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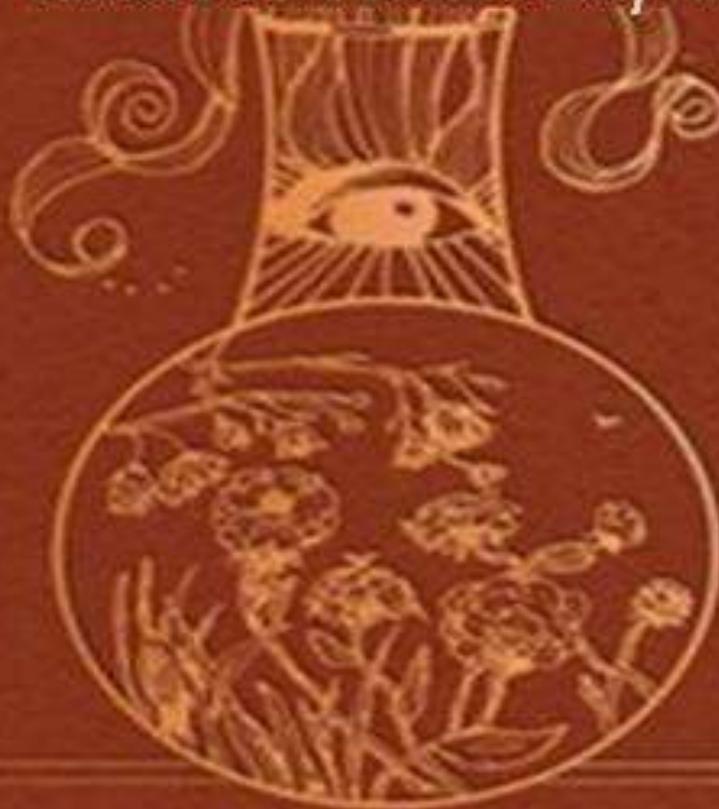
BENGALURU  
CITY UNIVERSITY

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BENGALURU CITY UNIVERSITY

# Alchemy - I

General English Textbook – I Semester B.C.A  
As per State Education Policy (SEP) 2024

**Chief Editor: Thandava Gowda**  
**Editor: Dr. Padmavathy. K**



**Prasaranga**  
**BENGALURU CITY UNIVERSITY (BCU)**  
**Bengaluru**

**BENGALURU CITY UNIVERSITY**

**ALCHEMY**

**SEMESTER-I**

**GENERAL ENGLISH TEXT BOOK**

**BACHELOR OF COMPUTER SCIENCE (BCA)**

**(As Per the State Education Policy 2024)**

**Prasaranga Press**

**Bengaluru City University**

**Bengaluru**

## **FOREWORD**

I am happy to present the First Semester BCA General English textbook of Bengaluru City University (BCU), prepared meticulously by the textbook committee. It has been designed with the objectives of instilling literary sensibilities and linguistic competencies in students. The two sections dealing with literary component and Grammar component are aimed at accomplishing the prerequisites of State Education Policy 2024. This is the first Text Book for Undergraduate students of BCA, BCU, Bengaluru, prepared by the members of the Text Book Committee in accordance with SEP 2024. I congratulate the Text Book Committee's untiring task of framing and collating the materials and I am confident that this text book would familiarize and acquaint the students to a new vista of learning. The book indeed can help teachers develop a shared vision and understanding of interpretative discussion across genres. The framework can guide the teachers to co-lead discussions in the classroom. I thank the Director of Bengaluru City University Press, their personnel for bringing out the textbook deftly and on time. I hope that this book would become a premier text for teachers to teach and motivate the students to develop interest in English literature and language.

**Prof. Lingaraj Gandhi**  
**Vice-Chancellor**  
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## **PREFACE**

The new First semester General English syllabus for the Bachelor of Computer Science (BCA) programme of Bengaluru City University, broadly aims to develop the students' literary sensibilities and LSRW skills, as per the guidelines prescribed by the State Education Policy, 2024.

The syllabus introduces a juxtapose of genres: Poetry, Short stories and Essays in the Literary component and the Grammar component comprises of comprehension skills, Giving directions and Instructions, reported speech, etc to enhance writing skills of the students.

The textbook committee has extensively worked on the framing of the syllabus to facilitate learning of English literature and language comprehensively.

I hope that the new English textbook for BCA students serves the objectives of sharpening the aesthetic sensibility and communication skills. I thank the chairperson, members of textbook committee and the staff of printing press for their unstinted effort in preparing and publishing the textbook meticulously well in time.

**Dr. T. N. Thandava Gowda**  
**Chairperson**  
**UG Board of Studies**  
**Bengaluru City University**  
**Bengaluru.**

## NOTE TO THE TEACHER

The BCA General English textbook attempts to develop undergraduate students' proficiency in English language and develop their literary sensibilities. The newly framed syllabus as per the requirements of SEP has two components:

**Literary Component - 50 marks**

**Grammar component - 30 marks**

**Total** -----  
80 marks- written exam  
-----

### Internal Assessment

<b>Internal Test</b>	<b>10marks</b>
<b>Assignment</b>	<b>05 marks</b>
<b>Classroom activity/ Presentation/project</b>	<b>05 marks</b>
<b>Total</b>	<b>20marks</b>

The selected literary pieces for first semester BCA comprise of three genres: two poems, three short stories and two essays. The selections are interesting and would stir enthusiasm and a sense of enquiry among students. Therefore, teachers can provide additional knowledge by comparing similar contexts from other pieces of study as well. The exercises provided in grammar component are suggestive and not conclusive. Teachers can draw inferences from other sources and elaborate the practice exercises to make students enhance communication competencies.

Students must be helped to choose areas of their difficulty and work on the relevant exercises. It is also important that they are active participants in the learning process. So do not yield to the temptation to do things that should be done by the students. Instead teach them how to learn by themselves.

Total number of teaching hours would be 56 and four hours per week.

The Committee expresses its sincere thanks to Dr.Thandava Gowda, Chairman, Board of Studies, Bengaluru City University for his consistent support and direction. The Committee also thanks Prof. Lingaraj Gandhi, the Honourable Vice Chancellor of Bengaluru City University for his support in bringing out the new textbook.

**Happy Teaching!**

**Dr Padmavathy.K**

**Chairperson**

**Text book Committee**

**BCA-Semester -1**  
**General English**

**At the end of the semester students would hone the following skills  
(Expected Course Outcome)**

- **Appreciation of the prescribed literary texts**
- **Acquaint with critical, evaluative and analytical skills**
- **Sensitization of the issues prevalent in the text**
- **Acquire comprehension skills**
- **Develop requisite skills of communication**
- **Familiarize the skills of elaboration and coherence**

**General English**  
**BCA -Semester-I**  
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**SECTION - I**  
**LITERARY COMPONENT**

## 1. ABOU BEN ADHEM

LEIGH HUNT

### Pre-Reading:

- What are the ways to impress God?
- “Humans see what they want to see.” Can we think the opposite?
- Humanity is the supreme value. Exemplify.



### About the Author:

Leigh Hunt (1784–1859) was an English critic, essayist, and poet. He co-founded *The Examiner*, a prominent intellectual journal that championed radical principles. Hunt played a central role in the Hampstead-based group, known as the “Hunt circle,” which included influential figures like William Hazlitt and Charles Lamb. His literary influence extended to introducing poets such as John Keats, Percy Bysshe Shelley, Robert Browning, and Alfred Tennyson to the public. Despite a speech impediment that initially prevented him from attending university, Hunt made significant contributions to British literary and theatrical society. His early poems were published in 1801 under the title *Juvenilia*, and he later wrote theatre criticism and critical essays on authors. His

legacy endures as a prolific and influential writer of the Romantic movement in England.

Abou Ben Adhem (may his tribe increase!)  
Awoke one night from a deep dream of peace,  
And saw, within the moonlight in his room,  
Making it rich, and like a lily in bloom,  
An angel writing in a book of gold:  
Exceeding peace had made Ben Adhem bold,  
And to the presence in the room he said,  
"What writest thou?"—The vision raised its head,  
And with a look made of all sweet accord,  
Answered, "The names of those who love the Lord."  
"And is mine one?" said Abou. "Nay, not so,"  
Replied the angel. Abou spoke more low,  
But cheerly still; and said, "I pray thee, then,  
Write me as one that loves his fellow men."

The angel wrote and vanished. The next night  
It came again with a great wakening light,  
And showed the names whom love of God had blest,  
And lo! Ben Adhem's name led all the rest.

**Glossary:**

**Lily:** Lilium is a genus of herbaceous flowering plants growing from bulbs, all with large prominent flowers.

**Thou:** Second Personal singular pronoun used to indicate the one being addressed, especially in a literary, liturgical, or devotional context

**Writest:** Second-person singular simple present form of write (dialect).

**Cheerly:** Cheerfully, heartily (archaic adverb used olden days)

**Accord:** Give or grant someone (power, status, or recognition)

**Thee:** Dialect(archaic)form of you, as the singular object of a verb (Objective case)

**Blest:** Dialect(archaic) or literary term for blessed.

**About The Poem:**

“Abou Ben Adhem” is a short, fable-like poem that suggests people can best express love for God by simply loving their fellow human beings. Compassion and empathy are presented as the true principles of religion, above the need to pay lip service to a jealous or attention-hungry God. In fact, the Lord in this poem is so approving of Abou Ben Adhem’s commitment to his fellow man that it is Ben Adhem who becomes the most “blest” in the end—and not those who have focussed their efforts in demonstrating their love for God. The poem ultimately argues that love of humankind is the love of God—because people are God’s creation. In essence, the poem is saying that anyone who claims to love God, without putting this into practice first through a love for their fellow human beings, doesn’t really love God at all.

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

1. The poem refers to God’s representatives in three different ways. They are:
  - a. The vision, An Angel and the Presence
  - b. Moonlight, An Angel and Dream

- c. Lily, An Angel and a Dream
2. What does Abou Ben Adhem encounter upon awakening?
3. The poem highlights the theme that true worship and love towards God is to love\_\_\_\_\_.
4. What does Abou curiously ask the Angel?
5. What is the vision referred to here in the poem?
6. What is moonlight compared to?
7. The figure of speech in the line “deep dream of peace” is\_\_\_\_\_.

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

1. Who is Abou Ben Adhem? What is meant by “may his tribe increase”? Explain briefly.
2. Explain the meaning of “deep dream of peace”. How could Abou have peace?
3. Describe the effect of moonlight in Abou’s room. Why is moonlight compared to a lily in bloom?
4. Describe the significance of the book of gold.
5. Briefly describe the second vision of Abou Ben Adhem. How does it reflect on the theme of the poem?
6. What does Abou curiously ask the angel? What makes Abou low?
7. Identify the figures of speech used in the poem.

**III. Answer the following questions in about 2 or 3 page each:**

1. What was the angel writing? Describe what happened after the angel vanished.
2. Briefly describe the character of Abou Ben Adhem.
3. What is the theme of the poem? Elaborate.

**REFERENCE:**

- Read Other Poems and a Biography of Hunt — Further resources provided by the Poetry Foundation.
- The Funeral of Shelley Painting — A painting by Louis Fournier that depicts Leigh Hunt at his friend and fellow Romantic poet Percy Shelley's funeral. Hunt is the second from the left of the main figures by the body.
- Hunt's Essays — A collection of essays published by Leigh Hunt.
- The Manuscript of "Abou Ben Adhem" — An image of the poem as written by Hunt.
- A Reading of "Abou Ben Adhem" — A good reading of the poem (accompanied by an unsettling animation).

**Suggested reading:**

- "The Ballad of Father Gilligan" by W.B. Yeats
- "A Psalm of Life" by Henry Wadsworth Longfellow
- "The Man Who Planted Trees" by Jean Giono (Short story)
- "We Are All Completely Beside Ourselves" by Karen Joy Fowler (Excerpt)
- "The Legend of the Three Trees" (traditional folktale)

## 2. I AM NOT THAT WOMAN

KISHWAR NAHEED

### Pre-Reading

- What do you know about Gender bias, Domestic abuse, Inadequate healthcare, female feticide, lack of scope for female education and employment?
- Gender equality is the need of the hour. Elaborate
- Enumerate on the role of women in the society.
- Who are the women activists that you know? Mention any two.



### About the Author:

Kishwar Naheed (born June 18, 1940) is a feminist Urdu poet and writer from Pakistan. By birth, she is an Indian; due to her family migration to Lahore after the partition 1949 she became Pakistani girl. Kishwar witnessed the violence (including rape and abduction of women) associated with the partition of India. Her powerful poetry has left an indelible mark on Urdu literature. She is widely acclaimed for her sharp and incisive poetic expression, for being bold and celebrating the universal human struggle for equality, justice and freedom. She has 12 volumes of poetry published in both Pakistan and India. Her Urdu poetry has also been published in foreign languages all over the world. Her famous poem 'We Sinful Women' became an anthem for Pakistani feminists. It inspired a groundbreaking anthology of contemporary Urdu feminist poetry.

She has also written eight books for children and received the prestigious UNESCO award for children's literature. She has been witness to the struggles and aspirations that Pakistan has gone through as a nation. Her written work, which spans more than four decades, chronicles her experiences as a woman writer engaged in the creative and civic arenas. Her commitment to women's issues and social problems continues to resonate with readers.

I am not that woman  
Selling you socks and shoes!  
Remember me, I am the one you hid  
In your walls of stone, while you roamed  
Free as the breeze, not knowing  
That my voice cannot be smothered by stones,

I am the one you crushed  
With the weight of custom and tradition  
Not knowing  
That light cannot be hidden in darkness.  
Remember me,  
I am the one in whose lap  
You picked flowers  
And planted thorns and embers  
Not knowing  
That chains cannot smother my fragrance

I am the woman  
Whom you bought and sold

In the name of my own chastity

Not knowing

That I can walk on water

When I am drowning.

I am the one you married off

To get rid of a burden

Not knowing

That a nation of captive minds

Cannot be free.

I am the commodity you traded in,

My chastity, my motherhood, my loyalty.

Now it is time for me to flower free.

The woman on that poster, half-naked, selling socks and shoes-

No, no, I am not that woman!

### **Glossary:**

**Breeze:** (noun) a gentle wind

**Smother:** Cover someone or something entirely with

**Ember:** a hot lump of smouldering solid fuel(wood or coal)

**Chains:** a series of linked metal rings used for fastening or securing something

**Chastity:** the state of having no sexual relationships

**Loyalty:** a strong feeling of support or allegiance

**Flower:** (verb) reach an optimum stage of development

**About the Poem:**

'*I am not that Woman*' contrasts both the explicit and discreet ways in which women are oppressed in society. Through a partially feminist lens, Naheed makes the point that women deserve respect and they are not commodities. In a large part of the East, women are oppressed explicitly by being locked behind doors and being told that they cannot become anything in life. Of course, this cannot be generalized to every country and city, but many Eastern cultures still carry this mentality. This explicit oppression may be absent in the West, but Naheed states that women are being discreetly oppressed in Western cultures, by having their worth tied to their bodies. The beauty of women is more often than not used in advertisements to sell a variety of products, Naheed makes a very valid point that this, too, is a form of oppression. Linking a woman's value and self-worth to her body is a form of oppression in and of itself. '*I am not that Woman*' is an empowering poem reminding the world that women deserve respect, and more importantly, women should appreciate and confidently respect themselves.

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

1. Who is the poet addressing?
2. What did the man give in return for flowers in her lap?
3. The woman is crushed\_\_\_\_\_
  - a. By the customs and traditions.
  - b. By the walls of stone.
  - c. By the thorns and embers.
4. How is the half-naked woman treated?
5. Identify any two imageries used in the poem.

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

1. How are women portrayed in the poem?
2. According to the poet, how do the parents get rid of the 'burden'?
3. 'Now it is time for me to flower free'. What status is the speaker referring to in this line?
4. Comment on the tone of the speaker used in this poem.

**III. Answer the following questions in about 2 or 3 pages each:**

1. Describe the message that the speaker is conveying in the poem.
2. The poem expresses the need for women's empowerment. Justify.
3. "That chains cannot smother my fragrance". Elaborate the echo of the speaker.

**References:**

1. **Poetry Foundation** (website often features poems along with critical analysis and biographical information about the poets): They might have resources related to Kishwar Naheed and her poem "I am not that Woman".
2. **Academic Journals:** JSTOR, Google Scholar, and other academic databases may have scholarly articles that discuss Kishwar Naheed's poetry in general or specifically analyse "I am not that Woman". These articles could provide in-depth literary analysis, cultural context, and interpretations of the poem.
3. **Books on South Asian Poetry:** Anthologies or books focusing on South Asian or Pakistani poetry may include discussions or interpretations of Kishwar Naheed's work. Look for titles that cover contemporary Urdu poetry or feminist poetry from the region.

4. **Social media and Online Forums:** Engaging in discussions on platforms like Reddit, literary forums, or following relevant hashtags on Twitter might lead you to additional resources or discussions about the poem.

**Suggested reading:**

1. “The Parrot in The Cage” is a translation of the poem “Pinjarako Suga” which was written by Lekhanath Paudel and Maha Kavi Lakshmi Prasad Devkota and is translated into English.
2. “A Woman” by Audre Lorde is a powerful exploration of identity, self-acceptance and empowerment.
3. “Phenomenal woman” by Maya Angelou celebrates women’s strength, confidence and allure.
4. “I’m “wife”-I’ve finished that” by Emily Dickinson.
5. “On Being a Woman” by Dorothy Parker.

### 3. SACRIFICE

#### MUNSHI PREMCHAND

##### Pre-Reading:

- What does the concept of sacrifice mean to you, and in what situations might someone make a sacrifice?
- How do societal norms and values shape the behaviour of individuals?
- What was the impact of colonial rule on the ordinary lives in India?
- Consider the qualities you anticipate from the leading figure in your life.
- Consider what personal sacrifices you have made or observed in others.
- What role do you think family, duty, and honour play in life?



