.
- **Piece of cake** – Something very easy.
- **Spill the beans** – Reveal a secret.
- **The icing on the cake** – Something that makes a good situation even better.
- **Walk on eggshells** – Be very cautious.

## 12. Idioms About Travel and Movement

- **At a crossroads** – At a point where a decision must be made.
- **Go off the beaten path** – Do something unconventional.
- **Hit the road** – Start a journey.
- **On the back burner** – Postponed for later.
- **Take a hike** – Go away.
- **The journey of a thousand miles begins with a single step** – Start small to achieve big goals.

## 13. Body-Related Idioms

- **Cost an arm and a leg**: Very expensive.
- **Pull someone's leg**: Tease or joke with someone.
- **Keep an eye on**: Watch something carefully.
- **Break a leg**: Good luck (often said to performers).
- **Get cold feet**: Become nervous or hesitant.
- **Put your foot in your mouth**: Say something embarrassing or inappropriate.
- **Give someone the cold shoulder**: Ignore someone intentionally.
- **Have a heart**: Show compassion or kindness.
- **Lend a hand**: Help someone.
- **Keep your chin up**: Stay positive in a difficult situation.

## 14. Weather-Related Idioms

- **Under the weather:** Feeling unwell.
- **Break the ice:** Start a conversation in a social setting.
- **Rain on someone's parade:** Ruin someone's plans or mood.
- **Storm in a teacup:** A big fuss over a small problem.
- **Steal someone's thunder:** Take credit for someone else's idea or achievement.
- **On cloud nine:** Extremely happy.
- **Throw caution to the wind:** Take a risk without worrying about the consequences.
- **Every cloud has a silver lining:** There's something good in every bad situation.
- **Weather the storm:** Survive a difficult situation.
- **It's raining cats and dogs:** Raining heavily.
- **Time is money:** Time is valuable and should not be wasted.
- **At the eleventh hour:** At the last possible moment.

## 15. Work and Effort-Related Idioms

- **Burn the midnight oil:** Work late into the night.
- **Go the extra mile:** Put in extra effort.
- **Hit the ground running:** Start something with enthusiasm and energy.
- **Put your nose to the grindstone:** Work very hard.
- **Pull your weight:** Do your fair share of work.
- **Throw in the towel:** Give up.
- **Back to the drawing board:** Start over after a failure.

- **Bite the bullet:** Face a difficult situation bravely.
- **Cut corners:** Do something poorly to save time or money.
- **Call it a day:** Stop working for the day.

## 16. Life and Experience-Related Idioms

- **The ball is in your court:** It's your turn to take action.
- **Burn bridges:** Damage relationships irreparably.
- **Turn over a new leaf:** Start fresh or change your behavior.
- **The last straw:** The final problem that causes someone to lose patience.
- **Sit on the fence:** Be undecided about something.
- **Jump on the bandwagon:** Join a popular trend or activity.
- **Bite off more than you can chew:** Take on more responsibility than you can handle.
- **See the light at the end of the tunnel:** See signs of improvement in a difficult situation.
- **Throw in the towel:** Give up.
- **Go with the flow:** Be flexible and adapt to the situation.

## 17. Miscellaneous Idioms

- **A blessing in disguise:** Something good that initially seemed bad.
- **A dime a dozen:** Very common and not valuable.
- **Actions speak louder than words:** What someone does is more important than what they say.
- **Barking up the wrong tree:** Pursuing a mistaken or misguided course of action.

- **Beat around the bush:** Avoid saying something directly.
- **Burn the candle at both ends:** Overwork yourself.
- **Cut to the chase:** Get to the point.
- **Don't cry over spilled milk:** Don't worry about things that have already happened.
- **Fit as a fiddle:** In excellent health.
- **Get a taste of your own medicine:** Experience the same treatment you've given others.

**Phrasal verbs** are combinations of a verb and one or more particles (usually prepositions or adverbs) that together create a meaning different from the original verb. They are a key feature of English and are used frequently in both spoken and written language. Below is a **comprehensive list of common phrasal verbs**, categorized by their usage.

### 1. Common Phrasal Verbs for Daily Use

- **Break down:** Stop functioning (e.g., "My car broke down on the highway.")
- **Call off:** Cancel (e.g., "They called off the meeting.")
- **Come across:** Find by chance (e.g., "I came across an old photo.")
- **Get along:** Have a good relationship (e.g., "She gets along with her coworkers.")
- **Give up:** Stop trying (e.g., "Don't give up on your dreams.")
- **Look after:** Take care of (e.g., "She looks after her younger brother.")
- **Put off:** Postpone (e.g., "They put off the trip until next week.")
- **Run out of:** Use all of something (e.g., "We ran out of milk.")
- **Take off:** Remove or leave the ground (e.g., "The plane took off on time.")



- **Turn up:** Arrive or appear (e.g., "He turned up late to the party.")

## 2. Phrasal Verbs for Communication

- **Bring up:** Mention (e.g., "She brought up an interesting point.")
- **Call back:** Return a phone call (e.g., "I'll call you back later.")
- **Figure out:** Understand or solve (e.g., "I finally figured out the problem.")
- **Point out:** Highlight or indicate (e.g., "He pointed out the mistake.")
- **Speak up:** Speak louder or express an opinion (e.g., "Please speak up; I can't hear you.")
- **Talk over:** Discuss (e.g., "Let's talk over the details.")
- **Turn down:** Reject (e.g., "She turned down the job offer.")
- **Work out:** Resolve or exercise (e.g., "We worked out a solution.")

## 3. Phrasal Verbs for Movement

- **Get away:** Escape (e.g., "The thieves got away.")
- **Go back:** Return (e.g., "I need to go back home.")
- **Head out:** Leave (e.g., "We're heading out now.")
- **Move in:** Start living in a new place (e.g., "They moved in last week.")
- **Run away:** Escape (e.g., "The dog ran away from home.")
- **Set off:** Start a journey (e.g., "We set off early in the morning.")
- **Take off:** Leave the ground (e.g., "The plane took off at noon.")
- **Walk out:** Leave abruptly (e.g., "He walked out of the meeting.")

## 4. Phrasal Verbs for Emotions and Relationships

- **Cheer up:** Become happier (e.g., "She cheered up after hearing the good news.")

- **Fall for:** Fall in love with (e.g., "He fell for her instantly.")
- **Get over:** Recover from (e.g., "It took her months to get over the breakup.")
- **Make up:** Reconcile or invent (e.g., "They made up after the argument.")
- **Put up with:** Tolerate (e.g., "I can't put up with his behavior anymore.")
- **Break up:** End a relationship (e.g., "They broke up last month.")
- **Look forward to:** Anticipate with pleasure (e.g., "I'm looking forward to the trip.")
- **Calm down:** Relax (e.g., "Calm down; everything will be fine.")

### 5. Phrasal Verbs for Work and Study

- **Carry out:** Perform or complete (e.g., "They carried out the experiment.")
- **Hand in:** Submit (e.g., "I handed in my assignment yesterday.")
- **Look into:** Investigate (e.g., "The police are looking into the case.")
- **Set up:** Arrange or establish (e.g., "They set up a new business.")
- **Take on:** Accept responsibility (e.g., "She took on a new project.")
- **Work on:** Focus on improving (e.g., "I'm working on my writing skills.")
- **Fill out:** Complete a form (e.g., "Please fill out this application.")
- **Turn in:** Submit or go to bed (e.g., "I turned in my report.")

### 6. Phrasal Verbs for Problem-Solving

- **Deal with:** Handle (e.g., "She knows how to deal with difficult situations.")
- **Figure out:** Solve or understand (e.g., "I can't figure out this math problem.")
- **Sort out:** Organize or resolve (e.g., "We need to sort out the details.")

- **Work out:** Solve or exercise (e.g., "Let's work out a plan.")
- **Clear up:** Resolve or make clear (e.g., "The teacher cleared up the confusion.")
- **Fix up:** Repair or arrange (e.g., "He fixed up the old car.")
- **Patch up:** Repair or reconcile (e.g., "They patched up their relationship.")
- **Iron out:** Resolve difficulties (e.g., "We need to iron out the issues.")

## 7. Phrasal Verbs for Travel

- **Check in:** Register at a hotel or airport (e.g., "We checked in at 3 PM.")
- **Check out:** Leave a hotel or investigate (e.g., "We checked out of the hotel.")
- **Get away:** Go on vacation (e.g., "We need to get away for the weekend.")
- **Pick up:** Collect (e.g., "I'll pick you up at the airport.")
- **Set off:** Start a journey (e.g., "We set off early in the morning.")
- **Stop over:** Stay somewhere briefly (e.g., "We stopped over in Dubai.")
- **Take off:** Leave the ground (e.g., "The plane took off on time.")
- **Turn back:** Return (e.g., "We had to turn back because of the storm.")

## 8. Phrasal Verbs for Technology

- **Log in:** Enter a system (e.g., "Log in to your account.")
- **Log out:** Exit a system (e.g., "Don't forget to log out.")
- **Plug in:** Connect to a power source (e.g., "Plug in your laptop.")
- **Set up:** Install or arrange (e.g., "I set up the new software.")
- **Turn on:** Activate (e.g., "Turn on the TV.")
- **Turn off:** Deactivate (e.g., "Turn off the lights.")
- **Back up:** Make a copy (e.g., "Back up your files regularly.")

- **Shut down:** Turn off a machine (e.g., "Shut down the computer.")

## 9. Phrasal Verbs for Money

- **Pay back:** Repay (e.g., "I'll pay you back next week.")
- **Save up:** Accumulate money (e.g., "I'm saving up for a new car.")
- **Sell out:** Sell all of something (e.g., "The concert tickets sold out.")
- **Take out:** Borrow or remove (e.g., "I took out a loan.")
- **Cut back:** Reduce spending (e.g., "We need to cut back on expenses.")
- **Put aside:** Save for later (e.g., "I put aside some money for emergencies.")
- **Run out of:** Use all of something (e.g., "We ran out of cash.")
- **Cash in:** Exchange for money (e.g., "He cashed in his savings.")

## 10. Miscellaneous Phrasal Verbs

- **Blow up:** Explode or get angry (e.g., "The bomb blew up.")
- **Break out:** Escape or start suddenly (e.g., "A fire broke out.")
- **Catch up:** Reach the same level (e.g., "I need to catch up on my work.")
- **Give in:** Surrender or agree (e.g., "He finally gave in to their demands.")
- **Hold on:** Wait (e.g., "Hold on; I'll be right back.")
- **Look up:** Search for information (e.g., "I'll look up the address.")
- **Pass out:** Faint or distribute (e.g., "She passed out from exhaustion.")
- **Show up:** Arrive (e.g., "He showed up late to the meeting.")

## **Classroom Activity**

### **I. Find the appropriate meanings of the idioms given below.**

#### **Question 1:**

What does the idiom "break the ice" mean?

- A) To make something colder
- B) To start a conversation or interaction in a social setting
- C) To break something in pieces
- D) To go swimming in icy water

#### **Question 2:**

What does "a blessing in disguise" mean?

- A) Something that appears bad at first but turns out to be good
- B) A hidden good luck charm
- C) A person who pretends to be good
- D) A fortune given secretly

#### **Question 3:**

What does "cost an arm and a leg" mean?

- A) It's extremely expensive
- B) To be in a bad accident
- C) To be caught in a dangerous situation
- D) To lose something of great value

#### **Question 4:**

What does the idiom "under the weather" mean?

- A) To be outside in the rain
- B) To be sick or unwell
- C) To be happy
- D) To be confused

**Question 5:**

What does "the ball is in your court" mean?

- A) It's your turn to make a decision or take action
- B) You're playing a sport
- C) Something is impossible to do
- D) You've been asked to participate in a competition.