##### About the Author:

Munshi Premchand, born Dhanpat Rai Srivastava on July 31, 1880, in Lamahi near Varanasi, India, is revered as one of the greatest writers in modern Hindustani literature. He is a prolific writer in Hindi and Urdu, known for his realistic and sympathetic portrayal of the poor and the downtrodden. Premchand's literary style is characterized by his use of simple language to address complex social issues such as poverty, feudalism, and colonialism. Although he did not receive any awards during his lifetime,

his contributions to literature have been recognized posthumously, and he continues to be celebrated for novels like “Godan” and short stories like “Kafan”. Premchand passed away on October 8, 1936, but left behind a rich legacy that has guided an entire generation of writers and continues to inspire readers worldwide.

### 1.

Anand sat on the couch and lit their cigars. “What a fool Vishambhar was today! The exam is soon and today you go and volunteer. Whenever you get arrested, you will have to wash your hands of the exam. I imagine the scholarship will be stopped as well.”

Across on the other bench, Rupamani sat reading a newspaper. Her eyes were towards the paper but her ears had turned in Anand’s direction. “This is bad,” she said, “Did he not explain?” With a smile, Anand said, “When one begins to consider oneself another Gandhi, it becomes hard for one to explain. He on the other hand starts to make himself clear to me.”

Rupamani crumpled up the newspaper and, fixing her hair, said, “You have not told me either, maybe I can stop him.”

Somewhat irritated, Anand said, “What’s happened now, maybe he is already at the offices of Congress. Go, stop him.”

Anand and Vishambhar were both university students. Lakshmi was on Anand’s side, Saraswati too; Vishambhar had come with battered fortune. Mercifully, the professors had given out a small scholarship.

Enough, this was his livelihood. Rupamani a whole year earlier had also been their classmate; but this year she had left college. Her health had somewhat deteriorated. Both the young men would sometimes come to meet her. Anand would come. To take heart, Vishambhar would come too. If he could not study or was panicking he just came to her place. Perhaps it was that his mind calmed having told her his disaster-story. In front of

Anand, he had no such courage to speak. Anand had no word of sympathy for him. He used to reprimand him; to insult him and make a fool of him. Vishambhar did not have the ability to argue back. Before the sun, what is a mere lamp? Anand had mental hegemony over him. Now, for the first time in his life, he had rejected that hegemony.

And complaining of just that, Anand had come to Rupamani's place. For months, Vishambhar had moulded his internal self-will on Anand's logic; but defeated by logic too, his heart was rebelling. Undoubtedly this year of his would get worse. Possibly his life as a student might end, then these fourteen or fifteen years of hard work would be washed away and neither would God avail him nor his union

with his sweetheart be his destiny. What was the point of leaping into the fire. By staying in university, some more work for the country could be done too. Anand donated some money, other students made pledges to the homeland. Anand advised Vishambhar too to do just this. This logic had won over his sense (*buddhi*), but it had not been able to win over his heart (*man*). Today, when Anand went to college, Vishambhar took the path to the *swaraj* (self-governance) building. When Anand returned from college he found a letter from Vishambhar on the table. He had written:

Dear Anand,

I know that I am going to do something that is not beneficial for me; but some unknown power has been tugging at me. I do not want to go, but I am going, in the way that a man does not want to die, but dies; does not want to cry, but cries. When all the people upon whom our faith rests, have already put their own heads in the pounder, now there is no other way for me either. Now I can no longer betray my own soul. This is a question of honour, and honour cannot compromise at all.

Yours, Vishambhar.

Anand read the letter and realised that he must convince Vishambhar, bring him back; but at this foolishness of his came anger and in that huffishness he ended up at Rupamani's place. If Rupamani flattered him, said: "I have gone to bring him back", then maybe he would come along, but if she said: "I will stop him", that was intolerable for him. In his response would be fury, iciness, and maybe some envy too.

Rupamani looked proudly in his direction and said, "All's well, I am going."

After a moment she asked timidly, "Why don't you go?"

Then it struck her. If Rupamani flattered him with sweet words, then of course Anand should go along with her, but in her question first and foremost this notion was concealed: that Anand did not want to go. Arrogant Anand could not go on like this. He said disinterestedly, "Oh my going is in vain. Whatever you say will have a greater impact. This letter was left on my table. When he is thinking so highly/greatly of the soul and of duty and ideals, and is even seeing himself as some man of high status, then my effect on him will be nothing."

He took the letter from his pocket and put it in front of Rupamani. In these words were a hint of sarcasm, such that for a moment Rupamani could not look at him. This cruel jibe of Anand's had hurt her; but in just a moment a spark of rebellion entered inside her too. Independently she took up the letter and read. She read only to answer Anand's jibe; but while reading her face quickly hardened, her neck tightened, and in her eyes surfaced the redness of determination (*utsarg*).

She put the letter on the table and said, "No, now my going is in vain too."

Anand swelled with his victory and said, "I already told you, this time a *bhoot* (spirit) is riding astraddle his mind, someone's persuasion will have no effect on him. When they spend a whole year in jail on the millstone and have got tuberculosis they will come out of it, or when their head and limbs take a beating from the police's truncheons, then

wisdom will come to its destination. Right now though, they will be dreaming of cries of joy and applause.”

Opposite him Rupamani was looking up at the sky. In the blue a picturesque sight was manifesting – a weak, dehydrated, naked body, *dhoti* to the knees, smooth head, toothless mouth: the living image of asceticism, sacrifice and truth.

Then Anand said, “If I knew that the country could be freed by my blood, then I would be ready to give it today, but only 150 men like me would come forth, so what will happen? Except for giving up our lives, no evident result would be seen.”

Even now Rupamani was seeing this shadowy image. This shade was smiling, a simple charming smile, which has won over the whole world.

Then Anand spoke, “These very gentlemen who are tormented by the *bhoot* of an exam, they think of emancipating the country. Ask me, you can’t even emancipate yourself, please, how can you emancipate your country? Here due to failing a test, there due to truncheons, even light blows.”

Rupamani’s eyes were fixed on the sky. The image had solidified.

Taken aback, Anand said, “Why yes, today is one big funny film. Are you going? You can come back in the first show.”

Rupamani looked down from the sky and said, “No, my heart does not want to.”

Slowly Anand took her hand, saying, “Are you feeling all right?” Rupamani made no effort to retrieve her hand. She said, “Yes, why do you ask about my health?”

“So why don’t you go?”

“Today my heart does not want to.”

“So then I won’t go either.”

“Excellent, give me some rupees for a ticket to Congress.”

“This is some crooked bet; but I’ll allow it! Tomorrow let me see a receipt.”

“You don’t trust me even this much?”

Anand left for the hostel. Just a while later Rupamani set off towards the *swaraj* building.

## 2.

When Rupamani arrived at the *swaraj* building, a group of volunteers were heading to picket the foreign cloth *godowns* (warehouses). Vishambhar was not among them.

A second group stood preparing to go to the liquor shops. Vishambhar was not in this one either.

Rupamani came to the minister and said, “Can you tell me where Mr. Vishambhar is?”

The minister asked, “The one who signed up today?”

“Yes sir, him.”

“What a big, bold man he is. He has taken work preparing the countryside. He will have reached the station; he is leaving on the 7am train.”

“So right now they must be at the station.”

The minister looked at his watch and replied, “Yes, they may just be meeting at the station now.”

Rupamani went out and cycled off in quickly. When she reached the station she saw Vishambhar stood on the platform.

He caught sight of Rupamani and came to her, saying, “How did you get here. Did you have a meeting with Anand today?”

Rupamani looked him up and down from head to toe and said, “What is this guise you’ve put on? Is putting shoes on your feet treason?”

Vishambhar asked fearfully, “Didn’t Anand *babu* say anything to you?”

Rupamani hardened her tone. “Yes, he told me. Has this not occurred to you? You will not go to work for less than two years!”

Vishambhar’s mouth fell open. He spoke, “Knowing this, don’t you have even two words to clinch my courage?”

Suddenly Rupamani’s heart stopped; but she could not abandon her external indifference. She spoke, “You see me as either an enemy or a friend.”

Vishambhar’s eyes filled with tears and he said, “Why do you ask me such a question, Rupamani? Its answer cannot be heard from my mouth, don’t you understand?”

“So I say, do not go.”

“This is not a friend’s counsel, Rupamani! I don’t believe you are saying this from the heart. What value has my life, just think on that. Even getting an M.A. is a hundred rupees’ work. If it is much increased I will be spending three, four hundred. What change will come here, do you know? Complete self-rule for the country. For such a great cause going to one’s death is much better than that life. Now go, the train is coming. Tell Anand *babu*, do not be angry with me.”

Until today, Rupamani had not pitied this moronic young man. This time he became an object of amazement/wonder. In sacrifice is a power to pull the heart that pulled Rupamani with such a speed that the difference of their situations was almost erased. Vishambhar had so many flaws that suddenly shone by and large with all this finery.

She began to fly, exult, seeking refuge like some bird in the vastness of his heart. (*uske hridaya ki vishaalta mein voh kisi pakshi ki bhaanti uR-uRkar aashray khojne lagi*)

Rupamani looked at him with eager eyes and said, “Take me with you.”

The intoxication of those pitchers [*ghadon*; i.e. “watery eyes”] overcame Vishambhar.

“You? Anand *babu* would not let me live!”

“I am not to be sold by Anand’s hands!”

“So has Anand been sold by your hands?”

Rupamani looked at him with eyes full of rebellion, but said nothing. This time she was becoming aware of their situations and obstacles. Why was she not free like Vishambhar too? The only daughter of prosperous parents, grown up in luxury, now the prisoner could understand herself. Her soul began to push, to break free from its bindings.

The train arrived. The *musafir* (conductor) began to climb down. Rupamani said with watering eyes, “Will you not take me with you?”

Vishambhar said firmly, “No.”

“Why?”

“I don’t want to answer this!”

“Do you consider me so fond of luxury that I cannot live in the countryside?”

Vishambhar became ashamed. This too was a great reason, but denied, “No, this is not the problem.”

“Then, what is the problem? What is this fear, that father will sacrifice me?”

“If this were the fear, then is that not worth considering?”

“I do not care about him three jots.”

Vishambhar looked, on Rupamani’s moon-like face was the inkling of a proud oath. He suddenly trembled in the face of such an oath. He said, “Accept this entreaty of mine, Rupamani, I beg you.”

Rupamani thought awhile.

Then Vishambhar said, “For my sake, you must abandon this idea.”

Rupamani tilted her head and said, “If this is your command, then I will obey, Vishambhar! At heart you believe I came in momentary passion and now am going to encroach on your future. I will show you, this is no momentary passion of mine, it is a firm oath. Go; but agree with me on this much, to come into the claws of the law [*qanun ke panje mein*] as soon as any injury befalls your self-respect or principles. I will keep praying to God for you.”

The train blared. Vishambhar scrambled up inside. The train went, Rupamani stayed standing, as if the world’s wealth had been drawn to that spot. [*maano vishva ki sampatti anchal mein liye*]

### 3.

Rupamani had an old worthless photo of Vishambhar lying in a corner of her cupboard. Today she came back from the station and took it out, set it in a velvet frame that she placed on the table. Anand’s photo was removed from there.

In the holidays, Vishambhar had written two or three letters to her. Rupamani read them and put them on a shelf. Today she took out those letters and read them again. How much delight was in those letters today. Then they were enclosed with great care in a writing-box.

On the second day, when the newspaper came, Rupamani set upon it. She saw Vishambhar's name and rose blooming with pride.

Going to the *swaraj* building once a day became their routine. In the meetings too there was equal sharing, things of luxury were all thrown away one by one. In the place of silky saris, came thick, stiff saris. The spinning wheel too. She sat for hours, spinning yarn. Her yarn was becoming finer and finer day by day. With this yarn she would make Vishambhar's kurtas.

In these days were the preparations for the exam. Anand had no chance to raise his head from his work. Once or twice he came to Rupamani's place; but he did not sit very long, perhaps Rupamani's weariness did not even let him sit down.

One day Anand came in the evening. Rupamani was preparing to go to the *swaraj* building. Anand wrinkled his brows and said, "Things are difficult for you now, too."

Rupamani sat in chair and said, "You don't take a break from your books. You have not heard today's fresh news. The daily goings-on of the *swaraj* building have become known."

With philosophical indifference, Anand said, "Vishambhar will have heard, lots of noise has been riled up in the countryside. He got his worthwhile work. Here his mouth used to remain closed. There will be great thunder among the villagers; but the man is bold."

Rupamani looked towards him with such eyes; which were saying, "This discussion is an unauthorised attempt for you," and spoke: "In a man, if there is this quality, then all his failings are erased. Why, you must have had a chance to read the *Congress Bulletin*. Vishambhar has spread such an awakening in the countryside that not even an a single Imperial yarn manages to be sold, nor does anyone go to the liquor shops. And the funny

thing is that there is no need to picket. Now *panchayats* (Soviets, committees) are opening.”

Apathetically Anand said, “So understand, now the days of their movement have come as well.”

Impassioned, Rupamani said, “Having done so, it is not very cheap to go. Tomorrow there will be a very large meeting of farmers. The people of the whole subdivision will have gathered. It has been heard, nowadays no lawsuit is issued from the countryside. The lawyers’ grandmothers are dying.” [*vakeelon ki nani mari ja rahi hai*]

Anand said bitterly, “This is the fun of *swaraj*, that all the landowners, lawyers and traders will die, but labourers and farmers alone may live on.”

Rupamani understood, today Anand has come determined. As he rolled up his sleeves, he said, “So do you want the landowners, lawyers and traders to get fat by sucking off the poor, and not even to lift their tongues against the social systems in which such a great injustice is occurring? You are a scholar of sociology. Can this arrangement be said to be ideal in any sense? Can the three main principles of civilisation be dealt with even minimally in such a situation?

Anand flushed, said, “Education and property always dominate and always will. Yes, even if its form change.”

Rupamani said passionately, “If, even on the coming of self-rule, this very dominance of wealth and self-interest of educated society remain thus, then I will say, the coming of self-rule is no good. The avarice of the English tradesmen and the self-interest of the educated is leaving us crushed today. Today we have taken our lives in hand to remove those very evils, therefore will the same evils be borne by the people now they are not foreigners but natives? At least for me this type of *swaraj* is not just so Govind may sit

in John's place. I want to see such an arrangement of society where at least abomination cannot find shelter."

"This must be your personal fantasy."

"You have not read the literature of the movement right now."

"I have not read it, I do not want to read it."

"The nation will suffer no great loss from this."

"And so you have not stayed the same. Quite a transformation has occurred."

Suddenly a messenger brought the *Congress Bulletin* and put it on the table. Impatient Rupamani opened it. As soon as her gaze fell upon the title her eyes filled with tears. Her neck became unusually tight and her face glowed with supernatural sharpness.

In passion she stood and said: "Vishambhar was caught and is to be sentenced to two years."

Unconcerned, Anand asked, "In what business was he caught?"

Rupamani looked upon the photo of Vishambhar with eyes of pride and said, "In Raniganj there was a massive gathering of farmers. Right there he was caught."

"From the start I said he would go in for two years. His life has gone wrong."

Rupamani rebuked him. "Does a man's life become successful just by taking a degree? All knowledge, all experience, his is only filled in books. I believe Vishambhar will get as much of the world and human character in two years, as you would in even two hundred years of philosophy and law school. If you agree that the objective of education is strength of character, then in the national struggle are so many resources of morale/moral resources, that from us there can be nothing more, nor is that much

courage in us, nor strength, patience, organisation, so I must agree; but I cannot bear those giving their lives for caste being made fools of. At a gesture of Vishambhar's, *lakhs* (100,000s) of men will open their breasts and stand. Do you have the courage in you to stand up before the public? The people who have kept you crushed under foot, who consider you below even dogs, you are spending your life on degrees to enslave them. You consider this a matter of personal pride, I do not."

Anand was stunned. He spoke, "You have become full-time revolutionaries this time."

Rupamani said this with passion: "If in these truths you caught the stench of revolution, then it is no fault of mine."

"Today of course there will be a *jalsa* (event, function) to congratulate Vishambhar. Will you come to that?"

Rupamani said enraged, "Of course I will go! I will speak too, and tomorrow I will go and move to Raniganj as well. Vishambhar has lit a lamp which will not be extinguished even if overcome."

Anand, like a drowning man clasping desperately at the reeds, said, "Have you asked your mother or father?"

"I will ask!"

"And will they give you permission?"

"In a matter of principle, the command of one's soul is the most important."

"I see, this is news to me."

Saying this, Anand stood up, shook her hand and got out of the room. He was wobbling on his feet so much that now he fell, now he fell.

**GLOSSARY:**

- **Hegemony:** Leadership or dominance, especially by one state or social group over others.
- **Emancipation:** The fact or process of being set free from legal, social, or political restrictions; liberation.
- **Picket:** a person or group of people who stand outside a workplace or other venue as a protest or to try to persuade others not to enter during a strike.
- **Truncheons:** baton/club
- **Iceiness:** reservedness
- **Treason:** the crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.
- **Astraddle:** across
- **Clinch:** confirm or settle (a contract or bargain).
- **Encroach:** intrude on (a person's territory, rights, personal life, etc.).
- **Weariness:** extreme tiredness; fatigue.
- **Apathetically:** in a manner showing a lack of interest, enthusiasm, or concern; indifferently
- **Avarice:** extreme greed for wealth or material gain.
- **Abomination:** a thing that causes disgust or loathing.
- **Wobbling:** move unsteadily
- **Stench:** a strong and very unpleasant smell.

**About the Text:**

“Sacrifice” (also known as “Ahuti”) by Munshi Premchand offers a glimpse into the students’ participation in the Indian Freedom Struggle. It portrays how love for the motherland can encompass almost all relationships and emphasizes that the sacrifice one makes for their country is never too big. The underlying theme of the story is the significant sacrifices made for the greater good and the impact of such actions on personal lives and societal expectations.