**II. Frame sentences using the Phrasal Verbs given below:**

1. Look after
2. Get along with
3. Give up
4. Come across
5. Run into
6. Put up with
7. Turn down
8. Pick up
9. Look forward to
10. Break down

## Chapter 3

### CORRECTION OF SENTENCES

#### Objectives:

- i) to refine the speaking and writing skills of the learners
- ii) to identify and rectify common errors in usage of English
- iii) to enable the learners to use the right vocabulary and diction

Accuracy is an important part of the language. To avoid miscommunication, one should be proficient in the nuances of grammar and usage. Even though English language has been very accommodative of many words from other languages around the world, certain basic language structure is unchanged. English has been adapted to the needs of English language users in India too. However, not all the syntactical and dictional usage is accepted globally. Correction of Errors or Error Correction in English language has become an integral part of the entrance tests and competitive examinations which requires thorough and accurate knowledge of English language. The Error correction questions are generally related to parts of speech, singular-plurals, infinitives, participles, tenses, use of articles, redundancy, punctuations, usage etc. To rectify the errors in the sentence, students need to be aware of basic grammar skills. To be able to answer the error spotting questions, it is essential that students build up a good command over English Grammar and vocabulary. This unit gives a glimpse of some common errors committed by the second language users and the right usage.

**Articles:** The articles – a, an, the form the basis of determination of number of nouns; They also determine the generic and specific nature of nouns in a sentence. A singular countable common noun always requires an article before it whereas a plural common noun does not always require an article. A plural common noun can have the article ‘the’ whenever the noun needs to be particularized.

For example:

I saw a snake. (Refers to a random snake)

I saw snakes in a zoo. (No article is required)

I have seen the snake again. (Refers to the snake I have already seen earlier)

I saw the snakes again before leaving the zoo. (Refers to the particular snakes of the zoo which I saw earlier.)

The choice between the two indefinite articles – a and an – is determined by sound of the first letter of the word (vowel sound or consonant sound). For instance:

a university, a union, a useful book, etc.

a one-dollar note, a one-man army, etc.

an MA, a BA, an LLB, a BSC,

an M.L.A but a Member of Legislative Assembly

an M.P, but a Member of Parliament

**Zero Article:** It refers to an occasion in speech or writing where no article is required. The zero article is also known as the zero determiner.

**No article is required:**

1. to refer to the plural and uncountable nouns or when talking about things in general:

I'm terrified of heights I'm into drum and bass.

I hate cheese.

2. before (proper nouns) the names of countries, cities, towns, streets, languages and mountains:

I'm from China.

Kavita is from Mumbai.

I've climbed Mount Everest.

She speaks French.

3. before some places and means of transport:

I live at home with my parents.

I came here by car.



He goes to work by bus.

Note: However, article *the* is used before the names of the trains and buses. Ex: Dhruv commutes by the Shatabdhi Express every day.

4. In exclamatory sentences with what + uncountable noun:

What beautiful weather!

What loud music!

What disgusting food!

*Classroom activity:* Cite more instances wherein the definite article *the* is used.

B) Fill in the blanks with the suitable article if necessary:

Paris is \_\_\_\_\_ capital of France. I'd like to visit it one day.

Alisha loves walking in \_\_\_\_\_ rain. She likes rainy days rather than sunny ones.

He is \_\_\_\_\_ most famous actor I know.

I have \_\_\_\_\_ idea!

I try to go for \_\_\_\_\_ run three times \_\_\_\_\_ week.

**Prepositions:** A preposition shows the relationship between two nouns/ two pronouns in a sentence. They may be classified as simple (*in, by, to, from, under etc.*) compound (*amongst, between, in front of, outside, without etc.*) and phrasal prepositions (*according to, by means of, in front of, in spite of, on behalf of, in addition to etc.*), phrasal verbs (*bring down, call off, give up, take over, show down etc.*) according to their structure.

They are categorized as prepositions of time (*at, on, in, before, after, etc.*), place/position (*on, under, behind, in, at etc.*) and movement/direction (*along, across, around, over, opposite etc.*) according to their usage. Prepositions are harder to master for non-native speakers of English as the first-language nuances hinder understanding of proper preposition usage. Each language has its own set of grammar rules, so there are points of conflict when someone wants to learn a second language.

Common errors in the use of prepositions are as follows:

*Transfer of a specific preposition from their native language into English (substitution);*

I'm angry *on* you. (incorrect)

I'm angry *with* you (correct)

Sahil is *in a call* with his client. (incorrect)

Sahil is *on a call* with his client. (correct)

*Usage of a preposition when it should not be used (addition);*

Roshan's office is *near to* Mahi's house. (incorrect)

Roshan's office is *near* Mahi's house. (correct)

She is *of* the same age as me. (incorrect)

She is *the same* age as me. (correct)

*An obligatory preposition is omitted in some cases (omission).*

He is neither *ashamed nor sorry for* his misdeeds. (incorrect)

He is neither *ashamed of nor sorry for* his misdeeds. (correct)

The design of this house is *different and inferior to* that of other houses. (incorrect)

*Classroom activity:* Complete the conversation using prepositions given in brackets:

(in, on, at, for, of, with, between, before, about, to)

Student: Excuse me, when are your office hours?

Instructor: I am available to meet you \_\_\_\_\_ Thursday \_\_\_\_\_ 13:30 and 15:30.

Student: I have class \_\_\_\_\_ that time. Can we meet \_\_\_\_\_ lunch?

Instructor: Is it urgent?

Student: Yes, I have some questions to ask you \_\_\_\_\_ the mid-term exam.

Instructor: You can come \_\_\_\_\_ my office \_\_\_\_\_ 11:00. Does that work \_\_\_\_\_ you?

Student: Yes, thank you. Can you remind me where your office is?

Instructor: My office is \_\_\_\_\_ the third floor \_\_\_\_\_ room A321 \_\_\_\_\_ the Unity building.

Student: Thank you very much! See you then.

**Tenses:** As tense indicates time of the action, the English language users have to be aware of the following common errors:

*Using inconsistent forms of verbs-* It's important to avoid switching back and forth between tenses. For example,

*We were on the way to school. Suddenly, the sky turns dark.*

*were is past tense and turns is present tense,*

*We were on the way to school. Suddenly, the sky turned dark.*

*(Both were and turned are past tense forms, so the verb tense is consistent.)*

*Confusion in the use of different forms of present tense -* There are four different forms of present tense. They are very similar but are not interchangeable. Here is the table which shows when to use each present tense form, along with sample sentences featuring a form of the verb 'work' that illustrate correct usage.

<i>Present Tense Verb Form</i>	<i>When to Use</i>	<i>Sample Sentence</i>
<i>simple present tense</i>	<i>current or habitual actions</i>	<i>My friend works there.</i>
<i>present perfect tense</i>	<i>connects the past to the present</i>	<i>My friend has worked there.</i>
<i>present continuous tense</i>	<i>discussing something that is in progress right now</i>	<i>My friend is working there.</i>

<i>present perfect continuous tense</i>	<i>an ongoing action that has been in progress for some time.</i>	<i>My friend has been working there.</i>
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*Confusion in the use of different forms of past tense-* The table below explains when to use each form along with a sample sentence featuring the verb ‘eat’.

<i>Past Tense Verb Form</i>	<i>When to Use</i>	<i>Sample Sentence</i>
<i>simple past tense</i>	<i>action completed in the past</i>	<i>I ate an apple yesterday.</i>
<i>past perfect tense</i>	<i>action that was done at some point in the past</i>	<i>I had already eaten apple by then.</i>
<i>past continuous tense</i>	<i>action that was in progress in the past, but is over at the present</i>	<i>I was eating apple when the bell rang.</i>
<i>past perfect continuous tense</i>	<i>an action that started in the past continued until another time in the past.</i>	<i>I had been eating apple every morning for two years till Jonathan advised me not to do so.</i>

*Using past tense indicating two different time of action: It is often confusing to use the correct form of past tense in a sentence to describe the actions which might have taken place in the past but at different times. A combination of past perfect, indicating the action which took place first, (remote past) and simple past, indicating the action which took place later, (recent past) is used in such cases. For example,*

*The train had already left (past perfect/ remote past) before Harish reached (simple past/ recent past) the railway station.*

*The guests had arrived before I reached home.*

*Using past tense indicating two simultaneous actions in the past-* A combination of simple past and past continuous tense is used while describing two actions taking place at the same time. For example:

*Sudha was reading a book when I visited her.*

*The phone was ringing when Sumesh entered the office.*

*Altering the future tense forms-* When the verb in the main clause is in the future tense, the verb in the subordinate clause should shift to the present tense. For Example:

*I will hire you full-time when your degree is complete.*

*We will wait in the shelter until the bus comes.*

*Classroom activity:* Complete the following letter with the verbs in brackets in the right tense (present simple, present continuous, present perfect, will, past simple, past continuous, gerund).

*Dear Jia,*

*I \_\_\_\_\_ (have+ just/ read) your email, but my computer \_\_\_\_\_ (be+ not work), so I have decided to send you a letter. Next month I \_\_\_\_\_ (move) to the new flat and I \_\_\_\_\_ (have= already/buy) the furniture. I can't wait!*

*By the way, I have some news to tell you: While I \_\_\_\_\_ (be+ look) for the flat, I \_\_\_\_\_ (meet) a very nice estate agent: his name is Subhash. We \_\_\_\_\_ (be+ go) out for dinner twice and tomorrow we \_\_\_\_\_ (have) lunch together. I'm sure you \_\_\_\_\_ (like) him a lot. He \_\_\_\_\_ (work) near my office.*

*Let me tell you more about the flat: there are two big rooms, a kitchenette and a small bathroom. Last weekend, I \_\_\_\_\_ (get) a very nice lamp for the living room, but unfortunately, I \_\_\_\_\_ (break) it when I \_\_\_\_\_ (be+ clean) the flat. How clumsy of me! Luckily it \_\_\_\_\_ (do+ not cost) much, I \_\_\_\_\_ (probably buy) another one next Saturday. Now I \_\_\_\_\_ (wait) for my sister. We \_\_\_\_\_ (go) to a party together later and I \_\_\_\_\_ (not know) what to wear: my old flat is full of boxes and I can't find a nice dress. I \_\_\_\_\_ (be) shopping three times this week, but always for the flat! However, I hope my sister \_\_\_\_\_ (lend) me something nice for tonight.*

*I have to go for work now, it \_\_\_\_\_ (be) nice to hear from you. Please get in touch again soon. Of course, you must come to the housewarming party: I \_\_\_\_\_ (tell) you the right day and time in a couple of weeks.*

*Looking forward to \_\_\_\_\_ (see) you!*

*Yours,*

*Ruhi*

**Conditionals**- In the English language, a conditional is a sentence that expresses a condition. A condition is something that is prevalent before something else can happen. Conditional sentences commonly begin with words and phrases such as *if, when, unless, even if, only if, in case*. For example,

*You will be allowed to watch television only if you finish your homework by 9:00.*

*I will be at your wedding tomorrow unless my son is still sick.*

*When the sun sets, the kids will return home.*

*If you want to be paid for a full day, you have to arrive at work on time.*

*Even if we leave right now, we will still be late to the wedding.*

*Take your cell phone with you in case you need to call me.*

English has five conditional structures: the zero, first, second, third and mixed. The following are some common problems that students of English have with the structure of conditional sentences. In English, most sentences using the conditional contain the word *if*. The following examples are given using the conditional *if*. Conditional sentences have two parts: *the if-clause and the main clause*. *The main clause depends on the if-clause*.

*Zero conditional (present real condition) talks about things that are always true, like a scientific fact.*

*Examples: i) If you heat ice, it melts.*

*ii) If you cross an international date line, the time changes.*

*The first conditional- we use the present simple in the if-clause and 'will' in the main clause. A very common error is to put 'will' in the if-clause:*

*Examples: i) If you study more, your English will get better.*

*ii) If I see Peter, I'll ask him.*

*The second conditional- is used for hypothetical or improbable situations. We use the past simple in the if-clause and 'would' in the main clause.*

*Examples: i) If you studied more, your English would get better.*

*ii) If I had more time, I would take up golf.*

*The third conditional- is used for improbable situations. We use the past perfect in the if- clause and 'would' in the main clause.*

*Examples: i) If you had studied more, your English would have improved.*

*ii) If I'd known earlier, I wouldn't have done it. ('d = had)*

*The Mixed conditionals- is used to refer to a time in the past, and a situation that is ongoing into the present. The facts they are based on are the opposite of what is expressed. The mixed type conditional is used to refer to an unreal past condition and its probable result in the present. In mixed type conditional sentences, the if clause uses the past perfect, and the main clause uses the present conditional.*

*Examples: i) If you weren't afraid of cockroaches, you would have picked it up and thrown out. ii) If you'd studied harder, you'd be at a higher level now.*

*Classroom activity: Fill in the blanks with the appropriate conditionals:*

*If we \_\_\_\_\_ (not / work) harder, we \_\_\_\_\_ (not pass) the exam.*

*If the children \_\_\_\_\_ (not eat) soon, they \_\_\_\_\_ (be) grumpy.*

*If she \_\_\_\_\_ (have) her laptop with her, she \_\_\_\_\_ (email) me.*

*If you \_\_\_\_\_ (not be) so stubborn, we \_\_\_\_\_ (not have) so many arguments!*

*If Susan \_\_\_\_\_ (not/take) the map, she \_\_\_\_\_ (get) lost.*

*If our team \_\_\_\_\_ (not/score) another goal, we \_\_\_\_\_ (not win) the championship.*

**S-V Agreement-** The subject and the verb of a sentence must agree with each other in number. For example,

Singular: The cat *jumps* over the fence.

Plural : The cats *jump* over the fence.

Agreement in speech and in writing refers to the proper grammatical match between words and phrases. Parts of sentences must agree, or correspond with other parts, in number, person, case, and gender. Some of the rules to be followed in subject verb agreement are:

1. A verb must agree with its subject in number.

A book is on the table.

My books are on the table.

2. The number of a verb does not change when one or more phrases come between a verb and its subject.

*The number of cybercrimes is increasing* in the country.

*The box of organic mangoes arrives* today.

3. A singular verb must be used with the singular indefinite pronouns each, neither, either, anyone, everyone, no one, someone, anybody, everybody, nobody, somebody, anything, everything, nothing and something.

*Neither of the students is* attending the seminar.

*Each flower has* a unique fragrance.

4. Some subjects, although they appear plural, are singular in meaning and take a singular verb.

*The news seems* more and more depressing every day.

*Measles is* the only childhood disease I haven't had.

5. When the conjunction or, nor, either...or, or neither...nor connect the parts of a compound subject, the verb will agree with the subject closer to it.

*Neither the general nor his men are* at the fort.



Either the apples or the large orange is for Dinesh.

6. A singular verb is generally used after works denoting an amount (time, money, measurement, weight, volume).

*Three weeks is* a long vacation.

*Ten feet of kite string tangles* easily.

7. Nouns like scissors, jeans, spectacles, binoculars are *plural*; when they are used with the phrase *a pair of* the subject is *singular*.

*A pair of scissors is* lying on the table.

Sushma's *glasses are* new.

8. Some collective nouns like *police, cattle, poultry, infantry* are *plural* and a *plural verb is followed*.

Our *infantry have* marched forward.

*Police have* arrested the thieves.

9. If the subject is joined by '*as well as*', '*with*', '*along with*', '*together with*', '*and not*', '*In addition to*', '*but*', '*besides*', '*except*', '*rather than*', '*accompanied by*', '*like*', '*unlike*', '*no less than*', '*nothing but*', the verb will agree with the first subject.

Suresh's father, *unlike his uncles, is* strict.

Rahim, *as well as his parents, is* visiting us tomorrow.

10. If a sentence states an imaginary position, it starts with *if, as if, as though, suppose, I wish, in case, would that* etc. In such sentences '*were*' is used the verb irrespective of the number of the subject.

I wish, I *were* bird.

If he *were* rich, he would help others.

*Classroom activity:* Choose the appropriate form of the verb from the brackets:

The number of boys \_\_\_\_\_ (is/ are) fifty.

His hair \_\_\_\_\_ (is/are) black.

Many kinds of furniture \_\_\_\_\_ (is/ are) available in that shop.

Where \_\_\_\_\_ (is/ are) my pants?

Ethics \_\_\_\_\_ (demand/demands) honesty.

Cattle \_\_\_\_\_ (is/are) grazing in the field.

The committee \_\_\_\_\_ (has/have) taken a decision unanimously.

One of the five students \_\_\_\_\_ (has/have) passed the examination.

Either Ram or his friends \_\_\_\_\_ (has/ have) come.

High levels of pollution \_\_\_\_\_ (cause/causes) damage to the respiratory tract.

**Punctuation-** The art of separating composition by means of the marks into clauses and parts of sentences is called Punctuation. When correctly used, they guide the reader through the text and make comprehension easier. However, when incorrectly placed, they can also change the meaning of a sentence. Consider the following example:

Original text: *A woman without her man is nothing.*

Punctuated text 1: *A woman, without her man, is nothing.*

Punctuated text 2: *A woman: without her, man is nothing.*

Full Stop or Period (.) used at the end of a sentence.

*A cynic is a man who knows the price of everything but the value of nothing.*

used in courtesy titles and abbreviations of rank which appear before a name used with abbreviations.

*Mr. Amjad Qureshi, Mrs. Salma Rahim,*

*Lt. Amar Pandey, Dr. Jagadish Chandra Bose*

before abbreviated academic degree.

*B.Com., B.A., M.B.B.S., Ph.D.*

**Comma (,)**

used to separate a separate of words in the same construction of a sentence.

*He has lost his lands, money, reputation and friends.*

used to separate each pair of words connected by and, or.

*High and low, rich and poor, wise and foolish, all must die.*

used to separate the two nouns in a sentence which mean the same person or thing.

*Paul, the apostle, was beheaded in the reign of Nero.*

used to separate two or more coordinate adjectives.

*John is a short, stocky, powerful wrestler.*

used to separate three or more adverbs.

*She always speaks slowly, clearly, easily and briefly.*

used to separate three or more verbs in a sentence.

*He is writing, directing and producing new TV-serial.*

used to mark off noun clauses or adjective clauses.

*I didn't know when he did it, and why he did it?*

used to mark off the words that are used for addressing.

*Lord of the universe, shield us and guide us.*

### **Question mark or Mark of Interrogation (?)**

used after every direct question.

*Do you like her?*

not used after an indirect question.

*He asked what time it was.*

enclosed in parenthesis after a fact which is doubtful.

*America was first visited by a white man in A.D 1000 (?)*

used after each separate question in a series of questions.

*If you poison us, do we not die? If you wrong us, shall we not revenge?*

### **Exclamation Mark (!)**

used to add a forceful emphasis to a declarative word, expression or sentence.

*“Get out!” She screamed.*

used after an expression of strong emotion like surprise, anger, happiness etc.

*How the mighty be fallen!*

An interjection is a word that expresses emotion. It may be strong enough on its own merit not to require an exclamation mark. Thus, a mark of exclamation merely helps to strengthen it.

*Oh, what a beautiful day!*

The exclamation mark is placed either immediately after an interjection that begins a sentence, or at the end of the sentence introduced by an interjection.

*Hark! Someone is singing a sweet song.*

### **Colon (:)**

used to introduce a quotation.

*Franklin D. Roosevelt said: “We have nothing to fear but fear itself.”*

used to introduce formal lists, enumerations

*I have come to the following conclusions: Understand, Accept and Execute.*

used in reference to time to separate hours from minutes.

*10:15. 12:30, 2:45, 6:50*

used between the sentences grammatically independent but closely connected.

*Study is to acquire a habit of thinking: no study is more important.*

### **Semicolon (;)**

used to separate the main clauses of a sentence when they are joined by coordinating conjunctions.

*When it is silence everywhere; no disturbance and no noise, then it is the real time of studies.*

used to separate the clauses in a compound sentence.

*He was brave, large hearted man and we all honoured him.*

separates main clauses of a sentence that are joined by conjunctive adverbs.

*He is taking six courses this semester; however, he has given up his part-time job and will have more time to today.*

used to separate the items in a series when parts of the items are already separated by commas.

*The winners are Shazia, first, Hassan, second; Beena, third.*

used to separate clauses to emphasize by providing a longer pause between them.

*The coconut tree gives us food; it gives us drink; it gives us material for roofing; indeed, with nearly all the necessaries.*

### **Dash (--)**

used to indicate a sudden break or change of thought.

*Are you — do you feel all right?*

used to follow a direct quotation to indicate an interruption in discourse

*“Really, now you ask me,” said Alice, very much confused, “I don’t think----*

### **Inverted Commas (“ ”)**

Inverted commas or quotation marks are used to indicate and question.

*But what is the use of saying, “Call not a man happy till he dies”.*

A single quotation mark is used to enclose a quotation within a quotation.

*He said, “Everyone should remember that God helps those who help themselves”.*

### **Parenthesis ( )**

used to separate a portion of a sentence from the rest of the sentence.

*She gained from heaven (It was all she wished) a son.*

used to enclose a correction or explanatory comment in quoted material.

*She [Mrs. Azra Touffique] used to counsel Jamil at great length.*

### **Hyphen (-)**

used to break up telephone numbers, account numbers, card numbers etc.

*N.I.C. No: 0422-28968-5*

used to form the compound words.

*Brother-in-law, self-assured, President-elect etc.*

### **Apostrophe (')**

used to denote the omission of one or more letters or figures

*Shouldn't, Wouldn't*

used to show the possessive case.

*Have you seen Aslan's new motor bike?*

**Capital Letters:** Some uses of capital letters are:

The first word of a sentence or quoted speech

*My first essay is due tomorrow.*

*The minister said, "That compromise is not justified".*

The pronoun 'I'

*James and I are in the same group.*

Abbreviations and acronyms– formed from the first letters of words

*RNMIT, ABC, ANZ, TAFE, USB, ASAP, DVDs, AIDS*

Proper nouns (names, countries, names of days,)

*Mohandas Karam Chand Gandhi, Mother Teresa, India, Poland, Sunday, Thursday*

Names of specific groups of people, languages, religions, deities

*Australian, Red Indians, Hindi, Spanish, Buddhism, Hinduism, Jesus Christ, Mahaveera*

**Ellipses (...)** - An ellipsis (plural: ellipses) is a mark that comprises a series of three dots. It is used

To show an omission of a word or words (including whole sentences) from a text.

*"Today ... we vetoed the bill."*

To create a pause for effect.

*I don't know...I'm not sure.*

To show an unfinished thought.

*I know I saw my keys somewhere . . .*

To show a trail off into silence.

*Why would he do that . . . ?*

To show some excitement/ exclamation

*I cannot believe you did that . . . !*

**Asterisk (\*)** -The word "asterisk" comes from the Latin word "asteriscus" and the Greek word "asterikos" meaning "little star." The asterisk was first used in printing and writing in the early 1600s. It is used

to direct the reader to a footnote or annotation

*The category 3 storm devastated the area and killed 4,000\* people.*

*\*Data reported from U.S. Coast Guard.*

as a disclaimer

*Sale! Everything must go! 100 percent financing or 90 days same as cash\*!*

*\*Credit approval with minimum score required.*

to omit certain letters in a word

*The bystander reported the terrifying event, "It was terrifying! The sound was so loud it scared the sh\*t out of me!"*

*Classroom activity: Fill in the blanks with the right punctuation marks:*

have you ever wondered where your petrol money goes The biggest portion goes to the manufacturers of crude oil the people who get the oil out of the ground they take a whopping 72% The people who refine the crude oil, turning it into gasoline, earn about 9% The distributors people who move the oil around, make 7% You may wonder where the rest goes Well taxes account for the other 12% Do you know how much the station owners make They make as little as a few cents A GALLON Shocking, isn't it

**Redundancy** - is the unnecessary repetition of ideas. Wordiness is the use of several words when a few can express the same idea more clearly and concisely.

The use of unnecessary words or phrases.

*Redundant: Turn left at the green coloured house.*

*Correct: Turn left at the green house.*

Unnecessary repetition of nouns or pronouns.

*Redundant: Riva she couldn't believe her ears.*

*Correct: Riva couldn't believe her ears.*

The use of wordy phrases instead of adverbs.