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

1. Why was Anand angry with Vishambhar?
2. Anand compares Vishambhar to \_\_\_\_\_.
3. Who is Rupamani?
4. What is the picturesque sight Rupamani manifested?
5. Where is the second group of volunteers preparing to go?
6. Rupamani replaced silky saris with \_\_\_\_\_
7. What is mentioned in the Congress Bulletin?
8. Where was Vishambhar caught and why?

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

1. Elaborate the contents of the letter sent by Vishambhar to Anand.
2. Analyze the relationship between Anand and Vishambhar in the context of the freedom struggle.
3. Discuss the character development of Rupamani throughout the story.
4. What are the conflicts faced by the characters in 'Sacrifice' and how are they resolved?
5. Evaluate the significance of student participation in the freedom struggle as depicted in 'Sacrifice'.
6. What is the nature of relationship between Rupamani and Anand?

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

1. Does a man's life become successful just by taking a degree? Analyze based on the story, 'Sacrifice'.
2. Rupamani believes, "I believe Vishambhar will get as much of the world and human character in two years, as you would in even two hundred years of philosophy and law school". Elaborate the statement.
3. Discuss the significance of the relationships among Rupamani, Anand and Vishambhar in the context of the Indian Freedom Struggle.
4. Comment on the concluding part of the story 'Sacrifice'.

**Suggested Reading:**

- Godan by Munshi Premchand
- Untouchable by Mulk Raj Anand
- The White Tiger by Aravind Adiga
- Nectar in a Sieve by Kamala Markandaya
- To Kill a Mockingbird by Harper Lee

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

- Create presentations on different literary works that address themes of social injustice and moral conflict, comparing them to “Sacrifice.”
- Develop visual collages that represent the theme of sacrifice in literature, using imagery and text from various sources.
- Organize a discussion or debate on the portrayal of sacrifice in literature, considering different perspectives and cultural contexts.
- PowerPoint Presentation: Create a presentation analyzing the main themes of “Sacrifice,” such as social injustice, poverty, and the moral dilemmas the characters face.
- Design a visual collage that captures the essence of “Sacrifice,” using images and quotes from the text to highlight key moments or themes.
- Adapt a scene from “Sacrifice” into a short play or skit, focusing on the emotional dynamics between the characters.

## 4. THE BENCH

### RICHARD MOORE RIVE

#### Pre –Reading:

- Racial, economic and gender discrimination is a universal phenomenon. Discuss.
- “Not everything that is faced can be changed, but nothing can be changed until it is faced.” – James Baldwin.



#### About the Author:

Richard Moore Rive (1931- 1989) was a South African writer, literary critic, and teacher whose short stories, dominated by the ironies and oppression of apartheid and by the degradation of slum life, have been extensively anthologized and translated into more than a dozen languages. He was considered one of South Africa’s most important short-story writers.

Rive initially published his stories in South African magazines such as Drum and Fighting Talk. His collection ‘African Songs’ was published in 1963. His short story "The Bench", for which he won a prize, is still anthologised. Emergency, Buckingham Palace District Six and Writing Black are the

three novels that were published in his lifetime. Writing Black is his autobiography. On 23 August 2013, at the Aziz Hassim Literary Awards held in Durban, Rive and two other esteemed South African authors, Ronnie Govender and Don Mattera, were honoured for their contributions to the fight against apartheid through literature.

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“We form an integral part of complex society, a society in which a vast proportion of the population is denied the very basic right of existence, a society that condemns a man to an inferior position because he has a misfortune to be born black, a society that can only retain its precarious social and economic position at the expense of an enormous oppressed mass!”

The speaker paused for a moment and sipped some water from a glass. Karlie’s eyes shone as he listened. Those were great words, he thought, great words and true. Karlie sweated. The hot November sun beat down on the gathering. The trees on the Grand Parade in Johannesburg afforded very little shelter and his handkerchief was already soaked where he has placed it between his neck and his shirt collar. Karlie stared around him at the sea of faces. Every shade of colour was represented, from shiny ebony to the one or two whites in the crowd. Karlie stared at the two detectives who were busily making shorthand notes of the speeches, then turned to stare back at the speaker.

“It is up to us to challenge the right of any group who wilfully and deliberately condemn a fellow group to a servile position. We must challenge the right of any people who see fit to segregate human beings solely on grounds of pigmentation. Your children are denied the rights which are theirs by birth. They are segregated educationally, socially, economically.....”

Ah, thought Karlie, that man knows what he is speaking about. He says I am as good as any other man, even a white man. That needs much thinking, I wonder if he means I have right to go to any bioscope, or eat in any restaurant, or that my children can go to a white school. These are dangerous ideas and need much thinking. I wonder what Ou Klaas would say to this. Ou Klaas said that God made the white man and the black man

separately, and the one must always be “baas” and the other “jong”, But this man says different things and somehow, they ring true.

Karlie’s brow was knitted as he thought. on the platform were many speakers, both white and black, and they were behaving as if there were no differences of color among them. There was a white woman in a blue dress offering Nxeli a cigarette. That never could have happened at Bietjiesvlei. Old Lategan at the store there would have fainted if his Annatjie had offered Witbooï a cigarette. And Annatjie wore no such pretty dress.

These were new things and he, Karlie, had to be careful before he accepted them. But why shouldn’t he accept them? He was not a colored man any more, he was a human being. The last speaker had said so. He remembered seeing pictures in the newspapers of people who defied laws which relegated them to a particular class, and those people were smiling as they went to prison. This was a queer world.

The speaker continued and Karlie listened intently.

He spoke slowly and his speech was obviously and carefully prepared. This is a great man, thought Karlie.

The last speaker was the white lady in the blue dress, who asked them to challenge any discriminatory laws or measures in their own way. Why should she speak like that? She could go to the best bioscopes and swim at the best beaches. Why she was even more beautiful than Annatjie Lategan. They had warned him in Bietjiesvlei about coming to the city. He had seen the skollies in district six and he knew what to expect there. Hanover street held no terrors for him. but no one had told him about this. This was new, this set one’s mind thinking, yet he felt it was true. She had said one should challenge. He, Karlie, would astound old Lategan and Van Wyk at the dairy farm. They could do what they liked to him after that. He would smile like those people in the newspapers.

The meeting was almost over when Karlie threaded his way through the crowd. They words of the speaker were still milling through his head. It could never happen in

Bietjiesvlei. Or could it? They sudden screech of a car pulling to a stop whirled him back to his senses. A white head was thrust angrily through the window.

“Look where you’re going, you black bastard!”

Karlie stared dazedly at him. Surely this white man never heard what the speakers had said, he could never have seen the white woman offering Nxeli a cigarette. He could never imagine the white lady shouting those words at him. It would be best to catch a train and think these things over.

He saw the station in a new light. Here was a mass of human being, black, white and some brown like himself. Here they mixed with one another, yet each mistrusted the other with unnatural fear, each treated the other with suspicion, mood in a narrow, hunted pattern of its own. One must challenge these things the speaker had said... In one’s own way. Yet how in one’s way? How was one to challenge? Suddenly with dawned upon him. Here was his challenge! The bench. The railway bench with “Europeans only” neatly painted on it in white. For one movement it symbolized all the misery of the plural South African society.

Here was his challenge to the rights of a man. Here it stood. A perfectly ordinary wooden railway bench, like thousands of others in South Africa. His challenge. That bench now had concentrated in it all the evils of a system he could not understand and he felt a victim of. It was the obstacle between him and humanity. If he sat on it, he was a man. If he was afraid, he denied himself membership as a human being in a human society. He almost had visions of righting this pernicious system, if he only sat down on that bench. Here was his chance. He, Karlie, would challenge.

He seemed perfectly calm when he sat down on the bench, but inside his heart was thumping wildly. Two conflicting ideas now throbbed through him. The one said, “I have no right to sit on this bench.” The other was the voice of a new religion and said, “why have I no right to sit on this bench?” the one voice spoke of the past, of the servile position he had occupied on the farm, of his father, and his father’s father who were

born black, lived like blacks and died like mules. The other voice spoke of new horizons and said, “Karlie, you are a man. You have dared what your father and your father’s father would not have dared. You will die like a man.”

Karlie took out a cigarette and smoked. Nobody seemed to notice his sitting there. This was an anticlimax. The world still pursued its monotonous way. No voice had shouted “Karlie has conquered!” he was a normal human being sitting on a bench in a busy station, smoking a cigarette. Or was this his victory: the fact he was a normal human being? A well-dressed white woman walked down the platform. Would she sit on the bench? Karlie wondered. And then that gnawing voice, “You should stand and let the white woman sit!” Karlie narrowed his eyes and gripped tighter at his cigarette. She swept past him without the slightest twitch of an eyelid and continued walking down the platform. Was she afraid to challenge his rights to be a human being? Karlie now left tired. A third conflicting idea was now creeping in, a compensatory idea which said, “You sit on this bench because you are tired; you are tired therefore you sit.” He would not move because he was tired, or was it because he wanted to sit where he liked?

People were now pouring out of a train that had pulled into a station. There were so many people pushing and jostling one another that nobody noticed him. This was his train. It would be easy to step into the train and ride off home, but that would be giving in, suffering defeat, refusing the challenge, in fact admitting that he was not a human being. He sat on. Lazily he blew the cigarette smoke into the air, thinking .... His mind was away from the meeting and the bench: he was thinking of Bietjiesvlei and Ou Klass, how he had insisted that Karlie should come to Cape Town. Ou Klass would suck on his pipe and look so quizzically at one. He was wise and knew much. He had said one must go to Cape Town and learn the ways of the world. He would spit and wink slyly when he spoke of District six and the women he knew in Hanover Street. Ou Klaas knew everything. He said God made us white or black and we must therefore keep our places.

“Get off this seat!”

Karlie did not hear the gruff voice. Ou Klaas would be on the land now waiting for his tot of cheap wine.

“I said get off the bench, you swine!!” Karlie suddenly whipped back to reality. For a moment he was going to jump up, then he remembered who he was and why he was sitting there. He suddenly felt very tired. He looked up slowly into a very red face that stare down at him.

“Get up!” it said. “There are benches down there for you.”

Karlie looked up and said nothing. He stared into a pair of sharp, gray, cold eyes.

“Can’t you hear me speaking to you? You black swine!”

Slowly and deliberately Karlie puffed at the cigarette. This was his test. They both stared at each other, challenged with the eyes, like two boxers, each knowing that they must eventually trade blows yet each afraid to strike first.

“Must I dirty my hands on scum like you?”

Karlie said nothing. To speak would be to break the spell, the supremacy he felt slowly gaining.

An uneasy silence, then: “I will call a policeman rather than soil my hands on a Hotnot like you. You can’t even open up your black jaw when a white man speaks to you.”

Karlie saw the weakness. The white man was afraid to take the action himself. He, Karlie had won the first round of the bench dispute.

A crowd had now collected.

“Afrika!” shouted a joker.

Karlie ignored the remark. People were now milling around him, staring at the unusual sight of a black man sitting on a white man’s bench. Karlie merely puffed on.

“Look at the black ape. That’s the worst of giving these kaffirs enough rope.”

“I can’t understand it. They have their own benches!”

“Don’t get up! You have every right to sit there!”

“He’ll get up when a policeman comes!”

“After all why shouldn’t they sit there?”

“I’ve said before, I’ve had a native servant once and a more impertinent ...”

Karlie sat and heard nothing. Irresolution had now turned to determination. Under no condition was he going to get up. They could do what they liked.

“So, this is the fellow, eh! Get up there! Can’t you read?”

The policeman was towering over him. Karlie could see the crest on his buttons and the wrinkles in his neck.

“What is your name and address! Come on!”

Karlie still maintained his obstinate silence. It took the policeman rather unawares. The crowd was growing every minute.

“You have no right to speak to this man in such a manner!” It was the white lady in the blue dress.

“Mind your own business! I’ll ask your help when I need it. It’s people like you who make these kaffirs think they’re as good as white men. Get up, you!” The latter remark was addressed to Karlie.

“I insist that you treat him with proper respect.”

The policeman turned red.

“This... this ....” He was lost words.

“Kick up the Hotnot if he won’t get up!” shouted a spectator. Rudely a white man laid hands on Karlie.

“Get up, you bloody bastard!” Karlie turned to resist, to cling to the bench, his bench. There was more than one man pulling at him. He hit out wildly and then felt a dull pain as somebody rammed a fist into his face. He was bleeding now and wild-eyed. He would fight for it. The constable clapped a pair of handcuffs on him and tried to clear a way through the crowd. Karlie still struggled. A blow or two landed on him. Suddenly he relaxed and slowly struggled to his feet. It was useless to fight any longer. Now it was his turn to smile. He had challenged and won. Who cared the rest?

“Come on, you swine!” said the policeman forcing Karlie through the crowd.

“Certainly!” said Karlie for the first time. And he stared at the policeman with all the arrogance of one who dared sit on a “European bench”.

## Glossary

- **Hotnot:** A person of colour from the Cape area in South Africa. Not white and not black. Brown skin colour.
- **Kaffir:** Any black South African (used as an insult)
- **Baas:** Master
- **Jong:** Boy
- **Bio-scope:** Movie house, cinema
- **Skollies:** Thugs

### I. Answer in a phrase or a sentence each:

1. Where was the speech being made?
2. Who were among the crowd?
3. Why did Karlie stare at the two detectives?
4. Who was the baas according to Ou Klaas?

5. What was mentioned on the railway bench?
6. What were the two conflicting ideas that throbbed through Karlie?
7. How did the 'milling crowd' coming out of the train react to Karlie sitting on the bench?

## II. Answer in about a page each:

1. What were the speakers talking about? What were Karlie's thoughts as he listened to the speeches?
2. What were Ou Klaas' views on segregation?
3. How does the crowd react to Karlie's protest? In what way is it significant?
4. Why did Karlie smile in the end? Do you think it is an effective way of registering one's protest?

## III. Answer in about two pages each:

1. The bench serves as a symbol of everything that Karlie protested and won. Do you agree?
2. Comment on the turn of events at the end of the story. Do you think it is abrupt or does the writer prepare the reader for this ending?
3. Do you see a relation between the outside events and the thoughts that run inside the mind of Karlie? How does the story establish the link between the two?
4. Anti-apartheid is a struggle, not between the black and white, but against all forms of discrimination. How does the story bring this out?

### About The Text:

'The Bench' is a story by Richard Rive that focuses on the idea of apartheid in South Africa through Karlie, a coloured South African man who is influenced by a speech on

racial discrimination that he sets off to challenge the injustice of racism. The story explores the themes of racial discrimination and violence.

**Suggested Reading:**

- Writing Black by Richard Rive
- I have a dream by Martin Luther King Jr.
- Caged Bird by Maya Angelou

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<https://www.scribd.com/document/501390010/The-Bench-Richard-Rive>.

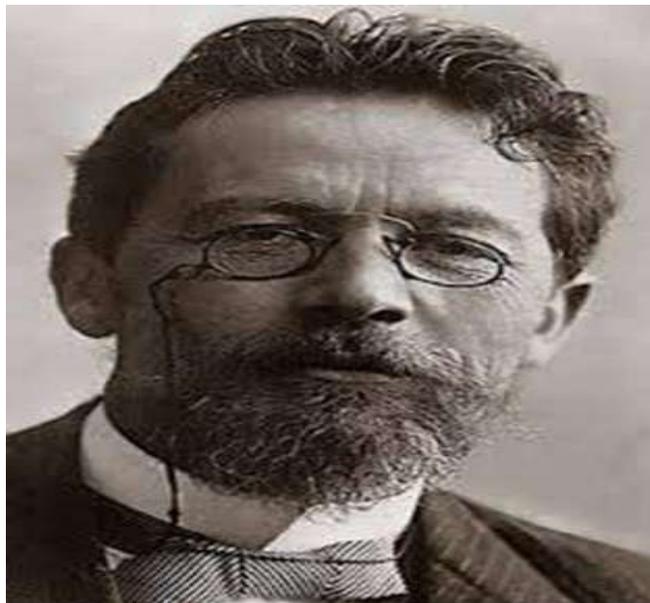
[https://en.wikipedia.org/wiki/Richard\\_Rive](https://en.wikipedia.org/wiki/Richard_Rive)

## 5. THE BET

ANTON CHEKHOV

### Pre-Reading:

- What do you think is the purpose of punishment in society? How do capital punishment and life imprisonment fit into these purposes?
- How do you define freedom? Is it purely physical, or can it also be mental and emotional?
- How does one's perspective on life change when faced with extreme confinement or the threat of death?
- Can money truly bring happiness, or are there more profound forms of fulfilment?
- Is it ethical to make a bet that could drastically alter someone's life? What responsibilities do the banker and lawyer have towards each other?



### About the Author:

Anton Pavlovitch Chekhov (1860-1904) was a brilliant Russian playwright and short story writer. Initially a medical doctor, he gained fame through his literary works characterized by their subtlety and focus on mundane, everyday life, exploring the themes of existentialism and human complexity. He shows a sense of sympathy towards his characters and tries his best to present life in the raw, where people battle with

loneliness, frustration and agony all alone. His major works include plays like “The Seagull”, “Uncle Vanya”, “Three Sisters”, etc. and short stories “The Lady with the Dog”, “Ward No. 6” etc. He is widely translated and has had an immense influence on literature.

## I

It was a dark autumn night. The old banker was pacing from corner to corner of his study, recalling to his mind the party he gave in the autumn fifteen years before. There were many clever people at the party and much interesting conversation. Among other things they had talked of capital punishment. The guests, among them not a few scholars and journalists, for the most part disapproved of capital punishment. They found it obsolete as a means of punishment, unfitted to Christian States and immoral. Some of them thought that capital punishment should be replaced universally by life-imprisonment.

"I don't agree with you," said the host. "I myself have experienced neither capital punishment nor life-imprisonment, but if one may judge a priori, then in my opinion capital punishment is more moral and more humane than imprisonment. Execution kills instantly, life-imprisonment kills by degrees. Who is the more humane executioner, one who kills you in a few seconds or one who draws the life out of you incessantly, for

years?"

"They're both equally immoral," remarked one of the guests, "because their purpose is the same, to take away life. The State is not God. It has no right to take away that which it cannot give back, if it should so desire."