*a) Wordy: She spoke in a very convincing manner.*

*Concise: She spoke very convincingly.*

*b) Wordy: He had a car that was old and rusty.*

*Concise: He had an old, rusty car.*

*Here is the list of common redundant phrases:*

<i>Foreign imports</i>	<i>Chase after</i>	<i>Burning fire</i>
<i>Bald – headed</i>	<i>But yet</i>	<i>Blend together</i>
<i>Drop down</i>	<i>Collaborate together</i>	<i>Actual fact</i>
<i>End result</i>	<i>Each and every</i>	<i>Browse through</i>
<i>Few in number</i>	<i>Current status quo</i>	<i>Join together</i>
<i>Follow after</i>	<i>Continue on</i>	<i>Little baby</i>
<i>General public</i>	<i>Blatantly obvious</i>	<i>False pretence</i>
<i>Hurry up</i>	<i>Adequate enough</i>	<i>First and foremost</i>
<i>Merge together</i>	<i>Black darkness</i>	<i>Free gift</i>



**Classroom activity:** Identify the redundant words. Cross them out.

We need to cooperate together.

This absolutely phenomenal piece of equipment...

A liaison officer who is responsible for...

A total number of 14 APCs...

With the close proximity of...

Exactly the same number of soldiers...

New innovations will move our industry forward.

Let me summarize briefly...

There is no doubt that the recent actions...

We also have ATM machines inside the base.

### **Common errors in using certain parts of speech**

#### Usage of adverbs

Incorrect	Correct
She is too happy.	She is very happy.
He is very weak to walk.	He is too weak to walk.
She is much happy.	She is very happy
He is much tall.	He is very tall.
This book is much interesting.	This book is very interesting
He owns much books.	He owns many books.

### Usage of adjectives

Incorrect	Correct
Please give me any milk.	Please give me some milk
She made tea with little milk.	She made tea with a little milk
He earns few rupees daily.	He earns a few Rupees daily.
Ghalib is greater than any poet.	Ghalib is greater than any other poet.
She is taller than me.	She is taller than I.
This car is more preferable than that.	This car is preferable to that.
She is my oldest sister.	She is my eldest sister.
The students in our class are more intelligent than you.	The students in our class are more intelligent than your class.

### Usage of Conjunctions

Incorrect	Correct
She is as tall as he.	She is as tall as him.
She had no sooner enter the class, the teacher began to teach the lesson.	She had no sooner enter the class than the teacher began to teach the lesson.

She is both wise as well as beautiful.	She is both wise and beautiful.
Although he is old but he can run fast.	Although he is old, he can run fast.
I will not help you unless you do not request me to do so.	I will not help you unless you request me to do so.
The war caused not only destruction and death but generations of hatred between the two communities	The war caused not only destruction and death but also generations of hatred between the two communities.
Because he is intelligent so he gets good marks.	He is intelligent so he gets good marks.
Neither does he call nor does he message.	He neither calls nor messages.
Though he is poor, still he dreams big.	Though he is poor, he dreams big.
No sooner I had reached the office than the boss left.	No sooner had I reached the station than the boss left.

### Usage of Nouns

Incorrect	Correct
The sceneries of Kashmir are lovely.	The scenery of the Kashmir is lovely.
The furniture's in this room are good.	The furniture in this room is good.
She gave me two advices.	She gave me two pieces of advice.

Ali shouted vulgar abuse at me.	Ali shouted vulgar abuse at me.
She wrote three poetries.	She wrote three poems.
The hen ate many rice.	The hen ate many grains of rice.
He made many mischiefs.	He made many pieces/acts of mischief.
John gave me two information.	John gave me two pieces of information.
Her hairs are curly.	Her hair is curly.
She bought some stationeries.	She bought some stationery.

**Indianism in English** - Indianism refers to a word or phrase which is a characteristic of Indian English. Indian English features a large number of unique political, sociological, and administrative terms which may not be understood outside Indian English-speaking communities. Examples include hartal, eve-teasing, vote bank, cousin sister/brother, using present continuous tense like *are you having a pen, I'm having fever* etc. It also contains a number of Anglo-Indian words such as tiffin, hill station and gymkhana, which do not appear in standard international English.

- Are you coming to my house for dinner tonight, no?
- Our organization places great stress on knowledge upgradation.
- Please revert with the required information.
- Bus windows should be kept closed at all times to prevent chain-snatching.

Indianism in English language with corrections

*Are you coming to my house for dinner tonight, no?*

The right question tag- *aren't you?* should be added. There is a tendency to add 'no' or *isn't it* before the end of every question for confirmation which should be avoided.

*Our organization places great stress on knowledge upgradation.*

The right usage would be *'upgrading knowledge'* rather than knowledge upgradation.

*Please revert with the required information.*

In standard English, revert means to return to a previous state. You could use "please get back to me" instead of "please revert."

*Bus windows should be kept closed at all times to prevent chain-snatching.*

The better usage might read: *'Please keep the bus windows closed to prevent theft.'* Chain-snatching is also very similar in meaning to the more standard term pick-pocketing.

*Classroom activity 1: Identify the mistakes in the following sentences:*

- No one is available at 2 p.m. Let's prepone the meeting to 11 this morning.
- Good morning, Madam! What's your good name?
- I passed out of college in 2017 and I'm doing my graduation in Scotland.
- "Where are you originally from?"
- "I belong to Kolkata."
- I'll speak to you later – Susmita is eating my brain here!
- The entrance is on the backside of the building.
- He didn't reply back to any of my emails.
- Have you got five minutes, Vikrant? I need one help.
- Veena herself only did this project.

*Classroom activity 2: Come up with more examples of Indianism in English.*

**Words often confused and misused-** Writers often confuse words that sound alike but have different meanings or words that have similar meanings. Below are some of these frequently confused words. You need to be able to select the appropriate word based on the context. Below is a list of frequently confused words and example sentences.

### 1. Among vs. Between

*Among* is used when referring to three nouns or more.

Among the paintings was an original Picasso.

*Between* is used when referring to two.

I am stuck in traffic between Church Street and M.G.Road.

### 2. Effect vs. Affect

An *effect* is a result or a consequence. (usually a noun)

*Effect* may also function as a verb meaning ‘to bring about something.’

The effect was catastrophic.

He effected the change in the existing system.

An *affect* is to have an impression, influence, or *effect* on something. (usually a verb)

This greatly affected his mental state that evening.

### 3. Fewer vs. Less

*Fewer* is used when referring to things that can be counted.

There were fewer customers than anticipated.

*Less* is used when referring to uncountable and usually abstract nouns.

I have less patience than Ted.

### 4. Hanged vs. Hung

*Hanged* refers to the past tense and past participle of hang (to put to death).

Many people were hanged during the Salem Witch Trials.

*Hung* refers to the past tense and past participle of hang (to suspend).

He hung the picture on the wall.

### 5. Lie vs. Lay

Use *lie* when the object is laying itself down.

I am going to lie down on the couch.

Use *lay* when the object is being laid down.

I will lay the book on the table. OR Now I lay me down to sleep.

*Classroom activity: For each of the following sentences, circle the correct word choice:*

1. We discussed the multiple literary (*illusions/allusions*) within the text.
2. (*Among/Between*) me and you, I think Kavitha won the contest.
3. She had too (*many/much*) sweaters in her closet.
4. Alex was (*to/too*) excited to sleep.
5. (*Their/They're/There*) going to the amusement park tomorrow.
6. The sugar had a negative (*effect/affect*) on the science experiment.
7. Nicole has (*fewer/less*) shoes than Sara.
8. The gas prices continue to (*raise/rise*).
9. Michael (*hanged/hung*) the picture for his mother.
10. Cindy, (*lay/lie*) the book on the table.

**Testing questions:**

Correct the errors in the following sentences:

1. The man is mortal.
2. There is vast scope for improvement.
3. He is a honest man.
4. What's the time in your watch?
5. John is going to London in the train.
6. You must insure for theft and fire.

7. My brother write with his left hand.
8. After you will return from Mumbai, I will meet you.
9. It is raining for two days.
10. Under the tree is several flowers.
11. The students, along with the teacher, was going to attend a seminar.
12. The rhythm of the pounding waves are calming.
13. I had toast for breakfast it was burnt.
14. She said this is wonderful.
15. new delhi is the capital of india.
16. My personal opinion is that the walls should be painted blue.
17. In the modern world of today, we can easily communicate with people around the globe.
18. We assembled together in the board room.
19. Hello, myself Suresh Babu.
20. I prefer coffee than tea.
21. Manisha is both modest as well as intelligent.
22. The petrol prices continue to raise.
23. Whose responsible for the advertising of the event?
24. I am going to lay down for an hour.
25. Have you visited the excavation cite?

**Points to be remembered:**

- Language proficiency can be attained through using language regularly
- Avoid translating mother tongue to English
- Sometimes, context decides the usage of vocabulary and diction.



## Chapter 4

### Reported Speech

#### **OBJECTIVE:**

To make the reporting of the conversation meaningful as also to focus on some of the differences in tense, person and time and place between the original conversation and the report.

Definition: Reporting or narrating conversations dialogues, statements, announcements, expressions or a narration is called the reported speech.

Keep the following points in mind while reporting:

Identify whether the speaker is male or female.

Identify whether the speaker speaks to male or female.

#### **Direct speech:**

In Direct speech the exact words spoken by a person are given within quotation marks (“ ”) is called Direct speech.

Example: Narayan said, “I have been watching television.”

#### **Indirect / Reported speech:**

In indirect speech the words spoken by another person are not put within quotation marks. The speech or the person merely reported. Hence, this type is also called Reported speech.

Example: He said he was going to the cinema.

Rules for changing direct into indirect speech:

There are four kinds of sentences in:

- Assertive sentence
- Interrogative sentence
- Imperative sentence
- Exclamatory sentence

Remove the inverted commas, omit the comma separating the reporting verb from the actual words.

Make changes in reporting verb depending upon the kinds of sentence and when the reporting verb is in past tense. If the reporting verb is in simple present, present perfect or future (He says/ He has said/ I shall) no change is made in the verb form of reported speech.

Example: She says, "I am happy."



Speaker

Reporting verb, She says that she is happy.

Changes in words expressing nearness and time:

Direct Speech	Indirect Speech
this	That
now	Then
there	Those
here	There
ago	Before
tomorrow	The next day/the following day
today	That day
yesterday	The previous day/the day before
Next week	The following week/the week after

The day before yesterday	Two days before
The day after tomorrow	In two days time

Change in personal pronouns:

Pronouns in Direct Speech	Pronouns in Indirect Speech
I	he/she
you	he/she
you	him/her
your	his/her
me	him/her
my	his/her
myself	himself/herself
we	They
us	Then
our	Their

Changes in auxiliary verb:

Direct speech	Indirect speech
Do	did
am/is	was
Are	were
Did	had done
has/have	had

was/were	had been
Will	would
will be	would be
May	might
Can	could

There is no change to; could, would, should, might and ought to:

Direct speech: "I might go to the cinema", he said. Indirect speech: He said he might go to the cinema.

In reported speech tense usually changes.

Direct speech	Indirect speech
Present simple: She said, "It's cold."	Past simple: She said it was cold.
Present continuous: He said, "I'm waiting for the bus."	Past continuous: He said that he was waiting for the bus.
Present perfect simple: Vinod said, "I've been on the show since 2004."	Past perfect simple: Vinod said that he had been on the show since 2004.
Present perfect continuous: Raju said, "I've been dancing for six years."	Past perfect continuous: Raju said that he had been dancing for six years.

Past simple: Yashusaid, "I read the book yesterday."	Past perfect: Yashu said she had read the book yesterday.
Past continuous: The mother said, "I was a singer earlier."	Past perfect continuous: The mother said she had been a singer earlier.

Past perfect: Father said, "The meeting had already started when he arrived."	Past perfect: (no change) Father said the meeting already started when he arrived.
--	---

Past perfect continuous: She said, "I've already been teaching for five minutes."	Past perfect continuous: (no change) She said she had already been teaching for five minutes.
--	--

Modal verb forms also sometimes change:

Direct speech	Indirect speech
Will: The teacher said, "I'll teach grammar tomorrow."	Would: The teacher said that she would teach grammar the next day.
Can: He said, "I can read better now."	Could: He said he could read better then.

Must: Father warned us, “You must be very quiet.”	Had to: Father warned us that we had to be very quiet.
Shall: She said, “Where shall we go today?”	Should: She asked where they should go that day.
May: Ramu said, “May I eat the mango?”	Might: Ramu asked if he might eat the mango.