Among the guests was a lawyer, a young man of about twenty-five. On being asked his opinion, he said: "Capital punishment and life imprisonment are equally immoral; but if I were offered the choice between them, I would certainly choose the second. It's better to live somehow than not to live at all."

There ensued a lively discussion. The banker who was then younger and more nervous suddenly lost his temper, banged his fist on the table, and turning to the young lawyer, cried out:

"It's a lie. I bet you two millions you wouldn't stick in a cell even for five years."

"If you mean it seriously," replied the lawyer, "then I bet I'll stay not five but fifteen."

"Fifteen! Done!" cried the banker. "Gentlemen, I stake two millions."

"Agreed. You stake two millions, I my freedom," said the lawyer.

So this wild, ridiculous bet came to pass. The banker, who at that time had too many millions to count, spoiled and capricious, was beside himself with rapture.

During supper he said to the lawyer jokingly:

"Come to your senses, young man, before it's too late. Two millions are nothing to me, but you stand to lose three or four of the best years of your life. I say three or four, because you'll never stick it out any longer. Don't forget either, you unhappy man, that voluntary confinement is much heavier than enforced imprisonment. The idea that you have the right to free yourself at any moment will poison the whole of your life in the cell. I pity you."

And now the banker, pacing from corner to corner, recalled all this and asked himself:

"Why did I make this bet? What's the good? The lawyer loses fifteen years of his life and I throw away two millions. Will it convince people that capital punishment is worse or better than imprisonment for life? No, no! All stuff and rubbish. On my part, it was the caprice of a well-fed man; on the lawyer's pure greed of gold."

He recollected further what happened after the evening party. It was decided that the lawyer must undergo his imprisonment under the strictest observation, in a garden wing of the banker's house. It was agreed that during the period he would be deprived of the right to cross the threshold, to see living people, to hear human voices, and to receive letters and newspapers. He was permitted to have a musical instrument, to read books, to write letters, to drink wine and smoke tobacco. By the agreement he could communicate, but only in silence, with the outside world through a little window specially constructed for this purpose. Everything necessary, books, music, wine, he could receive in any quantity by sending a note through the window. The agreement provided for all the minutest details, which made the confinement strictly solitary, and it obliged the lawyer to remain exactly fifteen years from twelve o'clock of November 14th, 1870, to twelve o'clock of November 14th, 1885. The least attempt on his part to violate the conditions, to escape if only for two minutes before the time freed the banker from the obligation to pay him the two millions.

During the first year of imprisonment, the lawyer, as far as it was possible to judge from his short notes, suffered terribly from loneliness and boredom. From his wing, day and night came the sound of the piano. He rejected wine and tobacco. "Wine," he wrote, "excite desires, and desires are the chief foes of a prisoner; besides, nothing is more boring than to drink good wine alone," and tobacco spoils the air in his room. During the first year the lawyer was sent books of a light character; novels with a complicated love interest, stories of crime and fantasy, comedies, and so on.

In the second year the piano was heard no longer and the lawyer asked only for classics. In the fifth year, music was heard again, and the prisoner asked for wine. Those who watched him said that during the whole of that year he was only eating, drinking, and

lying on his bed. He yawned often and talked angrily to himself. Books he did not read. Sometimes at nights he would sit down to write. He would write for a long time and tear it all up in the morning. More than once he was heard to weep.

In the second half of the sixth year, the prisoner began zealously to study languages, philosophy, and history. He fell on these subjects so hungrily that the banker hardly had time to get books enough for him. In the space of four years about six hundred volumes were bought at his request. It was while that passion lasted that the banker received the following letter from the prisoner:

"My dear Gaoler, I am writing these lines in six languages. Show them to experts. Let them read them. If they do not find one single mistake, I beg you to give orders to have a gun fired off in the garden. By the noise I shall know that my efforts have not been in vain. The geniuses of all ages and countries speak in different languages; but in them all burns the same flame. Oh, if you knew my heavenly happiness now that I can understand them!" The prisoner's desire was fulfilled. Two shots were fired in the garden by the banker's order.

Later on, after the tenth year, the lawyer sat immovable before his table and read only the New Testament. The banker found it strange that a man who in four years had mastered six hundred erudite volumes, should have spent nearly a year in reading one book, easy to understand and by no means thick. The New Testament was then replaced by the history of religions and theology. During the last two years of his confinement the prisoner read an extraordinary amount, quite haphazard. Now he would apply himself to the natural sciences, then he would read Byron or Shakespeare. Notes used to come from him in which he asked to be sent at the same time a book on chemistry, a text-book of medicine, a novel, and some treatise on philosophy or theology. He read as though he were swimming in the sea among broken pieces of wreckage, and in his desire to save his life was eagerly grasping one piece after another.

## II

The banker recalled all this, and thought:

"To-morrow at twelve o'clock he receives his freedom. Under the agreement, I shall have to pay him two millions. If I pay, it's all over with me. I am ruined for ever ..."

Fifteen years before he had too many millions to count, but now he was afraid to ask himself which he had more of, money or debts. Gambling on the Stock-Exchange, risky speculation, and the recklessness of which he could not rid himself even in old age, had gradually brought his business to decay; and the fearless, self-confident, proud man of business had become an ordinary banker, trembling at every rise and fall in the market.

"That cursed bet," murmured the old man clutching his head in despair... "Why didn't the man die? He's only forty years old. He will take away my last farthing, marry, enjoy life, gamble on the Exchange, and I will look on like an envious beggar and hear the same words from him every day: 'I'm obliged to you for the happiness of my life. Let me help you.' No, it's too much! The only escape from bankruptcy and disgrace—is that the man should die."

The clock had just struck three. The banker was listening. In the house everyone was asleep, and one could hear only the frozen trees whining outside the windows. Trying to make no sound, he took out of his safe the key of the door which had not been opened for fifteen years, put on his overcoat, and went out of the house. The garden was dark and cold. It was raining. A damp, penetrating wind howled in the garden and gave the trees no rest. Though he strained his eyes, the banker could see neither the ground, nor the white statues, nor the garden wing, nor the trees. Approaching the garden wing, he called the watchman twice. There was no answer. Evidently the watchman had taken shelter from the bad weather and was now asleep somewhere in the kitchen or the greenhouse. "If I have the courage to fulfill my intention," thought the old man, "the suspicion will fall on the watchman first of all."

In the darkness he groped for the steps and the door and entered the hall of the garden-

wing, then poked his way into a narrow passage and struck a match. Not a soul was there. Someone's bed, with no bedclothes on it, stood there, and an iron stove loomed dark in the corner. The seals on the door that led into the prisoner's room were unbroken.

When the match went out, the old man, trembling from agitation, peeped into the little window.

In the prisoner's room a candle was burning dimly. The prisoner himself sat by the table. Only his back, the hair on his head and his hands were visible. Open books were strewn about on the table, the two chairs, and on the carpet near the table.

Five minutes passed and the prisoner never once stirred. Fifteen years' confinement had taught him to sit motionless. The banker tapped on the window with his finger, but the prisoner made no movement in reply. Then the banker cautiously tore the seals from the door and put the key into the lock. The rusty lock gave a hoarse groan and the door creaked. The banker expected instantly to hear a cry of surprise and the sound of steps. Three minutes passed and it was as quiet inside as it had been before. He made up his mind to enter.

Before the table sat a man, unlike an ordinary human being. It was a skeleton, with tight-drawn skin, with long curly hair like a woman's, and a shaggy beard. The colour of his face was yellow, of an earthy shade; the cheeks were sunken, the back long and narrow, and the hand upon which he leaned his hairy head was so lean and skinny that it was painful to look upon. His hair was already silvering with grey, and no one who glanced at the senile emaciation of the face would have believed that he was only forty years old. On the table, before his bended head, lay a sheet of paper on which something was written in a tiny hand.

"Poor devil," thought the banker, "he's asleep and probably seeing millions in his dreams. I have only to take and throw this half-dead thing on the bed, smother him a moment with the pillow, and the most careful examination will find no trace of unnatural

death. But, first, let us read what he has written here."

The banker took the sheet from the table and read:

"To-morrow at twelve o'clock midnight, I shall obtain my freedom and the right to mix with people. But before I leave this room and see the sun I think it necessary to say a few words to you. On my own clear conscience and before God who sees me I declare to you that I despise freedom, life, health, and all that your books call the blessings of the world.

For fifteen years I have diligently studied earthly life. True, I saw neither the earth nor the people, but in your books I drank fragrant wine, sang songs, hunted deer and wild boar in the forests, loved women... And beautiful women, like clouds ethereal, created by the magic of your poets' genius, visited me by night and whispered to me wonderful tales, which made my head drunken. In your books I climbed the summits of Elbrus and Mont Blanc and saw from there how the sun rose in the morning, and in the evening suffused the sky, the ocean and the mountain ridges with a purple gold. I saw from there how above me lightning glimmered cleaving the clouds; I saw green forests, fields, rivers, lakes, cities; I heard sirens singing, and the playing of the pipes of Pan; I touched the wings of beautiful devils who came flying to me to speak of God... In your books I cast myself into bottomless abysses, worked miracles, burned cities to the ground, and preached new religions, conquered whole countries...

Your books gave me wisdom. All that unwearying human thought created in the centuries is compressed to a little lump in my skull. I know that I am cleverer than you all.

And I despise your books; despise all worldly blessings and wisdom. Everything is void, frail, visionary and delusive as a mirage. Though you be proud and wise and beautiful, yet will death wipe you from the face of the earth like the mice underground; and your posterity, your history, and the immortality of your men of genius will be as frozen slag, burnt down together with the terrestrial globe.

You are mad and gone the wrong way. You take falsehood for truth and ugliness for beauty. You would marvel if suddenly apple and orange trees should bear frogs and lizards instead of fruit, and if roses should begin to breathe the odour of a sweating horse. So do I marvel at you, who have bartered heaven for earth? I do not want to understand you.

That I may show you in deed my contempt for that by which you live, I waive the two millions of which I once dreamed as of paradise, and which I now despise. That I may deprive myself of my right to them; I shall come out from here five minutes before the stipulated term, and thus shall violate the agreement."

When he had read, the banker put the sheet on the table, kissed the head of the strange man, and began to weep. He went out of the wing. Never at any other time, not even after his terrible losses on the Exchange, had he felt such contempt for himself as now. Coming home, he lay down on his bed, but agitation and tears kept him a long time from sleeping...

The next morning the poor watchman came running to him and told him that they had seen the man who lived in the wing climb through the window into the garden. He had gone to the gate and disappeared. The banker instantly went with his servants to the wing and established the escape of his prisoner. To avoid unnecessary rumours he took the paper with the renunciation from the table and, on his return, locked it in his safe.

### Glossary:

- **A Priori** : Based on theory rather than experiment.
- **Caprice**: A whim or fancy/ sudden change of mood.
- **Capital Punishment**: Legally authorized execution.
- **Cutting wind**: Cold and piercing wind especially in a cold country.
- **Emaciation**: Abnormally thin state.
- **Erudite**: Highly knowledgeable.
- **Executioner**: Person who carries out a death sentence.

- **Mirage:** Optical illusion.
- **Mont Blanc:** The highest peak in Alps
- **Senile:** Showing weakness of old age.
- **The gospel:** The teaching of Jesus as found in the New Testament.

### **About the Text:**

Chekhov's "The Bet" masterfully explores themes of human nature, the value of freedom, and the pursuit of knowledge while offering a critical view of materialism and the quest for worldly pleasures. Through the transformative experiences of the lawyer and the banker, the story imparts a timeless moral lesson about the true essence of life and the pursuit of genuine fulfillment.

### **Comprehension:**

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

1. What was the bet that the young lawyer and the banker had?
2. What did the lawyer do during the fifth year of his imprisonment?
3. What did the lawyer do in the second half of the sixth year of imprisonment?
4. A gunshot is fired outside the prison cell because...
  - a. the banker was trying to kill the prisoner
  - b. it was hunting season, and those ducks won't kill themselves, now will they
  - c. the lawyer asked for confirmation that his multilingual note was correct
  - d. the guards were trying to keep the prisoner from escaping
5. How did the banker's financial situation change over the fifteen years?
6. What did the banker think to escape from bankruptcy and disgrace?
7. How did the banker react after reading the lawyer's letter?

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

1. How did the guests at the party view capital punishment, and what

- were their arguments against it?
2. Describe the terms of the bet between the banker and the lawyer regarding imprisonment.
  3. What conditions were imposed on the lawyer during his fifteen-year imprisonment in the garden wing?
  4. How did the lawyer's attitude towards life and imprisonment change over the years of his confinement?
  5. Explain the impact of the lawyer's final decision regarding the two million-dollar bet on himself and the banker.

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

1. Explore the evolution of the lawyer's mindset and activities during his fifteen-year imprisonment. How do his actions and choices reflect his changing perspectives on life and freedom?
2. Compare and contrast the views of the banker and the lawyer on the value of human life and freedom. How do their experiences and perspectives influence their final actions and decisions?
3. Examine the themes of regret, redemption, and self-awareness in the story "The Bet".

### **Suggested Reading:**

1. "Crime and Punishment" by Fyodor Dostoevsky
2. "The Stranger" by Albert Camus
3. "The Trial" by Franz Kafka
4. "The Myth of Sisyphus" by Albert Camus

### **Extended Activities:**

1. Review of film adaptation by Aleksei Balabanov, "The Bet" (released in 2015) inspired by "The Bet" by Anton Chekov discussing the similarities and differences between the film and the original text.

2. Organise a class room debate on Capital Punishment vs. Life Imprisonment.
3. Create a storyboard to visualize the scenes of the story “The Bet”.

## 5. PLAYING THE ENGLISH GENTLEMAN

### M K GANDHI

#### Pre-Reading :

- Differentiate between an autobiography and a biography.
- What do you know about M.K. Gandhi?
- Is it easy to remain Indian in a foreign country?
- Gandhi stood for Truth, Nonviolence and Vegetarianism. What are your views on the above concepts?



#### About the Author:

Mohan Das Karamchand Gandhi (October 2, 1869 – January 30, 1948) was born at Porbandar in Gujarat. A staunch nationalist, did his education in England, returned to India and went to South Africa to work for a Company as a legal Advisor. A prominent freedom fighter who always led from the front by following Truth and Nonviolence and thus freedom was achieved for mother India. He is a man of simplicity, and has conducted experiments throughout his life to support his beliefs. The moment anyone thinks of Gandhi two books come to one's mind viz., "Hind Swaraj" and "The Story of "My Experiments with Truth"- autobiography. In addition to these books, he also wrote volumes in Gujarati, his mother tongue.

My faith in vegetarianism grew on me from day to day. Salt's book whetted my appetite for dietetic studies. I went in for all books available on vegetarianism and read them. One of these, Howard Williams' the Ethics of Diet, was 'biographical history of the literature of humane dietetics from the earliest period to the present day'. It tried to make out, that all philosophers and prophets from Pythagoras and Jesus down to those of the present age were vegetarians. Dr. Anna Kingsford's The Perfect Way in Diet was also an attractive book. Dr. Allinson's writings on health and hygiene were likewise very helpful. He advocated a curative system based on regulation of the dietary of patients. Himself a vegetarian, he prescribed for his patients also a strictly vegetarian diet. The result of reading all this literature was that dietetic experiments came to take an important place in my life. Health was the principal consideration of these experiments to begin with. But later, religion became the supreme motive.

Meanwhile my friend had not ceased to worry about me. His love for me led him to think that, if I persisted in my objections to meat-eating, I should not only develop a weak constitution, but should remain a duffer, because I should never feel at home in English society. When he came to know that I had begun to interest myself in books on vegetarianism, he was afraid lest these studies should muddle my head; that I should fritter my life away in experiments, forgetting my own work, and become a crank. He therefore made one last effort to reform me. He one day invited me to go to the theatre. Before the play we were to dine together at the Holborn Restaurant, to me a palatial place and the first big restaurant I had been to since leaving the Victoria Hotel. The stay at that hotel had scarcely been a helpful experience, for I had not lived there with my wits about me. The friend had planned to take me to this restaurant evidently imagining that modesty would forbid any questions. And it was a very big company of diners in the midst of which my friend and I sat sharing a table between us. The first course was

soup. I wondered what it might be made of, but dared not ask the friend about it. I therefore summoned the waiter. My friend saw the movement and sternly asked across the table what was the matter. With considerable hesitation I told him that I wanted to inquire if the soup was a vegetable soup. 'You are too clumsy for decent society,' he passionately exclaimed. 'If you cannot behave yourself, you had better go. Feed in some other restaurant and await me outside.' This delighted me. Out I went. There was a vegetarian restaurant close by, but it was closed. So I went without food that night. I accompanied my friend to the theatre, but he never said a word about the scene I had created. On my part of course there was nothing to say.

That was the last friendly tussle we had. It did not affect our relations in the least. I could see and appreciate the love by which all my friend's efforts were actuated, and my respect for him was all the greater on account of our differences in thought and action.

But I decided that I should put him at ease, that I should assure him that I would be clumsy no more, but try to become polished and make up for my vegetarianism by cultivating other accomplishments which fitted one for polite society. And for this purpose, I undertook the all too impossible task of becoming an English gentleman.

The clothes after the Bombay cut that I was wearing were, I thought, unsuitable for English society and I got new ones at the Army and Navy Stores. I also went in for a chimney-pot hat costing nineteen shillings-an excessive price in those days. Not content with this, I wasted ten pounds on an evening suit made in Bond Street, the centre of fashionable life in London; and got my good and noble-hearted brother to send me a double watch chain of gold. It was not correct to wear a ready-made tie and I learnt the art of tying one for myself. While in India, the mirror had been a luxury permitted on the days when the family barber gave me a shave. Here I wasted ten minutes every day before a huge mirror, watching myself arranging my tie and parting my hair in the correct fashion. My hair was by no means soft, and every day it meant a regular struggle with the brush to keep it in position. Each time the hat was put on and off, the hand would automatically move towards the head to adjust the hair, not to mention the other

civilized habit of the hand every now and then operating for the same purpose when sitting in polished society.