### **Assertive sentence:**

Sentences that make a statement are called assertive sentences. These sentences may be positive, negative, false, or true statements. To convert such sentences into indirect narration, use the rules mentioned above, except said is sometimes replaced with told,

In assertive sentences ‘that’ is generally used to introduce the reporting speech.

In assertive sentences change the reporting verb.

Examples-

Direct: She says, “I am writing a letter to my brother.” Indirect: She says that she is writing a letter to her brother.

Direct: She says, “I was not writing a letter to my brother.” Indirect: She says that she was not writing a letter to her brother.

Direct: She said to me, “I am writing a letter to my brother.” Indirect: She told me that she was writing a letter to her brother.

Direct- Ram says, “Hari has gone to Bengaluru.” Indirect- Ram says that Hari has gone to Bengaluru.

Direct- She has said to me, “Lavanya will join the camp.” Indirect- She has told me that Lavanya will join the camp.

Direct – Rama says to you, “You should mind your own business.”

Indirect – Rama tells you that you should mind your business.

Direct – Pushpa said, “My brother arrived yesterday and will go tomorrow.”

Indirect – Pushpa said that her brother had arrived the previous day and would go the next day.

Direct – He said, “I saw her yesterday.”

Indirect – he said that he had seen her the previous day.

Direct – Rama said, “I may go to a film tomorrow.” Indirect – Rama said that he might go to the film tomorrow.

Direct – The stranger said, “Here I slept for five hours.” Indirect – The stranger said that he had slept there for five hours.

Direct – You said to me this morning, “I shall try to see you today again.”

Indirect – You told me this morning that you would try to see me today again.

Direct – Rama said to me this morning, “I shall see you here this evening.”

Indirect – Rama told me this morning that he would see me here this evening.

Direct – The teacher said to the students, “I am not feeling well, so I shall not take the class today.”

Indirect – The teacher told the students that he/she was not feeling well,so he/she would not take the class that day.

Task: 1(Assertive sentence)

Change the following sentence questions into indirect speech

I said, “I do not like that book.”

They said, "We want to go to Bengaluru."

-----  
He said, "He is a postman."

-----  
You said, "She is not a good girl."

-----  
Dinesh says, "Mahesh gets up in the morning."

-----  
They will say, "we are happy."

-----  
I said to my neighbour, "Your children have spoiled my garden."

-----  
Rimy said, "The Rajputas are generally brave."

-----  
Mecebeth wrote his wife, "The time is near when I shall become king."

-----  
The teacher said, "Ibrahim Lodhi was defeated in the first battle of Panipat."

-----  
**Interrogative sentence:** When we have to report a question in the indirect form, we must change the introductory verb into asked, inquired, demanded, etc

Direct: He said, "how many brothers *have you?*" Indirect: He asked how many brothers I had.

Notice that the question mark is dropped in the indirect, and the order of the last two words is inverted: the verb follows the subject, as in a normal assertive



sentence. All questions beginning with interrogative words like how, why, where, what, who, which, when etc., Can be changed into the indirect in this manner.

But there is another class of questions beginning with have, has, will, may, do, did, is, are ,etc. The answer to these questions must be either yes, or no. When reporting such questions the reporting verb has to be followed by whether or if.

Direct: the teacher said "have you done your homework?" Indirect: The teacher asked if I had done my homework. Direct: Tom said , "will you come and play ball with me?" Indirect: Tom ask whether I would go and play ball with him.

Examples- 1.Direct- "Where does the owner live?" Rekha asked her friend.

Indirect- Rekha asked her friend where the owner lived.

Direct- She said to me, "Which train stops here?" Indirect- She asked me which train stopped there.

Direct -He said to her, "Do like my idea?" Indirect -He asked her if she liked his idea.

Direct-I said to Pushpa, "Did you meet my sister on your way to college?"

Indirect -I asked Pushpa if she had met my sister on her way to college .

Direct -He said to me, "Do you know the way?" Indirect – He enquired of me if knew the way.

Direct – She said, "Will you listen to such a man?"

Indirect – she asked (them) whether they would listen to such a man.

Direct – Lavanya said to her sister, "Have you taken breakfast.

Indirect- Lavanya asked her sister if she had taken her breakfast.

Direct – Yashu asked, "Are the girls here?" Indirect – Yashu asked whether the girls were there.

Direct – Sudha asked, "What is the time?" Indirect – Sudha asked me what the time was.

Direct – Rana said to his mother, "Why have you not washed my school dress?"

Indirect – Rana asked his mother why she had not washed his school dress.

There are two types of questions:

'Wh' questions

'Yes' or 'No' questions

'Wh' questions: begin with 'Wh' words.

Structure: 'Wh' + auxiliary verb + subject + ?

Example: Where are you going?

'Yes' or 'No' questions: begin with auxiliary verbs. They are: am, is, are, was, were, do, does, did, have, has, had, will, would, can, could, shall, should, may, might, must.

Structure: auxiliary + subject ?

Example- Are you coming by bus?

Task: 2(Interrogative sentence)

Change the following sentence questions into indirect speech

He said to me, "Do you play football?"

-----  
David said to me, "Can I use your phone?"

-----  
She said to me, "Have you gone to London?"

-----  
He said to me, "Are you enjoying the music?"

-----  
"Have you no manners?", shouted the woman angrily.

-----  
"Why don't you get vaccinated?", the doctor asked.

-----  
He said, "Where can I get an application form?"

-----  
"Who was the first man to fly in space?", questioned the examiner.

-----  
"What on earth do you mean?" he shouted.

-----  
"Would you like to attend the summer camp?", said the N.C.C officer.

-----  
**Imperative sentence (commands and requests)**

Imperative sentence is a sentence which gives a command/ order, makes a request, advice or expresses a wish. Sentences containing and order, request, warning, advice, etc, are in the imperative mood. In reporting them in the indirect form, the introductory words said has to be

replaced by asked, ordered, commanded, requested, implored, advised, warned etc.

Example: 1. Direct- She said to me, "Please help me." Indirect- She requested me to help her.

Direct- The doctor said to him, "Do not drink." Indirect- The doctor advised him not to drink.

Direct- He said to me, "Close the gate." Indirect- He ordered me to close the gate.

Direct: He said to me, 'Please open the door.' Indirect: He requested me to open the door.

Direct: He said to me, 'Please wait here till I return.' Indirect: He requested me to wait there till he returned.

Direct: I said to him, "Please explain the passage." Indirect: I requested him to explain the passage.

Direct: Mother said to him, "Don't run in the sun." Indirect: Mother advised him not to run in the sun.

Direct: He said, "Ram, go there." Indirect: He told Ram to go there.

Direct: He said, "Friends, lend me your ears."

Indirect: Addressing them as friends, he requested them to lend him their ears.

Direct: He shouted, "Stop, you villain!" Indirect: He shouted to the villain to stop.

Direct: I said to him, "Excuse me, sir." Indirect: I begged him to excuse me.

Direct: I said to him, "Let us have some music."

Indirect: I proposed or suggested to him that we should have some music.

Direct: He said to his companions, "Let us not miss this chance."

Indirect: He proposed to his companions that they should not miss that chance.

Direct: We said, "Let him tell the story."

Indirect: We said that he might (or might be allowed to) tell the story.

Direct: She said, "Let him eat whatever he likes." Indirect: She said that he might eat whatever he liked.

Direct: He said, "Let me come in."

Indirect: He requested that he might be allowed to come in.

Task: 3(Imperative sentence)

Change the following sentence questions direct into indirect speech

He said to me, "Please make some tea for me."

-----  
The teacher said to him, "Do not waste your time."

-----  
The police said to the man, "Open the door."

The boss said to the employee, "Get out of the room."

-----

The teacher said to Isha, "Stand up on the bench."

-----

The beggar said to the old lady, "Give me something to eat."

-----

I said to him, "Let me go."

-----

He said to me, "Please lend me a rupee."

-----

I said, "Let us go out for a walk."

-----

**Exclamatory sentence:** In reporting exclamations and wishes, the reporting verb (usually said) has to be changed into some verb expressing exclamation or wish, like exclaimed, declared, cried out, wished, prayed, etc. Interjections and exclamations in the direct speech, like oh, alas, Bravo, hurrah, etc., and the exclamation mark, are omitted in the indirect form, and phrases like with delight, with regret, with sorrow, etc., are often added to bring out the intensity of feeling.

An exclamatory sentence expresses a strong and strong feeling, state of sorrow, joy or wonder is known as exclamatory sentence.

Example: Hurrah! I won the competition. (State of joy) Alas! I failed my exam. (State of sorrow)

Wow! What a beautiful car. (State of wonder)

Direct- They said, "Hurrah! we won the game."

Indirect- They exclaimed with joy that they won the game.

Direct- He said, "Alas! I failed my exam."

Indirect- He exclaimed with sorrow that he had failed the exam.

Direct- She said, "Wow! What a beautiful car."

Indirect- She exclaimed with wonder that what a beautiful car.

Direct: He said, "Alas! I am undone!"

Indirect: He cried out in sorrow that he was undone.

Direct: He said, "What a fool I am!"

Indirect: He exclaimed with grief that he was a great fool.

Direct: He said, "Good-bye, my friends." Indirect: He bade his friends good-bye.

Direct: "Bless his kind heart!" they cried. Indirect: They blessed him for his kind heart.

Direct: "Bravo! well done!" they cried.

Indirect: They applauded him, for (or saying that) he had done well.

Direct: "So help me Heaven!" he cried, "I will never do so again."

Indirect: He prayed to Heaven to help him in his resolve not to do so again.

Direct: He said, "By Jove! What a good news!" Indirect: He swore by Jove that it was a very good news.

Direct: The boys said, "Hurrah! We have won the match." Indirect: The boys exclaimed in joy that they had won the match.

Direct: He said to me, "Alas! I could not save you." Indirect: He exclaimed in grief that he could not save me.

Direct: The boy said, "What a fool I am!" Indirect: He exclaimed that he was a great fool.

Direct: He said, "What a nice bird it is!"

Indirect: He exclaimed in wonder that it was a very nice bird.

Direct: He observed, "How dirty the house is!" Indirect: He exclaimed that the house was very dirty.

Direct: "Help! Help!" shouted the woman. Indirect: The woman shouted for help.

Task: 4 (Exclamatory sentence)

Change the following sentence questions into indirect speech

She said, "Hurrah! I passed the exam."

-----  
The girl said, "What a beautiful flower this is!"

-----  
She said, "Oh! I lost my purse."

-----  
David said to him, "How intelligent you are!"

-----  
They said, "May the King live long!."

-----  
My friend said, "What a beautiful view!."

-----  
Yashu said, "What a lot of food there is to eat!."

-----  
The commander said to soldiers, "Bravo! You fight bravely."

-----  
Deepak said, "Alas! how foolish I have been!"

-----  
The boy said, "Hurrah! We have won the match."  
-----

**CLASSROOM ACTIVITY:**

Rewrite the following into indirect narration, with the help of example given.  
Examples:

Son: Dad, I want a racing bike. Father: No, you aren't eighteen yet. Son: How does that matter?

Father: Do you know how to ride a bike?

Son: Of course, dad. I rode my friend's bike a number of times.

Father: That was wrong. I promise to get you one only when you are eighteen.

A son asked his father to get him a racing bike but his father denied because he wasn't eighteen till then. The son argued how it mattered. His father asked him if he knew how to ride a bike. The son replied in the affirmative saying that he had ridden his friend's bike a number of times. Then his father promised him that he would get him one only when he was eighteen.

Customer: I must be at that meeting at once. I can't spare another minute. Barber: I know all about the meeting.

Customer: Then you'll let me go there? Barber: I am afraid, I won't, sir.

The customer told the Barber that he must be at that meeting at once and he couldn't spare another minute. The Barber replied that he knew about the meeting. The customer asked the barber if he would let him go to the meeting! The Barber said that he would not be able to.

**Rewrite the following into indirect narration. (not for testing)**

Ajay: do you want to play with us? Mohan: yes, but I have been too late. Ajay: it does not matter, in the ground. Mohan: thanks

-----  
-----  
Lavanya: what do you think now? Yashu: I am thinking about my future.