As if all this were not enough to make me look the thing, I directed my attention to other details that were supposed to go towards the making of an English gentleman. I was told it was necessary for me to take lessons in dancing, French and elocution. French was not only the language of neighbouring France, but it was the lingua franca of the Continent over which I had a desire to travel. I decided to take dancing lessons at a class and paid down £3 as fees for a term. I must have taken about six lessons in three weeks. But it was beyond me to achieve anything like rhythmic motion. I could not follow the piano and hence found it impossible to keep time. What then was I to do? The recluse in the fable kept a cat to keep off the rats, and then a cow to feed the cat with milk, and a man to keep the cow and so on. My ambitions also grew like the family of the recluse. I thought I should learn to play the violin to cultivate an ear for Western music. So, I invested £3 in a violin and something more in fees. I sought a third teacher to give me lessons in elocution and paid him a preliminary fee of a guinea. He recommended Bell's Standard Elocutionist as the text-book, which I purchased. And I began with a speech of Pitt's.

But Mr. Bell rang the bell of alarm in my ear and I awoke. I had not to spend a lifetime in England, I said to myself. What then was the use of learning elocution? And how could dancing make a gentleman of me? The violin I could learn even in India. I was student and ought to go on with my studies. I should qualify myself to join the Inns of Court. If my character made a gentleman of me, so much the better. Otherwise, I should forego the ambition.

These and similar thoughts possessed me, and I expressed them in a letter which I addressed to the elocution teacher, requesting him to excuse me from further lessons. I had taken only two or three. I wrote a similar letter to the dancing teacher, and went

personally to the violin teacher with a request to dispose of the violin for any price it might fetch. She was rather friendly to me, so I told her how I had discovered that I was pursuing a false idea. She encouraged me in the determination to make a complete change.

This infatuation must have lasted about three months. The punctiliousness in dress persisted for years. But hence- forward I became a student.

### **Glossary:**

**Dietetic studies:** Concerned with nutritional value of foods and preparation of such foods.

**Constitution:** The physical nature of the body

**Wits:** Quickness of the mind.

**Accomplishments:** Graces, skill, knowledge expected in cultural society.

**Lingua franca:** Any language widely used as a means of (lingua franka) communication among speakers of other languages.

**Continent:** Here, Europe.

**Inns of Court:** The four legal societies in England which have the sole authority of calling candidates to the profession of barrister or advocate.

**Punctiliousness:** Exactness in the observance of all formalities

### **About the Text:**

The lesson, Playing the English Gentleman is an excerpt from Gandhiji's autobiography, The Story of My experiments with Truth. The present text underlines the need of remaining an Indian despite a massive influence on us in day in and day out. The

experience of Gandhi comes in handy for readers to retain Indian way of life, culture, language and such other things. It is strongly felt that the young readers will be influenced by this typical Indian way of thinking.

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

1. Gandhiji's belief in vegetarianism increased after he read many books on the subject. (True/False)
2. Gandhiji's friend thought that if Gandhi did not eat meals
  - a. he would never feel comfortable in English society.
  - b. he would become weak
  - c. his life would be a waste.
3. Gandhiji's friend took him to a well-known restaurant to change his attitude towards eating meat. (True/False)
4. What did Gandhiji want to know from the waiter?
5. Gandhiji went without food that night because
  - a. he wanted to fast
  - b. the vegetarian restaurant nearby was closed
  - c. he could not get vegetarian food at the Holborn Restaurant
6. Did the restaurant incident affect Gandhiji's relationship with his friend?
7. Gandhiji decided to become an English gentleman because
  - a. this was his aim when he went to England
  - b. he wanted to make up for his vegetarianism
  - c. he wanted to please his friend.

8. Gandhiji bought things or did in order
  - a. to look like an English gentleman
  - b. to behave like an English gentleman
  - c. to look like an Indian
9. After reading Mr. Bell's book, Gandhiji increased his efforts to become an English gentleman. (True/False)
10. How did Gandhiji inform each of his teachers that he would not take any further lessons from them?
11. Gandhiji's desire to dress with great care lasted much longer than his desire to become an English gentleman. (True/False)
12. What did Gandhiji concentrate on, finally?

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

1. Why did dietetic experiments have an important place in Gandhiji's life?
2. What made Gandhiji's friend remark, 'You are too clumsy for decent society?'
3. Pick out details from the lesson to show that Gandhiji had become conscious of his appearance in polite society.
4. Why does Gandhiji compare himself to the recluse of the fable?
5. How did the Violin teacher react to Gandhiji's idea?

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

1. How did Gandhiji's belief in vegetarianism prevent him from becoming an English gentleman? And how did he try to make up for it?
2. Try to explain the expression 'the civilized habit of the hand' mentioned in the passage.

3. Do you know the proverb 'When in Rome do as the Romans do?' Can you relate it to Gandhiji's attempt to become an English gentleman?
4. What can you learn as a reader from the extract "Playing the English Gentleman"?
5. If Gandhiji had succeeded in becoming an English gentleman, do you think he would have become the Father of the Nation? Give your reasons.

**Suggested Reading:**

- The Kingdom of God is within You-Leo Tolstoy.
- Unto This Last- John Ruskin.
- Civil Disobedience- Henry David Thoreau.

**Reference Books:**

- The Story of My Experiments with Truth- M K Gandhi
- The Life of Mahatma-Louis Fischer

## 6. ON SUPERSTITIONS

### A. G. GARDINER

#### Pre-Reading:

- What do you understand by superstitions? Which are the common superstitious beliefs prevalent in the Indian Society even today?
- Superstition is born of ignorance and fear, and thrives the most when reason is asleep. Discuss.
- The best way to predict your future is to create one. Deliberate.



#### About the Author:

Alfred George Gardiner (2 June 1865 – 3 March 1946) was an English journalist, editor and author. His essays, written under the alias "Alpha of the Plough", are highly regarded. He was also Chairman of the National Anti-Sweating League, an advocacy group which campaigned for a minimum wage in industry.

A.G Gardiner was a remarkable essayist who wrote on various topics with elegance, grace and humour. He was influenced by his journalism, humanism, and liberalism. He used techniques such as humour, irony, and satire to make his essays more engaging and persuasive.

It was inevitable that the fact that a murder has taken place at a house with the number 13 in a street, the letters of whose name number 13, would not pass unnoticed. If we took the last hundred murders that have committed, I suppose we should find that as many have taken place at No. 6 or No. 7, or any other number you chose, as at No. 13 – that the law of averages is as inexorable here as elsewhere. But this consideration does not prevent the world remarking on the fact when No.13 has its turn.

Not that the world believes there is anything in the superstition. It is quite sure it is a mere childish folly, of course. Few of us would refuse to take a house because its number was 13, or decline an invitation to dinner because there were to be 13 at table. But most of us would be just a shade happier if that desirable residence were numbered 11, and not any less pleased with the dinner if one of the guests contracted a chill that kept him away. We would not confess his little weakness to each other. We might even refuse to admit it to ourselves, but it is there.

That it exists is evident from many irrefutable signs. There are numerous streets in London, and I daresay in other towns too, in which there is no house numbered 13, and I am told that it is very rare that a bed in a hospital bears that number. The superstition, threadbare though it has worn, is still sufficiently real to enter into the calculations of a discreet landlord in regard to the letting qualities of his house, and into the calculations of a hospital as to the curative properties of a bed.

In the latter case general agreement would support the concession to the superstition, idle though that superstition is ‘Physical recovery is a matter of the mind as well as of the body, and the slightest shadow on the mind may, in a condition of low vitality, retard and even defeat recovery’. Florence

Nightingale's almost passionate advocacy of flowers in the sick bedroom was based on the necessity of the creation of a certain state of mind in the patient. There are a few more curious revelations in that moving record by M. Duhamelof's medical experiences during the war, than the case of the man who died of a pimple on his nose. He had been hideously mutilated in battle and was brought in to hospital sheer wreck; but he was slowly patched up and seemed to have been saved when a pimple appeared on his nose. It was nothing in itself, but it was enough to produce a mental state that checked the flickering return of light. It assumed a fantastic importance in the mind of the patient who, having survived the heavy blows of fate, died of something less than a pin-prick. It is not difficult to understand that so fragile a hold of life might yield to the sudden discovery that you were lying in No. 13 bed.

I am not sure that I could go into the witness-box and swear that I am wholly immune to these idle superstitions myself. It is true that of all the buses in London, that numbered 13 chances to be the one that I constantly use and I do not remember, until now, ever to have associated the superstition with it. And certainly, I have never had anything but the most civic treatment from it. It is as well-behaved a bus, and as free from unpleasant associations, as any on the road. I would not change its number if I had the power to do so. But there are other circumstances of which I should find it less easy to clear myself of suspicion under cross-examination.

I never see a ladder against a hose-side without feeling that it is advisable to walk round it rather under it. I say to myself that this is no homage to a foolish superstition, but a duty to my family. One must think of one's family. The fellow at the top of the ladder may drop anything. He may even drop himself. He may have had too much drink. He may be a victim of epileptic fits, and epileptic fits, as everyone knows, come on at the most unseasonable times and places. It is a mere measure of ordinary safety to walk round the ladder.

No man is justified in inviting danger in order to flaunt his superiority to an idle fancy, moreover, probably that fancy has its roots in the common-sense fact that a man on ladder does occasionally drop things. No doubt many of our superstitions have these common place and sensible origins. I imagine, for example, that the Jewish objection to pork as unclean on religious grounds is only fur to the fact that in Eastern climates It is unclean on physical grounds.

All the same, I suspect that when I walk round the ladder I am rather glad that I have such respectable and unassailable reasons for doing so. Even if—conscious of this suspicion and ashamed to admit it to myself – I walk under the ladder, I am not quite sure that I have not done so as a kind of negative concession to the superstition. I have challenged it rather than been unconscious of it. There is only one way of dodging the absurd dilemma, and that is to walk through the ladder. This is not easy.

In the same way I am sensible of a certain satisfaction when I see the new moon in the open rather than through glass, and over my right shoulder rather than my left. I would not for any consideration arrange these things consciously; but if they happen so I fancy I am better pleased than if they do not. And on these occasions, I have even caught my hand – which chanced to be in my at the time – turning over money, a little surreptitiously I thought, but still undeniably turning it. Hands have habits of their own and one can't always be watching them.

But these shadowy reminiscences of antique credulity which we discover in ourselves play no part in the lives of any of us. They belong to a creed outworn. Superstition was disinherited when science revealed the laws of the universe and put man in his place. It was no discredit to be superstitious when all the functions of nature were unexplored, and man seemed the playing of beneficent or sinister forces that he could neither control nor understand, but which held him in the hollow of their hand. He related everything that happened in nature to his own inexplicable existence, saw his fate in the clouds, his happiness or misery announced in the flight of birds, and referred every

phenomenon of life to the sooth sayers and oracles.

You may read in Thucydides of battles being postponed (and lost) because some omen that had no relation to the event than the falling of a leaf was against it. When Pompey was afraid that the Romans would elect Cato as praetor, he shouted to the Assembly that he heard thunder and got the whole election postponed, for Romans would never transact business after it had thundered. Alexander surrounded himself with fortune-tellers and took counsel with them as modern ruler takes counsel with his ministers. Even so great a man as Caesar and so modern and enlightened a man as Cicero left their fate to augurs and omens. Sometimes the omen were right and sometimes they were wrong, but whether right or wrong they were equally meaningless. Cicero lost his life by trusting to the wisdom of crows. When he was in flight from Antony and Caesar Augustus, he put to sea and might have escaped. But some crows chanced to circle round his vessel, and took the circumstance to be unfavourable to his action, returned to shore and was murdered. Even the farmer of ancient Greece consulted the omens and the oracles where the farmers today are only careful of his manures.

I should have liked to have seen Caesar and I should have liked to have heard Cicero, but on the balance, I think we who inherit this later day and who can jest at the shadows that were so real to them have the better end of time. It is pleasant to be about when the light is abroad. We do not know much more of the power that turns the handle of this idle show than our forefathers did, but at least we have escaped the grotesque shadows that enveloped them. We do not look for divine guidance in the entrails of animals or the flight of crows, and the House of Commons does not adjourn at a clap of thunder.

**GLOSSARY:**

**Superstition:** A set of beliefs, uncritical prejudices and preconceived notions with inhibits freedom of thought

**Threadbare:** Scanty, poor

**Epileptic:** Pertaining to or symptomatic of epilepsy.

**Unassailable:** Not open to attack or assault,

**Dodging:** To elude or evade by a sudden shift of position or by strategy

**Dilemma:** A situation requiring a choice between equally undesirable alternatives.

**Surreptitiously:** In a secret or unauthorized way; stealthily

**Reminiscences:** Memories, recollections

**Soothsayers:** A person who predicts the future by magical, intuitive, or more rational means

**Oracles:** A divine communication or revelation

**Thucydides:** An Athenian historian and general. He is called as the father of Political Realism

**Pompey:** Pompey the great, was one of the great statesmen and generals of the late Roman Republic.

**Cato:** A Roman soldier, senator and historian, a mortal enemy of Julius Ceasar

**Fortune-tellers:** A person supposedly able to predict a person's future by palmistry

**Cicero:** Roman statesman, lawyer, orator, scholar, writer, who vainly tried to uphold republic principles

**Augurs:** To foretell

**Antony:** Antony Mark, Roman general and after Ceasar's death one of the triumvirs in Shakespeare's Julius Ceasar and the hero of Antony and Cleopatra

**Caesar Augustus:** He was the founder of Roman empire. He reigned as the first Roman emperor from 27 B.C. until death in AD14

**Vessel:** Boat

**Omens:** A phenomenon that is believed to foretell the future

**Grotesque:** Comically or repulsively ugly

**Entrails:** Intestines

**House of Commons:** One of the two parts of parliament in the UK and Canada, whose members are elected

**Caesar:** He was a general and a powerful man in Rome

**About the Essay:**

On Superstitions by A.G. Gardiner is taken from his 1931 collection of essays called The Alpha of the Plough: Second Series. Alpha of the Plough is A.G.Gardiner's pseudonym. The essay launches a frontal attack on superstitions that prevail in all societies and ages. Using his lucid reasoning, and sense of satire, Gardiner convinces the readers about the gullibility of human beings who willingly fall prey to irrational restrictions on one's behavior. To make the essay sound appealingly funny, Gardiner becomes the narrator himself.

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

1. What is the implied consequence of having a hospital bed numbered 13?
2. Where did the murder take place?

3. What is the author's purpose in using the example of the murder at house number 13?
4. What is the main argument made by the author in the essay *On Superstitions*?
5. What was the patient's initial condition when brought into the hospital?
6. What was the significance of the pimple on the patient's nose? What is significant about bus no. 13?
7. Why does the author choose to walk around a ladder leaning against a house?
8. What is the author's attitude towards the remnants of superstition in modern times?
9. Why was Superstition not considered a discredit in the past?
10. What is the significance of the author's mentions of turning over money in their hand?
11. What is the author's main point about the role of fortune-tellers in ancient societies?
12. What is the significance of the author's mention of the House of Commons and the clap of thunder?

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

1. On what factors does a person's physical recovery depend, according to A. G. Gardiner in his essay *On Superstitions*?
2. What is the author's attitude towards Superstitions?
3. What is the significance of the law of averages in the context of the essay?

4. According to the author, what is the primary distinction between the ancient Greeks and Romans, and people of the modern era?

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

1. How does A. G. Gardiner put a rationale behind superstition through anecdotal style? Give arguments based on your reading of the essay *On Superstitions*.
2. Critically examine A.G. Gardiner's ideas on Superstitions.
3. Discuss A.G. Gardiner as an essayist with special reference to the essay *On Superstitions*.
4. A.G. Gardiner acknowledges the enduring influence of Superstitions in society. Elaborate.
5. Explore how A G Gardiner critiques superstitions that prevail in society. Bring out Gardiner's satirical approach and reasoning as reflected in the given essay.

### Further Reading

- "The adventures of Tom Sawyer" by Mark Twain
- David Houme's essay "{Of Superstition and Enthusiasm"
- Narendra Dabholkar- "A Case for Reason"

### Reference

<https://www.scribd.com/document/655780831/Presentation>

[https://www.academia.edu/42642229/On\\_Superstitions\\_Gardiner](https://www.academia.edu/42642229/On_Superstitions_Gardiner)

# **SECTION II**

# **WORK BOOK**

**“Anarchy is as detestable in grammar as it is in society”.**

**Maurice Druon**

## **CONTENTS**

### **WORKBOOK**

#### **Unit-I Receptive Skills (Reading and Listening Skills)**

1. Reading Comprehension
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#### **Unit – 2 Productive Skills (Speaking and Writing Skills)**

3. Reported Speech
4. Giving Directions and Instructions
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#### **Question Paper Pattern**

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## CHAPTER 1

### READING COMPREHENSION

#### **Objective:**

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

#### **Introduction:**

Reading Comprehension means understanding text spoken, written and/or visual. It is the ability to process text, understand and integrate with what the reader already knows.

Comprehension is an active and complex process which:

- Includes the act of simultaneously extracting and constructing meaning from text.
- Enables meaning derivations from texts while engaging in intentional problem-solving and thinking processes.
- Cultivates meaning through lived and institutionally situated social, cultural and intellectual practices
- Helps the students with reading comprehension strategies through skills that facilitate their understanding and analyses of written texts
- Cultivates love for reading
- Develops LSRW Skills
- Introduces new ideas and concepts
- Assists students to build on their prior knowledge
- Teaches students how to relate the ideas and concepts to real-life experience

Reading comprehension is essential for many significant aspects of daily life, such as -

- Reading, understanding, and analysing literature from English classes.
- Reading and understanding texts from other course subjects, such as

History, Math, or Science.

- Understanding and engaging with current events presented in written form, such as news reports.
- Responding to official correspondence, such as essays, reports, memos, and analysis.