-----  
-----  
Lavanya: what is your future plan? Yashu: I want to be an IPS officer.  
-----



-----  
-----  
Anjali: sir, may we come in? I have a Friend with me. Principal: you are most  
welcome, girls , come in.  
-----  
-----  
-----  
-----  
-----

-----  
Sandeep: good morning, Deepali , how do you do?

Deepali: good morning Sandeep. I am quite well. How are you getting on?

Sandeep: I have done my papers well. But I am weak in Hindi and do not know  
what will be my fate in the examination.

Deepali: Do not bother. It's very easy to pass the exams these days.

-----  
Mother: Call in a doctor immediately. Your grandmother complains of a pain in  
the chest.  
-----

Son: I shall bring the doctor with me. In case Dr. Trilok Agarwal is not available,  
I shall go to find Dr. Narayan.  
-----

Mother: ok, go at once. To find one and bring him along with you.  
-----

Exercise:  
-----

-----  
Change from direct to indirect speech:  
-----

I said to him, "Let us go out for a walk."  
-----

The invigilator called out, "Time is up! Stop writing everybody."  
-----

1. He said, "Be quiet and listen to my words."
2. The principal said to me, "If you are so rude again, I shall expel you."
3. Leela said, "I will come to your house as early as possible."
4. I informed him, "I will meet you tomorrow."
5. Rama replied, "I cannot go to office since I am suffering from fever."
6. My friend told me, "We have been living here for the last five years."
7. He asked us, "Why are you sitting there doing nothing?"
8. He asked me, "What can I do for you?"
9. My teacher often says to me, "If you do not work hard, you will fail".
10. Rahul said, "I have done my homework".
11. Rita said to her brother, "can you drive a car?"
12. "Where does the owner live?" Rekha asked her friend.
13. "How far is your village from here?" said Sunil. "About a mile and a half," Ravi replied.
14. "Go away, Vikram," shouted Vamsi. "You've betrayed me. Never will I be friendly with you again".
15. Manju says, "I like playing games".
16. "Is the flight delayed?" the lady asked the superintendent.
17. "What a splendid spot!" the boy said.
18. Vidya said to her classmates, "Let me do my sums, please".
19. Rajeev said, "Good heavens! What a disaster!"
20. "Get out of the class," shouted Mr. Rao.
21. "Stay where you are, son! I'm coming down," Gregory said.
22. "Let's have dinner and worry about it tomorrow," I suggested.
23. John asked him, "Will you go to Mumbai on Sunday?" he replied, "No".
24. The speaker said, "Ladies and Gentlemen, it is my proud privilege to talk to you this afternoon".
25. Madhavi said to me, "I waited for you here today".
26. Dinesh says, "Mahesh gets up in the morning".
27. Narayan said to her, "Do you like my idea?"
28. Raju said to Ravi, "Did you meet my brother on your way to school?"
29. The teacher said to Yashu, "Stand up on the bench".
30. The beggar said to the old lady, "Give me something to eat".
31. The girls said, "Hurrah! We have won the match".
32. Sudha said, "What a lot of food there is to eat!"

33. Rama said, "I am very busy now".
34. "I know her address," said Gopi.
35. "German is easy to learn," she said.
36. "Where do you live?" asked the police.
37. "Call the first witness," asked the judge.
38. Lavanya said, "How clever I am!"

**POINTS TO REMEMBER:**

- Direct speech should be placed between the inverted commas and begins with a capital letter.
- No inverted commas and comma used in indirect speech.
- The tense of the Reporting verb is not changed.
- A conjunction is used after the Reporting verb in Indirect speech.
- Tense /pronouns/words indicating nearness of time and position are changed.

## CHAPTER-5

### INTERPRETATION SKILLS

#### **Objectives:**

- To develop relative, comparative and analytical abilities of a data given through a diagram, chart, graph.
- To hone the skills of close reading of data and statistical figures with careful observation.

A picture conveys more effectively and appealingly than a narrative paragraph does. The purpose of a graph is to show numerical facts in visual form so that they can be understood quickly, easily and clearly. Thus, graphs are visual representations of data collected. Data can be presented in the form of a table; however, a graphical presentation is easier to understand. This is true in particular when there is a trend or comparison to be shown.

A pictorial or graphic presentation can be in the form of pie chart, line graph, bar graph, statistical table, score board etc. The act of organising and interpreting data to get meaningful information is Data Interpretation. This is used in the competitive exams extensively to test one's ability to read and comprehend the graphical representation appropriately. The student can also enhance the vocabulary in terms of collocations and the use of degrees of comparison.

Some useful phrases used to interpret the given data can be:

#### ***a) to begin the interpretation:***

The table/graph/chart shows...

The table/graph/chart illustrates...

Looking at the table/chart/graph, it can be seen that...

#### ***b) to describe variety of trends***

a significant increase

a considerable growth

to increase dramatically

to decline sharply

to show a downward trend

to hit the lowest point

**c) to analyse a situation**

a period of stability

to remain stable

to remain constant

**d) to talk about percentages**

a significant percentage

an average percentage

the highest/lowest percentage

**e) in case of comparisons**

to be slightly higher/lower than...

to be significantly higher/lower than...

two/three/four times higher/lower than...

to be closely followed by...

to remain the highest/lowest

*Suggested class room activity:* List a few more words/ phrases which are used to interpret the graph.

Steps to interpret the given data:

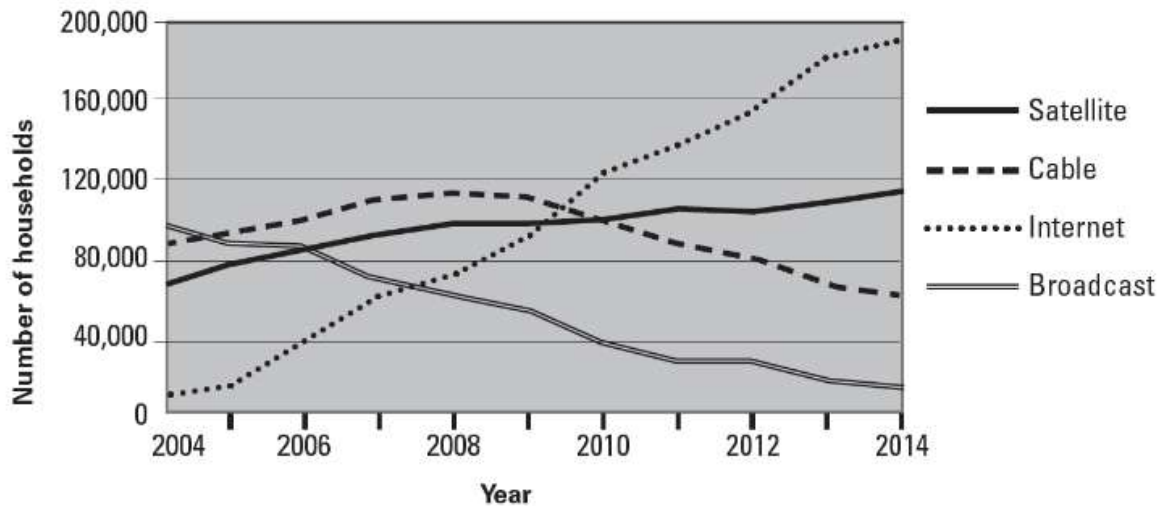
- Get a general picture of information given in graph/table/chart
- Look for comparative trends in the graph/table/chart which can be related and contrasted
- Observe the nature of trend change (slow, sharp, stable etc.,)



5. The given pie chart compares and contrasts the constituents of the Earth's crust. True/False.

Answer: False.

Sample Exercise -2: The graph below gives information about the technology that households in one US city used for watching television between 2004 and 2014. Answer the questions set on it.



1. In the given graph, the usage of internet has \_\_\_\_\_ during the decade.

- (a) sharply declined
- (b) gradually increased
- (c) remained constant

Answer: (b) gradually increased

2. The graph shows decreasing trend in the use of broadcast compared to cable. True/False.

Answer: True.

3. Name the two technologies that shows the constant upward trend during the decade.

Answer: i) Internet ii) Satellite

4. The use of satellite technology shows a \_\_\_\_\_ in the graph.

- (a) slow increase
- (b) sharp increase
- (c) steep downfall

Answer: (a) slow increase

5. During the year 2008 - 09 most people used \_\_\_\_\_ for watching television.

Answer: Cable

Exercises:

**Task -1:** MEGA Event organizers have given the expense sheet of organising an event. Answer the questions based on the given graph.

■ Estimated ■ Actual



1. Name the three components whose estimated and actual expenses are equal.

2. The actual expense for refreshments is \_\_\_\_\_ the estimated cost.

Higher than (b) lower than (c) equal to

3. The estimated cost of prizes is \_\_\_\_\_ to the actual cost of decorations.

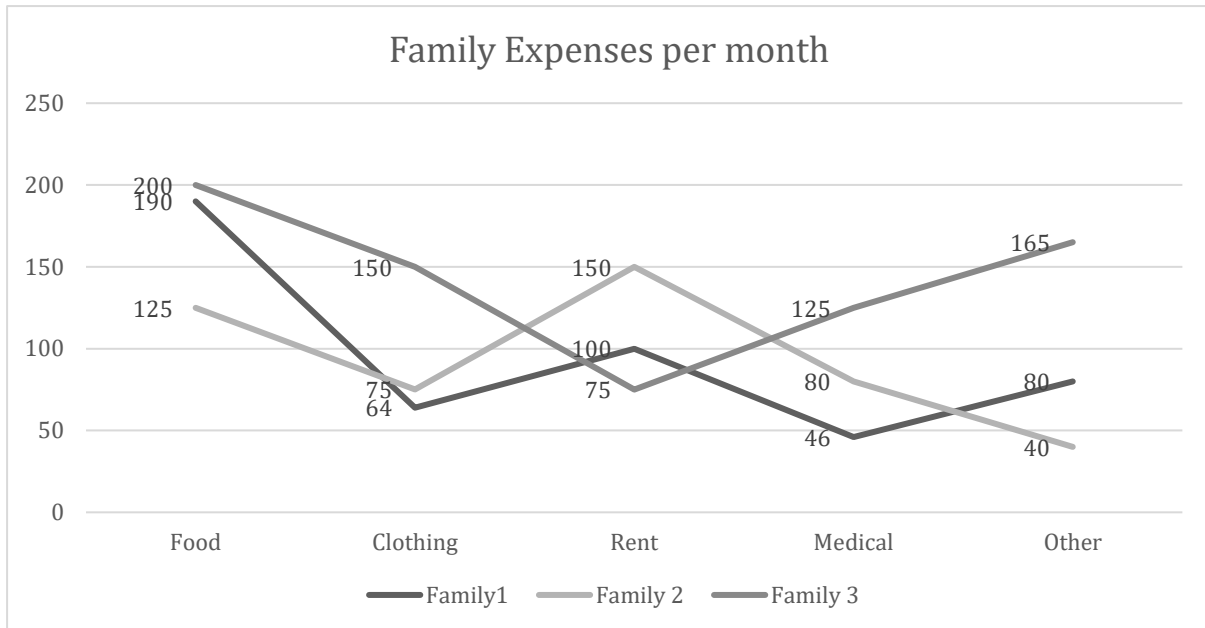
Higher (b) lower (c) equal

4. \_\_\_\_\_ is the lowest actual cost spent in the entire event.

5. \_\_\_\_\_ is the highest estimated cost of the event.



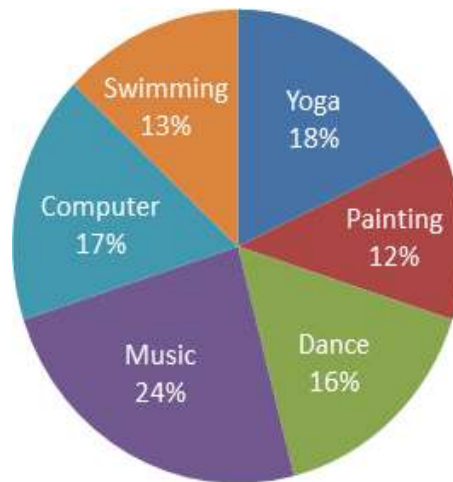
**Task – 2:** The following table gives the details of expenses of three families per month. Answer the questions set on the given graph.