Here are some points to build upon for enhancing comprehension through passages:

- Focus on vocabulary
- Observe the sense of language
- Develop the ability to identify meanings of phrases or words through multiple readings.
- The gist of the written text
- Infer and conclude based on the context

(Note: All the questions in comprehension are directly related to the passage)

How to read and answer questions

While answering comprehension passages, the most important part is to read the passage carefully. To answer a comprehension question properly one needs to do the following.

- Decipher what is just read.
- Make a table connection between what is read and what knowledge one already has.
- Focus on keywords and main sentences to expand vocabulary context.
- Acquaintance with different writing styles and different text genres.
- Summarise the main idea and specific details from a reading passage.
- Make note of keywords and key sentences in the given passage.

## EFFECTIVE READING TECHNIQUES

**Skimming** and **Scanning** are reading techniques that use rapid eye movement

and keywords to move quickly through text for slightly different purposes. Skimming is reading rapidly to get a general overview of the material. Scanning is reading rapidly to find specific facts.

**Skimming** refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

### How to Skim:

- ❖ Read the title.
- ❖ Read the introduction or the first paragraph.
- ❖ Read the first sentence of every paragraph.
- ❖ Read every heading and sub-heading.
- ❖ Notice any pictures, charts, or graphs.
- ❖ Notice every italicized or bold face word or phrase.
- ❖ Read the summary or last paragraph.

**Scanning** is a reading technique that is to be used when you want to find specific information quickly. In scanning you need to have a question in your mind and read a passage only to find the answer, ignoring unrelated information.

### How to Scan:

- ❖ State the specific information you are looking for.
- ❖ Try to anticipate how the answer will appear and what clues you might use to locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- ❖ Use headings and any other keywords that will help you identify which section might contain the information you are looking for.
- ❖ When you locate a keyword, read the surrounding text carefully to see if it is relevant.
- ❖ Reread the question to determine if the answer you found is correct.

- ❖ Selectively read and skip through sections of the passage.

## Exercise:

### Passage 1:

Reading is a fundamental skill that plays a vital role in our lives. It's not just about deciphering words on a page but about the doors it opens, the knowledge it imparts, and the worlds it allows us to explore. Reading is an essential tool for learning, expanding our horizons, and fostering imagination.

When we read, we acquire knowledge. Whether it's reading textbooks, newspapers, or online articles, we gain information that helps us understand the world. Books, in particular, are a treasure trove of knowledge. They contain the wisdom of generations, the discoveries of great minds, and the stories of diverse cultures. Reading books can educate us on history, science, literature, and countless other subjects. It's like having a mentor, guiding us through the complexities of life.

Reading also broadens our horizons. It exposes us to different viewpoints, perspectives, and experiences. When we read about characters from various backgrounds or explore far-off lands through the pages of a novel, we step into their shoes and see the world from a different angle. This broadening of perspective fosters empathy and understanding, making us more tolerant and open-minded individuals.

Furthermore, reading fuels our imagination. Whether it's a fantasy novel, a science fiction story, or a compelling mystery, books transport us to other worlds and challenge us to envision the unimaginable. Our minds become the canvas, and words paint the pictures. It's a magical experience that ignites creativity and inspiration.

Moreover, reading is a skill that transcends academic boundaries. It's not just about scoring well on tests; it's about developing critical thinking, analytical skills, and the ability to communicate effectively. A person who reads regularly is likely to have a broader vocabulary, better writing skills, and an improved ability to express their thoughts and ideas.

In our modern digital age, reading has taken on new forms. E-books and audiobooks

have made it more accessible and convenient. With just a few clicks or taps, we can access a vast library of literature. However, there's something timeless and intimate about holding a physical book, flipping its pages, and smelling the scent of paper and ink.

In conclusion, reading is not just a hobby; it's a cornerstone of education, personal growth, and cultural enrichment. It empowers us with knowledge, broadens our perspectives, ignites our imagination, and equips us with essential skills. Whether we're reading for pleasure, information, or self-improvement, reading is a journey that enriches our lives and shapes us into more informed, empathetic, and creative individuals.

1. What are some of the benefits of reading mentioned in the passage?

- A) Acquiring knowledge
- B) Physical exercise
- C) Developing cooking skills
- D) Enhancing video game proficiency

2. How does reading broaden our horizons and foster empathy?

- A) By encouraging isolation
- B) By exposing us to different viewpoints and experiences
- C) By promoting narrow-mindedness
- D) By making us less tolerant

3. What role does reading play in developing critical thinking and communication skills?

- A) It has no impact on critical thinking or communication skills
- B) It broadens horizons but does not impact skills
- C) It expands vocabulary, improves writing skills, and enhances communication abilities

D) It only helps with imagination but not critical thinking or communication

4. What are the advantages of reading physical books compared to digital formats?

A) Physical books are more expensive

B) Digital formats are more environmentally friendly

C) Physical books offer a timeless and intimate experience

D) Digital formats are easier to access

5. How does reading enrich our lives and shape us as individuals, according to the passage?

A) Reading has no impact on personal growth

B) Reading makes us less informed and less creative

C) Reading empowers us with knowledge, broadens our perspectives, and equips us with essential skills, making us more informed, empathetic, and creative individuals

D) Reading only fosters creativity but not empathy

### **Passage 2:**

In the two decades between 1910 and 1930, over ten percent of the Black population of the United States left the South, where the preponderance of the Black population had been located, and migrated to northern states, with the largest number moving, it is claimed, between 1916 and 1918. It has been frequently assumed, but not proved, that the majority of the migrants in what has come to be called the Great Migration came from rural areas and were motivated by two concurrent factors: the collapse of the cotton industry followed by the boll weevil infestation, which began in 1898, and increased demand in the North for labour following the cessation of European immigration caused by the outbreak of the First World War in 1914. This assumption has led to the conclusion that the migrants' subsequent lack of economic mobility in the North is tied to rural background, a background that implies unfamiliarity with urban living and a lack of industrial skills.

But the question of who actually left the South has never been rigorously investigated. Although numerous investigations document an exodus from rural southern areas to southern cities prior to the Great Migration, no one has considered whether the same migrants then moved on to northern cities. In 1910, over 600,000 Black workers, or ten per cent of the Black workforce, reported themselves to be engaged in “manufacturing and mechanical pursuits,” the federal census category roughly encompassing the entire industrial sector. The Great Migration could easily have been made up entirely of this group and their families. It is perhaps surprising to argue that an employed population could be enticed to move, but an explanation lies in the labour conditions prevalent in the South.

About thirty-five per cent of the urban Black population in the South was engaged in skilled trades. Some were from the old artisan class of slavery-blacksmiths, masons, carpenters—which had had a monopoly of certain trades, but they were gradually being pushed out by competition, mechanization, and obsolescence. The remaining sixty-five per cent, more recently urbanized, worked in newly developed industries—tobacco, lumber, coal and iron manufacture and railroads. Wages in the South, however, were low, and Black workers were aware, through labour recruiters and the Black press, that they could earn more even as unskilled workers in the North than they could as artisans in the South. After the boll weevil infestation, urban Black workers faced competition from the continuing influx of both Black and White rural workers, who were driven to undercut the wages formerly paid for industrial jobs.

Thus, a move towards the North would be seen as advantageous to a group that was already urbanized and steadily employed, and the easy conclusion tying their subsequent economic problems in the North to their rural background comes into question.

1. In the passage, the author anticipates which of the following is a possible objection to her argument.
  - A) It is uncertain how many people actually migrated during the Great Migration.
  - B) The eventual economic status of the Great Migration migrants has not been

adequately traced.

C) It is not true that the term “manufacturing and mechanical pursuits” actually encompasses the entire industrial sector.

D) Of the Black workers living in southern cities, only those in a small number of trades were threatened by obsolescence.

2. According to the passage, which of the following is true about the wages in southern cities in 1910?

A) They had begun to rise so that southern industry could attract rural workers.

B) They had increased for skilled workers but decreased for unskilled workers.

C) They had increased in large southern cities but decreased in small southern cities.

D) They had increased in newly developed industries but decreased in the older trades.

3. The author cites each of the following as possible influences in a Black worker’s decision to migrate north in the Great Migration except.

A) wage levels in northern cities

B) labour recruiters

C) competition from rural workers

D) Voting rights in Northern states

4. The author indicates explicitly that which of the following records has been a source of information in her investigation?

A) United States Immigration Service reports from 1914 to 1930

B) Payrolls of southern manufacturing firms between 1910 and 1930

C) The volume of cotton exports between 1898 and 1910

D) Advertisements of labour recruiters appearing in southern newspapers after 1910

5. The primary purpose of the passage is to

- A) support an alternative to an accepted methodology
- B) introduce a recently discovered source of information
- C) challenge a widely accepted explanation
- D) argue that a discarded theory deserves new attention

**Passage 3:**

One of the most hazardous conditions a firefighter will ever encounter is a backdraft (also known as a smoke explosion). A backdraft can occur in the hot-smouldering phase of a fire when burning is incomplete and there is not enough oxygen to sustain the fire. Unburned carbon particles and other flammable products, combined with the intense heat, may cause instantaneous combustion if more oxygen reaches the fire. Firefighters should be aware of the conditions that indicate the possibility for a backdraft to occur. When there is a lack of oxygen during a fire, the smoke becomes filled with carbon dioxide or carbon monoxide and turns dense grey or black. Other warning signs of a potential backdraft are little or no visible flame, excessive heat, smoke leaving the building in puffs, muffled sounds, and smoke-stained windows. Proper ventilation will make a backdraft less likely. Opening a room or building at the highest point allows heated gases and smoke to be released gradually. However, suddenly breaking a window or opening a door is a mistake, because it allows oxygen to rush in, causing an explosion.

1. When does backdraft occur?
2. A backdraft is a dangerous condition for firefighters mainly because
3. \_\_\_\_\_  
What are the other warning signs of a Backdraft?
4. How is an explosion caused?
5. Suggest a suitable title for the passage.

**Passage 4:**

The walnut tree produces wood that is used for countless purposes and is considered the finest wood in the world. The wood is easy to work with, yet it is very hard and durable—and when it is polished, it produces a rich, dark lustre. It also shrinks and swells less than

any other wood, which makes it especially desirable for fine furniture, flooring, and even gun stocks. In fact, just about every part of the walnut is unusually hard and strong. The nut of the tree is encased inside a very hard shell, which itself is enclosed in a leathery outer covering called a husk. It requires real effort to break through those layers to get at the tasty meat inside. Yet every part of the walnut is useful to people. The outer husk produces a dark reddish stain that is hard to remove from the hands of the person who opens the nut, and this pigment is widely used in dyes and wood stains. The inner shell is used as an abrasive to clean jet engines. The meat of the nut is extensively used in cooking, ice cream, flavourings—and just eaten raw. Walnut trees exude a chemical into the soil near their roots which can be poisonous to some trees and shrubs. Fruit trees, for example, will not survive if planted too close to a walnut.

Many other plants, such as maple trees or ivy, are not affected by the walnut's presence and are well-suited to grow in its vicinity.

1. Why is walnut wood considered the finest?
2. What is the use of the dark reddish stain in the husk of the walnut?
3. How is the walnut encased?
4. The inner shell of walnut is used as \_\_\_\_\_
5. Which other plants are not affected by the release of chemicals from the walnut tree?

### Passage 5:

Today, bicycles are elegantly simple machines that are common around the world. Many people ride bicycles for recreation, whereas others use them as a means of transportation. The first bicycle called a draisienne wadraisines invented in Germany in 1818 by Baron Karl de Drais de Sauerbrun. Because it was made of wood, the draisienne wasn't very durable nor did it have pedals. Riders moved it by pushing their feet against the ground. In 1839, Kirkpatrick Macmillan, a Scottish blacksmith, invented a much better bicycle. Macmillan's machine had tyres with iron rims to keep them from getting worn down. He also used foot-operated cranks, similar to pedals, so his bicycle could be ridden at a quick pace. It didn't look much like the modern bicycle, though, because its back wheel was

substantially larger than its front wheel. Although Macmillan's bicycles could be ridden easily, they were never produced in large numbers. In 1861, Frenchman Pierre Michaux and his brother Ernest invented a bicycle with an improved crank mechanism. They called their bicycle a *vélocipède*, but most people called it a "boneshaker" because of the jarring effect of the wood and iron frame. Despite the unflattering nickname, the *vélocipède* was a hit. After a few years, the Michaux family was making hundreds of machines annually, mostly for fun-seeking young people. Ten years later, James Starley, an English inventor, made several innovations that revolutionized bicycle design. He made the front wheel many times larger than the back wheel, put a gear on the pedals to make the bicycle more efficient, and lightened the wheels by using wire spokes. Although this bicycle was much lighter and less tiring to ride, it was still clumsy, extremely top-heavy, and ridden mostly for entertainment. It wasn't until 1874 that the first truly modern bicycle appeared on the scene. Invented by another Englishman, H. J. Lawson, the safety bicycle would look familiar to today's cyclists. The safety bicycle had equal-sized wheels, which made it much less prone to toppling over. Lawson also attached a chain to the pedals to drive the rear wheel. By 1893, the safety bicycle had been further improved with air-filled rubber tyres, a diamond-shaped frame, and easy braking. With the improvements provided by Lawson, bicycles became extremely popular and useful for transportation. Today, they are built, used, and enjoyed all over the world.

1. Why do people use bicycles?
2. When was the first bicycle invented?
3. What did most people call the bicycle invented by Frenchman Pierre Michaux and his brother Ernest?
4. When did the first truly modern bicycle appear, and who invented it?
5. How did bicycles become extremely popular?

## ARTICLES, PREPOSITIONS, CONCORD (SUBJECT-VERB AGREEMENT), IDIOMS AND PHRASES

### ARTICLES

#### Objectives:

- Understand the function of articles.
- Differentiate between definite and indefinite articles.
- Recognize common mistakes and enhance accuracy in written and spoken English by applying the correct articles.

#### Introduction

Articles are a fundamental part of English grammar, used to define nouns in a sentence.

They can specify whether a noun is particular or general.

Articles include the definite article “the” and the indefinite articles “a” and “an”.

#### 1. The Definite Article: “The”

"The" is used to refer to specific (particularized) noun known to both the speaker and the listener. It can be used with singular, plural, or uncountable nouns.

#### Examples:

Singular Noun: **The cat** sat on **the mat**.

Plural Noun: **The cats** are playing in the yard.

Uncountable Noun: **The water** is cold today.

#### Usage of Definite Article “The”:

- a) When we refer to a particular person, animal or thing.
  - **The pen** you gave me writes well.
- b) Before common nouns which are unique in their kind.
  - **The sun** rises in **the east**.

(Note: Some of the common nouns that are unique in their kind include the sun, the moon, the sky, the earth, the star, and direction names such as the north, the south etc.,).

- c) Before the adjectives in the superlative degree.
- Ramya is not **the poorest** girl in the school.
- d) In comparative constructions with the phrase “of the two”
- He is **the cleverer** of the two.
- e) Before ordinal numeral adjectives.
- She is **the first** lady to receive such award.
- f) Before the names of Rivers, Oceans, Gulfs, Countries, Mountain Ranges, Holy Books, Newspapers, Musical Instruments, and Names of Train.
- **The Ganga** is the sacred river in India.
  - **The Bay of Bengal** is known for its diverse marine life.
  - **The Gulf of Mexico** is known for its rich biodiversity.
  - **The United Kingdom** is known for its rich history and cultural heritage.
  - **The Himalayas** have a profound spiritual significance.
  - **The Bible** is translated into numerous languages.
  - **The Times of India** is a popular newspaper in India.
  - **The piano** has 88 keys, including black and white ones.
  - **The Shatabdi Express** is a high-speed train in India.
- g) Before designation names
- **The Chief Minister of Karnataka** is visiting our college.

## 2. The Indefinite Articles: “A” and “An”

“A” and “An” are used to refer to non-specific (unparticularised) nouns being mentioned for the first time. They can also be used in the numerical sense meaning one.

### Examples:

Non specific Noun: **A dog** barked in the night.

**A musician** performed on the stage.

Numerical sense: I saw **a bird** in the garden.

**An enemy** can turn into a deadly foe.

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).

### Usage of Indefinite Articles “A” and “An”:

a) “A” is used before a consonant sound.

- They planted **a tree** in the garden.
- **A university** offers a wide range of academic programmes.

(Note: The phrases a university, a union, a useful book, a one-dollar note, a one-man army, etc., demonstrate the usage of the indefinite article “a” before these words because the sound of the first letter is consonant sound, even though it starts with a vowel letter.)

b) “An” is used before a vowel sound.

- **An apple** fell from the tree.
- **An hour** consists of sixty minutes.

(Note: an M.A., an L.L.B., an M.L.A. (but a Member of Legislative Assembly), an M.P, (but a Member of Parliament) etc., demonstrate the usage of indefinite article “an” before these words because the sound of the first letter is vowel sound, even though it starts with a consonant letter.)

### The omission of the article:

1. The article is omitted before a proper noun.

- He was born in **Bombay**.

- **Leela** was very kind.

(Note: Before place names such as USA, USSR, Netherlands, Andaman and Nicobar Islands, Lakshadweep, and Punjab, the definite article 'the' is used because these names refer to specific entities that are unique or collective, rather than singular, unnamed entities.)

- The article is further omitted before the names of languages, subjects of study, and games.
  - **Hindi** is the Indian national language.
  - Who teaches you **Botany**?
  - My brothers are very fond of **cricket**.
- The article is omitted before titles which are used in opposition to a proper noun.
  - **Mr. R. Venkataraman, President of India**, is visiting our college today.
  - **Elizabeth** became **queen**.
- Before abstract nouns which are used in a general sense.
  - **Honesty** is the best policy.
- Before nouns which are used in habitual actions.
  - I go to **college** every day.
  - I go to **temple** every day.

(Note: The definite article 'the' could be used before nouns referring to specific places if they are specified or particularized.  
For example, My father is visiting **the college** today.)
- Before some places and means of transport.
  - I came here by **car**.
  - I live at **home** with my parents.
- Before material nouns are used in general sense.

- **Iron** is the hardest metal.

(Note: The definite article 'the' could be used before material nouns if they are specified or particularized.

For example: **The iron rod** used for the building is very good.)

### NOTE:

- If two or more adjectives qualify the same noun use the article before the first adjective.
  - John brought **a black and brown cow.**  
(It means that John bought a cow, which was partially black and partially brown.)
- Using articles before each adjective gives a different meaning.
  - John **bought a black and a brown cow.**  
(It means that John bought two cows, one black and the other brown.)

### Practice Exercises:

#### Fill in the blanks with suitable articles:

1. \_\_\_\_\_ Nile river flows through Egypt.
2. He is \_\_\_\_\_ honest man.
3. \_\_\_\_\_ moon shines brightly at night.
4. She has \_\_\_\_\_ beautiful voice.
5. \_\_\_\_\_ United States is a large country.
6. We went to \_\_\_\_\_ beach last weekend.
7. \_\_\_\_\_ Taj Mahal is a magnificent monument.
8. She is \_\_\_\_\_ member of \_\_\_\_\_ parliament.
9. She was awarded \_\_\_\_\_ honorary degree for her contributions to science.
10. \_\_\_\_\_ knowledge he possesses on this subject is unparalleled.
11. He has \_\_\_\_\_ unique perspective on the matter.

12. \_\_\_ Queen Elizabeth II was the longest-reigning monarch of the UK.
13. It's not just \_\_\_\_\_ university; it's an institution with history.
14. You need to show \_\_\_\_\_ little more patience.
15. They crossed \_\_\_\_\_ Himalayas during their expedition.
16. She plays \_\_\_\_\_ violin in an orchestra.
17. \_\_\_\_\_ honesty you showed is commendable.
18. She found \_\_\_\_\_ old coin in \_\_\_\_\_ garden.
19. Pacific Ocean is \_\_\_\_\_ largest ocean in the world.
20. He is \_\_\_\_\_-Newton of India.
21. He hit me on \_\_\_\_\_ head.
22. Mumbai is \_\_\_\_\_-Manchester of India.
23. \_\_\_\_\_ black and \_\_\_\_\_-white dog is mine.
24. \_\_\_\_\_ black and \_\_\_\_\_-white dogs are ours.
25. She has \_\_\_\_\_ unique perspective.

**Identify the error and rewrite the sentences:**

1. Water is essential for all creatures on this earth.
2. He is a boy who had won the award for honesty.
3. Gita is my favorite philosophical book which I read daily.
4. I will wait for you outside Taj.
5. Moon is smaller than earth.
6. The secretary and poet are honored.
7. The man is mortal.
8. He went to an USA last week.
9. French is a beautiful race.
10. The English is spoken by English all over the world.

## References

- Murphy, Raymond. Essential Grammar in Use. Cambridge University Press, 2021.
- Swan, M. Practical English Usage. Oxford University Press, 2005.
- Murphy, Raymond. Intermediate English Grammar. Cambridge University Press, 1994.
- Bhatia, M P. A Handbook of Applied Grammar and Composition. M I Publications, Agra.

## PREPOSITIONS

### Objectives:

- **Understand the fundamentals of prepositional usage.**
- **Apply prepositions in complex sentences.**
- **Analyse and correct prepositional errors.**

### Introduction

A preposition is a word that is placed before a noun or pronoun. It shows the relation between the noun (or pronoun) and other word or words in a sentence.

- The book is **on** the table.
- The birds are **in** the cage.
- The tree is away **from** the house.

### Kinds of prepositions:

There are three kinds of prepositions.

#### 1. Simple prepositions:

- at, by, for, in, on, out, with, after, of, off, to, up, from etc.

#### 2. Compound prepositions:

- about, above, outside, around, behind, between, among etc.

### 3. Phrasal prepositions:

- according to, along with, away from, because of, by means of, in front of, in spite of, on behalf of, in addition to etc.

They are also categorized as follows:

#### **Prepositions of Place:**

**In:** Used for enclosed spaces.

- She is in the room.
- The keys are in the drawer.

**On:** Used for surfaces.

- The book is on the table.
- She sat on the bench.

**At:** Used for specific points.

- He is at the door.
- We met at the park.

**By/Beside/Next to:** Indicate proximity.

- The lamp is by the bed.
- She stood next to her friend.

#### **Prepositions of Time:**

**At:** Used for precise times.

- We will meet at 6 PM.
- The train arrives at noon.

**On:** Used for days and dates.

- He was born on Monday.
- We have a meeting on July 5th.

**In:** Used for months, years, centuries, and long periods.

- She will visit in October.
- They moved here in 1999.

**Prepositions of Direction:**

**To:** Indicates movement towards a place.

- She is going to the market.
- We walked to the park.

**In to:** Indicates movement from outside to a point inside.

- He jumped into the pool.
- Put the letter into the mailbox.

**Towards:** Indicates direction.

- He walked towards the school.
- They ran towards the finish line.

**Prepositions of Manner, Agent, and Instrument:**

**By:** Indicates the means or agent performing an action.

- The book was written by an author.
- She traveled by car.

**With:** Indicates the instrument or the company.

- He cut the paper with scissors.
- She came with her friend.

**About:** Indicates the subject of a discussion or concern.

- They talked about the movie.
- She was worried about the exam.

**Correct use of some prepositions:****At**

1. When used to denote a place, it is used for small places like villages, towns.
  - He lives at Sira.
2. It is also used to denote the definite point of time.
  - He will start at 5 o' clock.

**In**

1. When used to denote a place, it is used for countries, states, big cities and districts.

- He stayed for three years in Bombay.

2. It is also used to denote static conditions.

- The boy was in the house.

**In and within** both are used to denote a period of time with a slight difference.

- The meeting will commence in ten minutes. (Means at the end of ten minutes time the meeting will be held.)
- I shall return within two hours. (Means before the end of two hours I will be back.)

**Into** is used to denote motion.

- The dog ran into the house.

**Before** is used to indicate the expiry of a certain period of time.

- I shall do it before December fifteen.

**On** is used to denote static conditions.

- A dog is sitting on the cot.

**Upon** is used to denote motion.

- A mango fell upon the ground.

**Above** is used in sense of higher than.

- The sun is above the earth.

**Over** is not only used to express a higher position but also to imply the idea of one object covering the other.

- The sky hangs over the earth.

**Under**

1. It is the opposite of over.

- The cat is sitting under the table.

2. It is used while referring to persons and things.

- I was working under Mr. Patel.

- The boy is working under the tree.

**Underneath** is used while referring only to things.

- He hid the key underneath the mattress.

**Below** is the opposite of above.

- He is much below me on the merit list.

### **Between**

It is generally used to show comparison. But especially we use ‘between’ when we compare two persons, places or things.

- There was a dispute between Neethu and Reethu.

**Among** is generally used to show comparison. But especially it is used to compare more than two persons, places or things.

- There is no unity among the leaders.

**Beside** is used to indicate the meaning ‘by the side of’.

- The child sat quickly beside its mother.

**Besides** is used to indicate the meaning ‘in addition to’.

- Besides being punished he was also fined.

**Till and by** both are used to denote time but with a slight difference.

- Usually my brother keeps awake till 11 o’clock. (Means up to 11 o’clock.)
- I shall finish this work by Saturday. (Means not later than Saturday.) **Since** is used to denote some point of time. And it is always used with perfect tense.
- I haven’t met him since a year.

**From** is used to denote some point of time. It is used with all tenses.

- I shall start the work from tomorrow.

**For** is used to denote a period of time in the past, present or future.

- My uncle will be staying with us for a month.

### **Common errors in the use of prepositions**

**I. Transfer of a specific preposition from their native language into English (substitution):**

**Usage of prepositions**

1. I am angry on you. (Incorrect)

I am angry with you.

2. Sahil is in a call with his client. (Incorrect)

Sahil is on a call with his client.

3. I am in the bus. (Incorrect)

I am on the bus.

4. I am on the car. (Incorrect)

I am in the car.

5. It is 10 o'clock in my watch (Incorrect)

It is 10 o'clock by my watch

6. I prefer coffee than tea. (Incorrect)

I prefer coffee to tea.

7. I work from 7 a.m. and 2 p.m. (Incorrect)

I work from 7 a.m. to 2 p.m.

8. I work between 7 a.m. to 2 p.m. (Incorrect)

I work between 7 a.m. and 2 p.m.

9. Share the chocolate among you two. (Incorrect)

Share the chocolate between you two.

Note: when shared between two people use the preposition between.

10. Share this between you people. (Incorrect)

Share this among you people.

Note: when shared between more than two people use the preposition among.

**II. Usage of a preposition when it should not be used (addition):**

1. Roshan's office is near to Mahi's house. (Incorrect)

Roshan's office is near Mahi's house.

2. She is of the same age as me. (Incorrect)

She is the same age as me.

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

1. He is neither ashamed nor sorry for his misdeeds. (Incorrect)

He is neither ashamed of nor sorry for his misdeeds.

2. The design of this house is different and inferior to that of other houses.

(Incorrect)

The design of this house is different from and inferior to that of other houses.

**Practice exercises****Fill in the blanks with suitable prepositions:**

1. The CEO will preside\_\_\_\_\_the meeting this afternoon. (over, on)
2. He was acquitted\_\_\_\_\_the crime due to lack of evidence. (of, for)
3. The lawyer argued\_\_\_\_\_behalf of his client. (on, for)
4. She has a great influence\_\_\_\_\_her peers. (over, on)
5. The manuscript was edited\_\_\_great care. (with, in)
6. He has a reputation\_\_\_\_\_being very punctual. (for, of)
7. She is capable\_\_\_\_\_solving the problem independently. (of, in)
8. They are looking forward\_\_\_\_\_the vacation. (to, for)
9. The project was completed\_\_\_\_\_schedule. (on, in)
10. He is proficient\_\_\_\_\_several programming languages. (in, at)
11. She is envious\_\_\_\_\_her sister's achievements. (of, for)
12. The committee will deliberate\_\_\_\_\_the proposal next week. (on, about)
13. The book is divided\_\_\_\_\_three main sections. (into, in)
14. He is known\_\_\_\_\_his dedication to work. (for, by)
15. She apologized\_\_\_\_\_her mistake. (for, to)

16. The novel is set \_\_\_\_\_ the backdrop of the 19th century. (in, on)
17. They agreed \_\_\_\_\_ the terms and conditions. (to, on)
18. The city is known \_\_\_\_\_ its historical monuments. (for, as)
19. The movie was inspired \_\_\_\_\_ true events. (by, from)
20. She is interested \_\_\_\_\_ pursuing a career in medicine. (in, with)

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- Murphy, Raymond. *Essential Grammar in Use*. Cambridge University Press, 2021.
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## CONCORD (SUBJECT-VERB AGREEMENT)

### Objectives:

- To revisit the basic rules of subject-verb agreement.
- Analyse complex sentence structures.
- Apply advanced concord rules.

### Introduction:

**Verb:** A verb is a word which shows action, existence and possession.

Verbs have four aspects that describe how an action relates to time. These aspects provide additional information about the nature and duration of the action.

The four aspects of a verb in English grammar are:

- Simple Aspect
- Perfect Aspect
- Progressive Aspect (also called Continuous)
- Perfect Progressive Aspect

These aspects help convey the timing and nature of actions more precisely.

**Note:** In English, while the future is commonly discussed, it is not expressed through a specific form of tense in the same way as present or past. Thus, it can be considered that English fundamentally has two tenses: past and present. However, in practice, there are future forms that can be used to talk about future actions, but these are derived from modal verbs or other constructions rather than a distinct future tense form.

### Present Tense Forms:

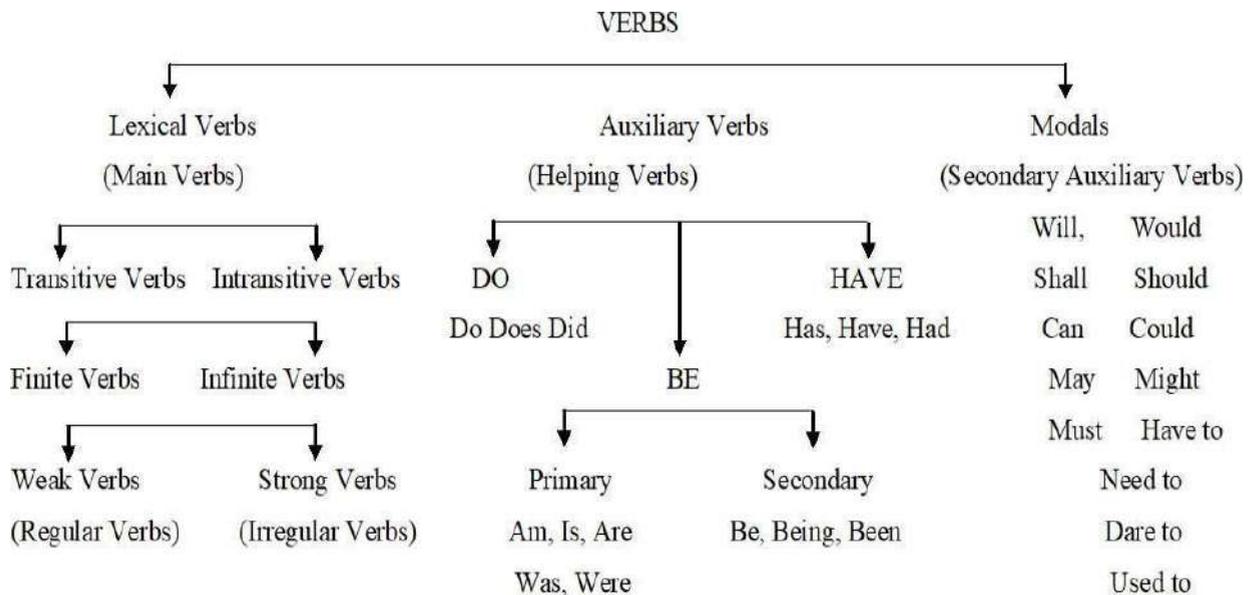
- Simple Present
- Present Continuous (Progressive)
- Present Perfect
- Present Perfect Continuous

### Past Tense Forms:

- Simple Past
- Past Continuous (Progressive)
- Past Perfect

- Past Perfect Continuous

### Classification of Verbs:



### Subject – Verb Concord / Subject - Verb Agreement

Subject-verb agreement is a fundamental aspect of English grammar, ensuring that subjects and verbs within sentences are in harmony in terms of number and person. Mastering this concept is essential for writing and speaking accurately and effectively.

#### **Definition and Importance:**

Subject-verb concord or subject-verb agreement means that the verb must agree with the subject in number (singular or plural) and person (first, second, or third). This agreement is crucial for clarity and coherence in communication. Incorrect subject-verb agreement can lead to confusion and misunderstandings.

#### **Basic Principles**

##### **Singular vs. Plural:**

- A singular subject takes a singular verb (-s or –es is added to the main verb and “Do” forms of verbs).
  - The cat runs fast.
- A plural subject takes a plural verb (-s or –es is not added to the main verb and “Do” forms of verb).

- The cats run fast.

### Person Agreement:

➤ Verbs must also agree with the subject in person (first, second, or third person).

- I run
- We run
- You run
- He/She/It runs
- They run

Understanding these rules helps ensure proper subject-verb agreement in sentences.

Person	Singular				Plural			
	Main verb	'Do'	'Be'	'Have'	Main verb	'Do'	'Be'	'Have'
<b>I person</b>	I eat	I do	I am	I have	We eat	We do	We are	We have
<b>II person</b>	You eat	You do	You are	You have	You eat	You do	You are	You have
<b>III person</b>	He She eats It	He She does It	He She is It	He She has It	They eat	They do	They are	They have
<b>All nouns</b>	Anita eats	Anita does	Anita is	Anita has	Boys eat	Boys do	Boys are	Boys have

**I<sup>st</sup> and II<sup>nd</sup> Personal pronouns**

<b>Subject</b>	
<b>I/we/you</b>	<b>Main verb - singular</b>
	<b>'do' – do</b>
	<b>'have' – have</b>
<b>I</b>	<b>'be' – am / was</b>
<b>We/ you</b>	<b>'be' – are / were</b>

**Rules to identify subject as singular or plural****I. Subjects beginning with the following phrases are considered as singular.**

<p><b>One of</b></p> <p><b>Either of</b></p> <p><b>Neither of</b> + Noun (Plural) = <b><u>Singular</u></b></p> <p><b>Each of</b></p> <p><b>None of</b></p>
--

- **One of** my books is lost. (is/are)
- **Either of** the rooms has been vacated. (has/have)
- **Neither of** these pens writes well. (write/writes)
- **Each of** the workers has to bring his own tool. (has/have)
- **None of** the apps provides the information. (provide/provides)

**EXCEPTION**

- **He is** one of those men who like to help others. (like/likes)
- Three people were on the panel. None of them were women. (was/were)

**II. Subjects beginning with "some of" and "most of" depend on the type of noun they introduce. If the noun is countable, the subject is plural; if the noun is**

uncountable, **the subject is singular.**

Some of	+ Noun	Uncountable noun = <b><u>Singular</u></b>
Most of		Countable noun = <b><u>Plural</u></b>

- **Some of** the boys come late daily. (come/comes)
- **Most of** the work has been completed. (has/have)
- **Some of** the milk is spoilt. (is/are)
- **Most of** the mangoes have been ripened. (has/have)

### III. Compound subjects:

1. If two nouns are joined by the conjunction "and" and they refer to the same idea, person, or thing, the subject is singular. If the nouns are not related and refer to two different subjects, **the subject is plural.**

**Noun + and + Noun = Singular**

(if the nouns are related and **discuss the same idea, person or thing**)

**Noun + and + Noun = Plural**

(if the nouns are not related and **speaks two different subjects**)

- **Bread and butter** is a nutritious food. (is/are)
- **Slow and steady** wins the race. (win/wins)
- **Ram and Rahim** are good friends. (is/are)
- **Poverty and misery** come together. (come/comes)
- **Water and air** are vital for our survival. (is/are)
- **Idli and sambar** is his favourite food. (is/are)