- Family 1 spends \_\_\_\_\_ on food than family 2.  
More (b) lesser (c) equal
- Which family spends the lowest on rent?
- \_\_\_\_\_ Money spent on clothing amongst three families is by family 3  
(a) The lowest (b) The highest (c) Equal
- The margin for food expense by family 1 and family 3 is \_\_\_\_\_.  
Very close (b) equal (c) more
- Which family spends the least on other expenses?

**Task – 3:** The pie-chart given below shows total number of children who opted different courses in summer camp in May 2017. Answer the questions set on it.

Total Children = 300



1. Which are the two courses which were opted the highest and the lowest by children at the summer camp?
2. The difference between the children who have opted swimming and children who have opted painting is \_\_\_\_\_.  
(a) very huge                      (b) equal                      (c) very less
3. Name any two courses that are offered in summer camp which involve physical activities.
4. Music, dance and \_\_\_\_\_ come under fine arts category amongst the offered courses at the summer camp.
5. Which of the following statements is NOT true:  
(a) The percentage of children who have opted Yoga course is lesser than percentage of children who have opted music.  
(b) The number of children who have opted dance is more than children opted computer.  
(c) The percentage of children who have opted painting is half than the percentage of children who have opted music.

**Task – 4:** The following table shows the number of students who go to abroad for further studies from 1990 to 1994

**NUMBER OF STUDENTS WHO GO ABROAD FOR STUDY**

State/ U.T	Year				
	1990	1991	1992	1993	1994
Maharashtra	732	840	900	920	925
Kerala	1035	940	1200	1400	1500
Karnataka	750	600	830	575	900
West Bengal	500	550	450	600	525
Delhi	1500	1625	1700	1475	1800
Andhra Pradesh	800	840	875	925	785
Total	5308	5395	5955	5895	6434

1. Which of the given states has the highest number of students going abroad in the five years?

2. In the year 1992, \_\_\_\_\_ number of students have gone abroad from Delhi.

- (a) less                      (b) the lowest                      (c) the highest

3. The students from West Bengal who have gone abroad are \_\_\_\_\_ than the students from Kerala in all the years.

- (a) more in number                      (b) Equal in number                      (c) less in number

4. Which of the following statements is NOT true in the following:

- (a) The number of students going abroad is more in the year 1994  
(b) The highest number of students who have gone abroad in all the years is from Karnataka.

(c) In the year 1990, the number of students going abroad from Delhi is three times more than West Bengal.

5. This table represents a tendency of \_\_\_\_\_ in the total number of students going abroad.

(a) sharp increase                      (b) gradual increase                      (c) slow decrease

**Task- 5:** The following is a score card of a cricket match between Australia and India. Answer the questions set on it.

*India won the toss and elected to field*

Australia Women Innings		264-9 (50 Ov)				
Batter		R	B	4s	6s	SR
R Haynes	c Shafali Verma b Goswami	13	28	3	0	46.43
Healy (wk)	run out (Gayakwad)	35	47	5	0	74.47
Lanning (c)	c Richa Ghosh b Goswami	0	4	0	0	0.00
E Perry	c Deepti Sharma b Pooja Vastrakar	26	47	2	0	55.32
Mooney	b Sneh Rana	52	64	6	0	81.25
Gardner	c Mithali b Pooja Vastrakar	67	62	8	2	108.06
Tahlia McGrath	c Richa Ghosh b Pooja Vastrakar	47	32	7	0	146.88
Nicola Carey	not out	12	15	0	0	80.00
Sutherland	c Deepti Sharma b Goswami	0	1	0	0	0.00
Molineux	run out (Gayakwad/Goswami)	1	1	0	0	100.00
Stella Campbell	not out	0	0	0	0	0.00
Extras		11 (b 1, lb 3, w 6, nb 1, p 0)				
Total		264 (9 wkts, 50 Ov)				

India Women Innings		266-8 (49.3 Ov)				
Batter		R	B	4s	6s	SR
Shafali Verma	b Molineux	56	91	7	0	61.54
Smriti Mandhana	c Sutherland b Gardner	22	25	3	0	88.00
Yastika Bhatia	c (sub)Strano b Stella Campbell	64	69	9	0	92.75
Richa Ghosh (wk)	c Gardner b Sutherland	0	4	0	0	0.00
Mithali Raj (c)	b Sutherland	16	28	1	1	57.14
Pooja Vastrakar	b Sutherland	3	14	0	0	21.43
Deepthi Sharma	c Nicola Carey b Tahlia McGrath	31	30	3	0	103.33
Sneh Rana	c (sub)HJ Darlington b Nicola Carey	30	27	5	0	111.11
Jhulan Goswami	not out	8	7	1	0	114.29
Meghna Singh	not out	2	3	0	0	66.67
Extras		34 (b 0, lb 2, w 31, nb 1, p 0)				
Total		266 (8 wkts, 49.3 Ov)				
Did not Bat	Rajeshwari Gayakwad					

- Which team batted first in the match?
- Tahlia McGrath's strike rate is the highest amongst the Australian batters though she is not the highest scorer. True/False.
- Who is the highest wicket taker amongst the Aussie bowlers?
- Which of the following statements is True:
  - Three Indian batters completed half centuries in the match.
  - Richa Ghosh did not bat in the Indian Innings.
  - The Australian side gave more extras than the Indian side.
- The Australian team played with \_\_\_\_\_ substitute players in the second innings.
  - two
  - three
  - one

**Points to remember:**

- Observe the given graph closely.
- Understand the trends that are shown in the graph.
- Use the right vocabulary to describe graph.
- Notice the impact of the trends.

## CHAPTER-6

### PARAGRAPH WRITING

A paragraph is the full and logical development of a single idea. Paragraphs are comprised of coherent sentences. A paragraph is a group of sentences organised around a central topic. In fact, the cardinal rule of paragraph writing is to focus on one idea. A well-written paragraph takes its readers on a clear path without detours. A paragraph expresses a single idea.

Most paragraphs follow a three-part structure: introduction, body, and conclusion. This structure is evident in various types of writing, including narration, description, comparison, contrast, and analysis. Each section plays a crucial role in conveying meaning to the reader.

A paragraph should consist of:

- Topic sentence
- Supporting sentence(s) (Body)
- Concluding sentence

**Introduction:** The opening section of a paragraph, which includes the topic sentence and any necessary background information or transitions.

**Body:** The central part of the paragraph, where the main idea is developed using facts, arguments, analysis, examples, and other supporting details.

**Conclusion:** The closing section reinforces the connection between the paragraph's discussion and its main idea.

A paragraph usually consists of five sentences: the topic sentence, three supporting sentences, and a concluding sentence.

***A good paragraph must have the following elements:***

**Unity:** Unity in a paragraph begins with the topic sentence. Every paragraph has one controlling idea expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion. All the sentences in a

paragraph are logically connected to the central idea. Irrelevant material violates the principle of unity.

**Order:** Order refers to the way you organise your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, a good paragraph always has a definite organisation. In a well-ordered paragraph, the reader follows along easily. Order helps the reader grasp the meaning and avoids confusion.

**Coherence:** Coherence is the quality that makes writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use transition words. These words bridge one sentence to the next. Transition words that show order (first, second, third), spatial relationships (above, below) or logic (furthermore, in addition, in fact) are to be used. Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.

**Completeness:** Completeness means a paragraph is well-developed. The paragraph is complete if all sentences clearly and sufficiently support the main idea. The paragraph is incomplete if there are not enough sentences or information to prove your thesis. Usually, three supporting sentences, a topic sentence, and a concluding sentence are needed for a paragraph to be complete. The paragraph's concluding sentence or last sentence should summarise the main idea by reinforcing the topic sentence.

The following paragraph demonstrates this organisational pattern. Both the topic sentence and concluding sentence (CAPITALIZED) guide the reader in understanding the paragraph's key message.

SCIENTISTS HAVE LEARNED TO SUPPLEMENT THE SENSE OF SIGHT IN NUMEROUS WAYS. In front of the tiny pupil of the eye, they put, on Mount Palomar, a great monacle 200 inches in diameter, and with it, see 2000 times farther into the depths of space. Or they look through a small pair of lenses arranged as a microscope into a drop of water or blood and magnify the living creatures by as much as 2000 diameters there, many of which are among man's most dangerous enemies. Or, if we want to see distant happenings on Earth, they use some of the previously wasted electromagnetic waves to carry television images, which they re-create as light by whipping tiny crystals on a screen with



electrons in a vacuum. Or they can bring happenings of long ago and far away as coloured motion pictures by arranging silver atoms and colour-absorbing molecules to force light waves into the patterns of original reality. Or if we want to see into the centre of a steel casting or the chest of an injured child, they send the information on a beam of penetrating short-wave X-rays and then convert it back into images we can see on a screen or photograph. **THUS, ALMOST EVERY TYPE OF ELECTROMAGNETIC RADIATION YET DISCOVERED HAS BEEN USED TO EXTEND OUR SENSE OF SIGHT IN SOME WAY.**

George Harrison, "Faith and the Scientist"

## **Types of Paragraphs**

The type of paragraph one writes depends on the purpose and context of the content. Different types of paragraphs serve different functions, helping to convey ideas clearly and effectively. Below are the four main types of paragraphs commonly used in writing:

### **1. Expository Paragraph**

Expository paragraphs are primarily used in nonfiction writing, including essays, articles, and reports. Their purpose is to explain, inform, or clarify a particular idea or topic. These paragraphs present facts, definitions, and explanations without personal opinions. Each sentence builds on the main idea by providing supporting details, examples, or evidence. Expository writing is structured logically, ensuring clarity and coherence for the reader.

Example: Photosynthesis is a vital process that allows plants to produce their own food. It occurs in the chloroplasts of plant cells, where sunlight, carbon dioxide, and water are converted into glucose and oxygen. The process consists of two main stages: the light-dependent reactions, which capture sunlight to generate energy, and the Calvin cycle, which uses that energy to synthesise glucose. This process sustains plant life and plays a crucial role in maintaining the Earth's oxygen levels and supporting the food chain. Without photosynthesis, life on Earth would not be possible, as it provides the foundation for energy transfer in most ecosystems.

## **2. Persuasive Paragraph**

Similar in structure to expository paragraphs, persuasive paragraphs focus on presenting and defending an argument. Instead of merely explaining facts, they aim to convince the reader of a particular viewpoint. To justify their stance, writers use reasoning, logic, and supporting evidence, such as statistics or expert opinions. Persuasive paragraphs are commonly found in opinion pieces, advertisements, and argumentative essays.

Example: Immigration is a driving force behind America's economic strength. Despite ongoing debates about immigration, both legal and illegal, the reality is that the United States thrives because of the skills, determination, and innovation that immigrants bring. They fuel economic growth by providing businesses with a dependable labour force and revitalising communities through entrepreneurship, homeownership, and civic engagement. Cities and towns across the nation flourish as immigrant families contribute to local economies, creating jobs and boosting consumer spending. If the U.S. fails to embrace and support immigrants, it risks falling behind other industrialised nations that actively recruit skilled and unskilled workers to strengthen their economies. To remain a global leader, America must continue to welcome and empower those who seek a better future while helping build a stronger, more prosperous nation.

## **3. Narrative Paragraph**

Narrative paragraphs are used to tell a story, describe an event, or recount an experience. They are common in creative writing, personal essays, and literature. These paragraphs provide a sequence of actions, often following a chronological order. Each sentence contributes to the progression of the story, adding new details, actions, or reactions. Strong narrative paragraphs engage readers by creating a sense of movement and continuity.

Example: One North Carolina man found quite a surprise last year while fishing in the Catawba River: a piranha. Jerry Melton, of Gastonia, reeled in a one-pound, four-ounce fish with an unusual bite. Melton could not identify it, but a nearby fisherman did. Melton, at first, could not believe he had caught a piranha. He said, "That ain't no piranha. They ain't got piranha around here." Melton was right: the fish is native to South America, and North Carolina prohibits owning the fish as a pet or introducing the species to local waterways. The sharp-toothed,

carnivorous fish likely found itself in the Catawba River when its illegal owner released the fish after growing tired of it. Wildlife officials hope that the piranha was the only one of its kind in the river, but locals are thinking twice before they wade in the water.

#### **4. Descriptive Paragraph**

Descriptive paragraphs focus on painting a vivid picture of a person, place, object, or situation. Instead of advancing a story, they aim to immerse the reader by appealing to the senses—sight, sound, touch, taste, and smell. Writers use precise language, figurative expressions, and sensory details to enhance their descriptions. Such paragraphs are frequently used in fiction, poetry, travel writing, and personal reflections.

Example: Bangalore, often called the "Silicon Valley of India," is a vibrant city that seamlessly blends tradition with modernity. Known for its pleasant climate, lush green parks, and bustling streets, the city offers a dynamic mix of cultures, cuisines, and lifestyles. From the historic charm of Bangalore Palace and Tipu Sultan's Summer Palace to the contemporary energy of MG Road and Electronic City, every corner of Bangalore tells a story. The city's thriving IT industry has attracted professionals from across the country, making it a melting pot of diverse traditions and languages. Cubbon Park and Lalbagh Botanical Garden provide serene escapes amid the urban hustle, while the lively cafés, breweries, and street food stalls showcase its cosmopolitan spirit. Whether exploring the rich heritage, enjoying the vibrant nightlife, or embracing its tech-driven progress, Bangalore captivates every visitor with its unique blend of old and new.

The type of paragraph used depends on the nature of the writing. For example, a research paper primarily consists of expository paragraphs, as its goal is to present factual information. Conversely, a short story relies on a combination of narrative and descriptive paragraphs to develop characters and settings. Understanding the function of each paragraph type helps writers create more structured and engaging content.

### Tips to Develop a Paragraph

- ❖ Think of a specific topic
- ❖ Brainstorm and collect ideas
- ❖ Choose the topic sentence
- ❖ Put the ideas in order around the topic sentence
- ❖ Make the first and last sentences short and effective

### Exercise:

- Write a paragraph of about 100-150 words on the given topics.
- Expository Paragraph (Explain or inform)
- The importance of the Internet in education
- Steps to prepare for a job interview
- Causes and effects of global warming
- Narrative Paragraph Topics (Tell a story or personal experience)
- A memorable day from your childhood
- A surprise that changed your life
- A visit to a new place that fascinated you
- Descriptive Paragraph (Describe using sensory details)
- A bustling marketplace in your city
- A peaceful evening by the beach
- The aroma and flavours of your favourite meal
- Persuasive Paragraph (Convince or argue a point)
- The benefits of reading every day
- Why everyone should recycle
- The importance of voting in elections

General English – II  
(Embolden – II)  
(For B.Com under SEP)  
Question Paper Pattern

**Time – 3 Hours**

**Max. Marks – 80**

***Instructions:***

- 1. Read all the instructions carefully and write answers.***
- 2. Write the question number correctly.***

**SECTION – A**

**(Literary Components – 50 marks)**

- I. Answer any **Five** of the following in a sentence or two: (2X5=10)
- II. Answer any **Four** of the following in about a page each: (4x5=20)
- III. Answer any **Two** of the following in about two pages each: (2x10=20)

**Section- B**

**(Language Component – 30 marks)**

- I. Read the following passage and answer the questions given below:  
(5x1=5)
- II. Do as directed.
  - A. Choose the appropriate idioms from the bracket and fill in the blanks. (1x3 =3)
  - B. Use each of the following phrasal verbs in your own sentence. (1x2=2)
- III. Correct the following erroneous sentences. (1X5=5)
- IV. Change the following sentences to reported speech. (1x5=5)
- V. Read the following graph and answer the questions given below (1x5=5)
- VI. Write a paragraph on any ONE of the topics using the given hints. (5)

**Model Question Paper**  
**GENERAL ENGLISH (Under SEP)**

**II SEMESTER B.Com. AND OTHER PROGRAMS UNDER THE**  
**FACULTY OF COMMERCE**

**Time:3 hours**

**Marks:80**

**SECTION- A**

**(Literary Component – 50 marks)**

**I. Answer any FIVE of the following in a sentence or two. (5x2=10)**

1. Who do 'she' and 'her dear children' refer to in the poem 'The Fruits of the Earth'?
2. What is the force that can wash a mountain to the sea according to Bob Dylan?
3. How did the things change after Tahira's baby was born, at her household?
4. In what ways does Aarthi express her attachment to her father years after his death in the story 'My Beloved Charioteer'?
5. Why does Sweetness distance herself from Lula Ann in the story 'Sweetness'?
6. What does Adichie mean by 'a single story'?
7. What are the two prevalent views about love according to Eric Fromm?

**II. Answer any FOUR of the following in about a page each. (4x5=20)**

1. How does the song 'Blowing in the Wind' criticize racism?
2. Why does Aiji prioritize Preeti's happiness over her own needs in the story 'My beloved Charioteer'?
3. 'A marriage is like a tanga [bullock cart], it needs two wheels'. Justify with reference to Saba Mahjoor's essay.
4. How did the single story of Africa affect Adichie's understanding of her own continent?

5. Eric Fromm links the idea of shopping with that of looking for a person to love in the essay 'Is Love an Art'. Explain.

**III. Answer any TWO of the following in about two pages each. (2x10=20)**

1. The poem 'Fruits of the Earth' beautifully contrasts the fleeting nature of materialistic pleasures with the enduring joy of being one with nature. Discuss.
2. How does the theme of acceptance manifest in Tony Morrison's 'Sweetness'?
3. Why does Adichie believe that the single stories are harmful and what solutions does she propose to counteract them?

**Section- B**

**(Language Component – 30 marks)**

**I. Read the following passage and answer the questions given below: (5x1=5)**

The worst and longest economic crisis in the modern industrial world, the Great Depression in the United States had devastating consequences for American society. At its lowest depth (1932–33), more than 16 million people were unemployed, more than 5,000 banks had closed, and over 85,000 businesses had failed. Millions of Americans lost their jobs, their savings, and even their homes. The homeless built shacks for temporary shelter—these emerging shanty towns were nicknamed Hoovervilles; a bitter homage to President Herbert Hoover, who refused to give government assistance to the jobless. The effects of the Depression—severe unemployment rates and a sharp drop in the production and sales of goods—could also be felt abroad, where many European nations still struggled to recover from World War - I.

Although the stock market crash of 1929 marked the onset of the depression, it was not the *cause* of it: Deep, underlying fissures already existed in the economy of the Roaring Twenties. For example, the tariff and war-debt policies after World War I contributed to the instability of the banking system. American banks made loans to European countries following World War I. And while the United States seemed to be enjoying a prosperous period in the 1920s, the wealth

was not evenly distributed. Businesses made gains in productivity, but only one segment of the population—the wealthy—reaped large profits. Workers received only a small share of the wealth they helped produce. At the same time, Americans spent more than they earned. Advertising encouraged Americans to buy cars, radios, and household appliances instead of saving or purchasing only what they could afford. Easy credit policies allowed consumers to borrow money and accumulate debt. Investors also wildly speculated on the stock market, often borrowing money on credit to buy shares of a company. Stocks increased beyond their worth, but investors were willing to pay inflated prices because they believed stocks would continue to rise. This bubble burst in the fall of 1929, when investors lost confidence that stock prices would keep rising. As investors sold off stocks, the market spiralled downward.

1. Why did the shelters were named Hoovervilles?
2. Mention the effects of depression?
3. What caused the instability of banking system?
4. According to the passage, the working class reaped large benefits from the business. True/False.
5. How did advertisement mislead the consumers in America?

## II. Do as directed.

### A. Choose the appropriate idioms from the bracket and fill in the blanks. (1x3 =3)

(a piece of cake, let the cat out of the bag, down to earth, on top of the world,)

- a. We tried to give Tommy a surprise party for his birthday, but you \_\_\_\_\_.
- b. Jeffrey was a fast learner, so he knew that the history test would be \_\_\_\_\_.
- c. When her team won the hockey championship, Reena was \_\_\_\_\_.

### B. Use each of the following phrasal verbs in your own sentence. (1x2=2)



- a. Carry out
- b. Cheer up

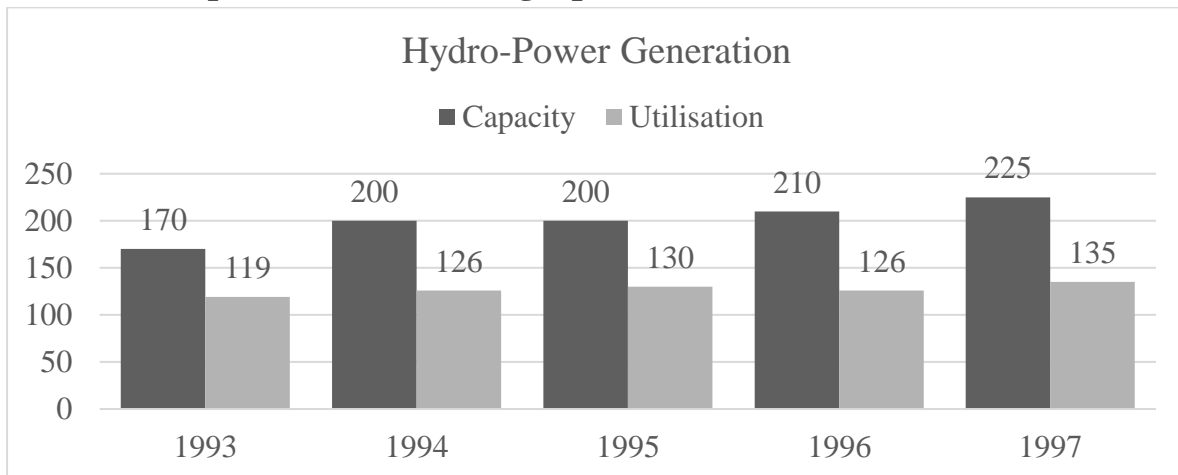
**III. Correct the following erroneous sentences. (1x5=5)**

- 1. Mohan came to the India in 2014.
- 2. My house is built in 1967.
- 3. I am knowing all the grammar, but it is difficult to remember.
- 4. One of the main reasons for elephant poaching are the profits received from selling the ivory tusks.
- 5. John has lived in France since two years.

**IV. Change the following sentences to reported speech. (1x5=5)**

- 1. She asked, “is it cold outside?”
- 2. The girls said, “Hurrah! We have won the match”.
- 3. I told Ramesh, “I will meet you tomorrow.”
- 4. The teacher said, “New Delhi is the capital of India.”
- 5. The manger said, “I am busy now.”

**V. The following graph shows the actual production units and the optimum capacity of a hydro - power generation station from the year 1993 to 1997. Answer the questions set on the graph.**



1. The \_\_\_\_\_ number of electricity units were produced in the year 1997.  
(a) maximum            (b) minimum            (c) equal
2. Which of the following statements is NOT true among the following:
  - a. The optimum capacity of the Hydro – power generation station remained the same in the year 1994 and 1995.
  - b. The actual production units remained the same in the years 1994 and 1996.
  - c. In the year 1995, the actual produced electricity units matched the optimum capacity of production.
3. In which year did the optimum capacity of the power generation unit was increased to 200?
4. The actual production of electricity was \_\_\_\_\_ in the year 1996 than the previous year.  
(a) surged up            (b) decreased            (c) remained constant
5. The given data is taken for a period of \_\_\_\_\_ years according to the given graph.  
(a) six                      (b) four                      (c) five

**VI. Write a paragraph on any ONE of the topics using the given hints. (5)**

**A peaceful evening at the beach**

sunset is a sight to behold-the soft golden sand stretches endlessly-meet the calm, turquoise waves-the sun dips below the horizon, its orange and pink hues spread across the sky, casting a warm glow- the sound of the waves crashing softly- the sight of seagulls flying overhead-the cool evening breeze brushes against the skin, bringing a sense of peace and tranquillity- the beach at sunset feels like a timeless moment

**OR**

**One of the most memorable days from my childhood**

we discovered the hidden treehouse in the woods-it was a warm summer afternoon, and my friends and I were on one of our usual adventures-ventured deeper into the forest-stumbled upon an overgrown path-led us to a towering oak tree-we climbed up-with excitement-found ourselves in a rustic treehouse-we spent the rest of the day there, playing pirates, sharing stories, and laughing-until the sun began to set-that day became the stuff of legends in our little gang-a symbol of our adventurous spirits.