2. If two nouns are joined by the conjunction "and" and the first noun is preceded by a definite article or personal pronoun, the subject is singular. If both nouns are preceded by definite articles or personal pronouns, the **subject is plural.**

**Article + Noun +and + Noun = Singular**

(If two nouns preceded with a single article at the beginning = Singular)

**Article + Noun +and + Article +Noun = Plural**

(If two nouns are separated by articles = Plural)

- **The** poet and philosopher is no more. (is/are)
- **The** director and **the** producer have come. (has/have)
- **A** great orator and politician addresses the public today. (address/addresses)
- **A** black cat and **a** white cat have been bought by her. (has/have)

**IV. Inverted subject: Sentences beginning with "here" and "there" introduce the sentence with an inverted subject. The subject appears after the verb in these sentences. The verb must agree with the subject of the sentence.**

- Here comes **my friend**. (come/comes)
- There are **the results** of the past month. (is/are)
- There is little administrative **support**. (is/are)
- There are **many gaps** in the literature. (is/are)
- Here is **the answer**. (is/are)

**V. 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," or "nothing but," the verb will agree with the number of the first subject.**

- Ram **along with** his wife and children has seated early in the auditorium. (has/have)
- He **as well as** his friends was invited to the party. (was/were)
- The father **with** his daughter is going to get admission in VDC. (is/are)

- The mother **together with** her children goes for a walk every morning. (go/goes)
- The employees of the organization, **as well as** the CEO have an interest in the project's success. (has/have)

**VI. Concord Proximity (Correlative conjunctions):** When a subject of a sentence is initiated by co-relative conjunctions (either...or, 'neither...nor, 'not only...but also....) only the noun after the correlative conjunction, that is, **the one closer to the main verb is considered to determine the number of the verb.**

- **Either** Ramya **or** Rashmi has attended the class. (has/have)
- **Not only** the student **but** his father was questioned. (was/were)
- **Neither** the teachers **nor** the principal agrees to it. (agree/agrees)
- **Either** the students **or** the teachers are to be found. (is/are)
- **Neither** you **nor** I am happy here. (am/are)
- **Neither** the batteries **nor** the machine operates happy here. (operate/operates)

**VII. Notional concord (Collective Nouns):** A collective noun refers to a group of people or things, such as a committee, team, audience, crowd, army, government, public, etc. With collective nouns, the context determines whether the subject is singular or plural:

- **If the noun is taken as a unit, then the subject is singular.**
- **If the members in the group are seen as separate individuals, then the subject is plural.**
- **The committee** meets once in a year. (meet/meets)
- **The jury** vote according to their consciences. (vote/votes)
- **The audience** has been updated on the itinerary (plan) of the programme. (has/have)

- **The crowd** are fighting among themselves. (is/are)
- **The class** has met its teacher. (has/have)

**VIII. Some nouns like poetry, furniture, advice, information, hair, business, mischief, bread, stationery, crockery, luggage, baggage, postage, knowledge, wastage, jewelry, breakage, equipment, evidence, work (in the sense of literary pieces), news, percentage, dirt, dust, electricity, music, confectionery, pottery, bakery, behaviour, word (when used in the sense of discussion), fuel, cost, food, traffic, accommodation, and scenery are treated as singular subjects.**

- **The furniture** is new. (is/are)
- **A lot of food** is wasted in ceremonies and functions. (is/are)
- How is **the traffic** on Dr. Rajkumar road today? (is/are)
- **The scenery** of Kashmir has enchanted us. (has/have)
- **The electricity** is off at the moment. (is/are)
- **This work** is difficult for us. (is/are)
- **The information** obtained by **the business owners** was relevant to include in the studies. (was/were)

**IX. Some nouns like scissors, trousers, spectacles (glasses), tongs, pliers, bellows, pants, pajamas, shorts, goggles, binoculars, sunglasses, gallows, fangs, alms, amends, archives, arrears, auspices, congratulations, embers, fireworks, lodgings, outskirts, particulars, proceeds, regards, riches, remains, savings, shambles, surroundings, tidings, troops, tactics, thanks, valuables, wages, belongings, and braces are treated as plural subjects. These nouns are made up of two similar parts in a pair.**

- **The scissors** are new. (is/are)
- Your new **glasses** are attractive. (is/are)
- His **trousers** need cleaning. (need/needs)

- Gifts of **alms** are \_\_\_\_\_ for charitable purposes and not the institutional needs of the temple. (is/are)
- The postman's **wages** are \_\_\_\_\_ 180 per week. (is/are)
- **Wages** have \_\_\_\_\_ also been the subject of legislation. (has/have)
- The **wages** of **sin** is \_\_\_\_\_ death. (is/are)
- Their **belongings** are \_\_\_\_\_ taken away. (is/are)
- **Sunglasses** are \_\_\_\_\_ much more than a fashion accessory. (is/are)

**X. Cattle, cavalry, infantry, poultry, peasantry, children, gentry, police, and people are certain nouns that are singular in form but plural in meaning. The subject is treated as plural**

- **Cattle** are \_\_\_\_\_ grazing in the field. (is/are)
- Our **infantry** have \_\_\_\_\_ marched forward. (has/have)
- **Police** have \_\_\_\_\_ arrested the thieves. (has/have)

**XI. The following table includes some nouns after which the singular subject is followed.**

<b>NOUNS</b>	<b>LIST</b>
Names of diseases	Measles, Mumps, Rickets, Shingles etc.,
Name of the games	Billiards, Darts, Draughts, Tennis etc.,
Name of the countries	The United States, The West Indies, Netherlands etc.,
Name of the books	The Arabian Nights, Three Musketeers etc.,
Name of the subjects	Mathematics, Physics, Civics, Politics, Statistics etc.,

- '**The Grapes of Wrath**' takes a long time to read. (take/takes)
- **Mumps** is a contagious disease. (is/are)

- **Politics** is an interesting subject. (is/are)
- By contrast, the comparable figure for the **Netherlands** Is sixteen percent. (Is/are)
- **Tennis** has been played by the students of our college. (has/have)

## XII. Indefinite pronouns:

RULE	Indefinite pronouns
<b><u>Always singular</u></b>	Pronouns ending in –thing, –where, –body/one (ex: something, somewhere, anybody, anyone), every, each, another...
<b><u>Always plural</u></b>	Many, few, several, both, others
<b><u>May be singular or plural</u></b>	None, all, some, most, more, any, either

- **Something** falls from the table. (fall/falls)
- **Each of** the participants responds promptly. (respond/responds)
- **Anyone** is able to use the software. (is/are)
- **Both** of the twins are lazy. (is/are)
- **Few** know what really happened that day. (know/knows)
- **Many** were gone to beach. (was/were)
- **Everyone** has done his/her homework. (has/have)

Note: ‘All’ can be used in both countable and uncountable sense. When used as uncountable, it takes singular verb and when used as countable, it takes plural verb.

- **All** late comers have been fined. (has/have)
- **All** of the cookie is gone. (is/are)

Measurements (volume, distance, length)	Always considered as <b><u>singular subject</u></b>
Time	
Quantities	
sums of money	
Percentage of a unit or mass noun	

- **Ten litres** of gasoline is the capacity of this tank. (is/are)
- **Forty kilometres** demands much endurance from a marathon runner. (demand/demands)
- **Two cups** of milk is needed for this recipe. (is/are)
- **Three fourths** of the earth's surface has been covered with water. (has/have)
- **Twenty one percent of** our atmosphere consists of oxygen. (consist/consists)
- **Thirty percent of** our income goes to taxes. (go/goes)

**XIII. Deer, sheep, series, species, fish, crew, team, jury, aircraft, counsel, are certain nouns that are used in both singular and plural form. If they are used in a singular sense, they take a singular verb and if they are used in the plural sense, they take a plural verb.**

- **Our team** is the best. (is/are)
- **Our team** are trying their new uniform. (Is/are)
- There is **two fish** in the pond. (is/are)
- There are **many fishes** in the aquarium. (is/are)  
(Here the word 'fishes' refers to different species of fish.)

**XIV. 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. (was/were)
- If he were rich, he would help others. (was/were)

**Practice exercises:****Fill in the blanks with suitable verb forms:**

1. The jury\_\_\_\_\_divided in their opinion. (are, is)
2. Each of the students\_\_\_\_\_a textbook. (have, has)
3. The news\_\_\_\_\_shocking. (are, is)
4. The team\_\_\_\_\_won the championship. (have, has)
5. Neither of the options\_\_\_\_\_suitable. (are, is)
6. The Committee\_\_\_\_\_every Thursday. (meet, meets)
7. The number of students\_\_\_\_\_late. (was, were)
8. Bread and butter\_\_\_\_\_a good combination. (is, are)
9. Bread and butter\_\_\_\_\_their greatest need. (is, are)
10. There\_\_\_\_\_many reasons for the decision. (is, are)
11. The data\_\_\_\_\_a significant increase. (shows, show)
12. The police\_\_\_\_\_investigating the case. (is, are)
13. Everyone\_\_\_\_\_me to do well. (expect, expects)
14. Each of the members\_\_\_\_\_present. (were, was)
15. The pair of shoes\_\_\_\_\_new. (is, are)
16. The crowd\_\_\_\_\_excited. (was, were)
17. Here\_\_\_\_\_the book you requested. (are, is)
18. The information\_\_\_\_\_available online. (are, is)
19. Mathematics\_\_\_\_\_his favorite subject. (are, is)
20. Either the cat or the dog\_\_\_\_\_been fed. (have, has)
21. Neither the teacher nor the students\_\_\_\_\_prepared. (was, were)
22. The news\_\_\_\_\_broadcasted last night. (were, was)
23. The series of lectures\_\_\_\_\_interesting. (was, were)
24. The scissors\_\_\_\_\_on the table. (is, are)
25. Every student and teacher\_\_\_\_\_responsible. (are, is)
26. A number of books\_\_\_\_\_been misplaced. (has, have)

27. The team of scientists\_\_\_\_\_working on the project. (is, are)
28. The committee\_\_\_\_\_reached its decision. (has, have)
29. Neither of the solutions \_\_\_\_\_viable. (are, is)
30. There\_\_\_\_\_a few issues to address. (is, are)
31. Each of the cakes\_\_\_\_\_delicious. (are, is)
32. The group of musicians\_\_\_\_\_ready. (was, were)
33. The staff\_\_\_\_\_finished their work. (has, have)
34. The media\_\_\_\_\_covered the event extensively. (has, have)
35. The furniture \_\_\_\_\_expensive. (is, are)
36. Both of the answers \_\_\_\_\_correct. (is, are)
37. The criteria\_\_\_\_\_strict. (is, are)
38. Every one of the suggestions\_\_\_\_\_valuable. (are, is)
39. The jury\_\_\_\_\_their verdict. (deliver, delivers)
40. The majority of the audience\_\_\_\_\_pleased. (was, were)
41. The pair of gloves\_\_\_\_\_missing. (is, are)
42. The data\_\_\_\_\_accurate. (is, are)
43. Each of the cars \_\_\_\_\_inspected. (are, is)
44. The committee\_\_\_\_\_decided on their plan. (has, have)
45. Either of the solutions\_\_\_\_\_acceptable. (are, is)
46. A series of books\_\_\_\_\_been published. (have, has)
47. The family\_\_\_\_\_gathered for the reunion. (has, have)
48. Neither of the candidates\_\_\_\_\_suitable. (were, was)
49. The team\_\_\_\_\_their victory. (celebrate, celebrates)
50. My friend and poet\_\_\_\_\_not with me. (is, are)

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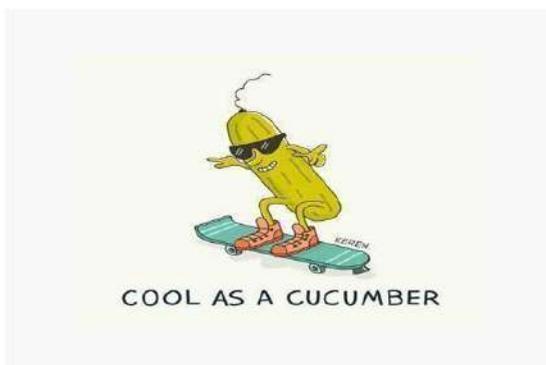
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## IDIOMS AND PHRASES

### Objectives:

- A strong knowledge of idioms will help students be better speakers
- To express emotions and thoughts accurately, making communication more effective and persuasive.
- To attain automaticity and fluency in language, enabling natural-sounding speech

An idiom is a phrase or expression that has a figurative meaning separate from the literal meaning of the words it is composed of. They are commonly used in everyday language to convey a specific idea, often with cultural or historical significance. Idioms are not meant to be taken literally. For example, 'The early bird gets the worm' means 'Being the first to do something usually means getting the best choice of outcomes.' It is not actually about birds or worms.



**Examples of Idioms:**

Idioms occur frequently in all languages; in English alone there are an estimated twenty-five thousand idiomatic expressions. These phrases can be challenging for non-native speakers as they do not intuitively make sense and sometimes have obscure origins. Despite these difficulties, idioms are important: they bring out the unique flavour to the English language.

## 1. Break a leg

A way to wish

Example: Tonight's your big performance, so go out there and break a leg

## 2. Child's play

Easy to do

Example: Learning English was no child's play for him.

## 3. Hit the sack

To go to bed

Example: I'm really tired after today's work, so I'm going to hit the sack early

## 4. One's cup of tea

What someone prefers

Example: Horror movies are not my cup of tea; I prefer comedies.

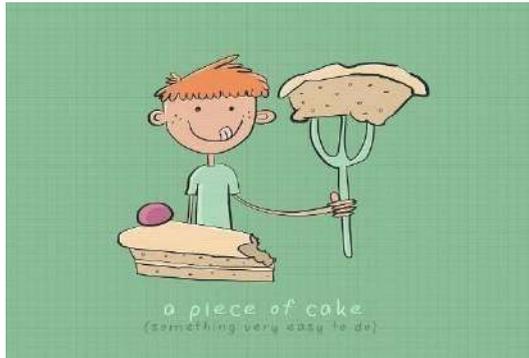
## 5. Once in a blue moon

Rarely

Example: She visits her hometown once in a blue moon

## 6. Piece of cake

Exceptionally easy and simple



Example: Jaspreet Bumra makes the challenging task of bowling look like a piece of cake.

7. It's raining cats and dogs

It's raining heavily

Example: It's raining cats and dogs, so I had to cancel my plans for a picnic.

8. To spill the beans

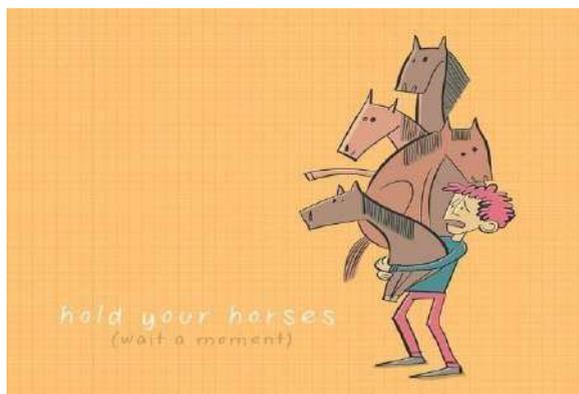
To tell a secret

Example: He accidentally spilled the beans about the surprise party.

9. Hold your horses

It's a polite way of saying "Wait a moment, let's not be hasty".

Example: "Hold your horses, kids! The show will be starting in five minutes."



## 10. To bark up the wrong tree

To choose the wrong course of action.

Example: The detectives spent years barking up the wrong tree because the real culprit had moved to another country.

**Exercises:****Choose the appropriate idiom and fill in the blank:**

(break the ice, spitting image, hit the sack, rule of thumb, the ball's in your court, through thick and thin, tongue-in-cheek, take a rain check, pulling your leg, out of the blue, under the weather)

1. He has been working all day, and now he's just \_\_\_\_\_.
2. He always does his homework at 8 PM; it's his \_\_\_\_\_.
3. She's always \_\_\_\_\_, making up stories just to see if people believe her.
4. He looks exactly like his father; he's truly the \_\_\_\_\_.
5. I was really surprised when she called me \_\_\_\_\_ after so many years.
6. I think I'm going to \_\_\_\_\_ early tonight; I'm exhausted.
7. He's been feeling \_\_\_\_\_ lately, probably because of the changing seasons.
8. They've been friends \_\_\_\_\_, always supporting each other.
9. She used a funny anecdote to \_\_\_\_\_ at the start of her presentation.
10. I'm sorry, I can't join you for dinner tonight. Can I \_\_\_\_\_ and we'll reschedule for next week?
11. Now that I've given you all the information, \_\_\_\_\_ to make the final decision.
12. She wrote a \_\_\_\_\_ column in the newspaper.

## PHRASAL VERBS

A phrase is a group of words that works together in a sentence but does not contain a subject or a verb.

### Examples:

- Under the bridge (prepositional phrase)
- Running quickly (adverbial phrase)
- A bouquet of flowers (noun phrase)
- Very happy (adjectival phrase)
- With a loud noise (prepositional phrase)

None of these examples contains a subject doing an action (subject-verb). Therefore, each example is merely a group of words called a phrase. It is very usual to prepositions or adverbs after certain verbs so as to obtain a variety of meanings.

Examples: Look for: To search for something or someone.

Take care of: look after someone or something.

Look out: To be watchful or cautious.

Turn down: To reject or refuse something.

Turn up: To appear unexpectedly or without planning.

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

### Difference between a phrase and an idiom

A phrase is a group of words that makes partial sense on its own but does not form a complete sentence because it lacks either a subject, a predicate, or both. It is a component of a sentence that adds meaning but cannot stand alone as a complete thought.

Example: Come across (doesn't make complete sense)

An idiom is a group of words with a symbolic rather than literal meaning. An idiom thus has a meaning of its own. Every idiom is a phrase. However, each phrase is not an idiom.

Example: Cold Feet (Feeling nervous or hesitant about doing something.)

**Exercise:**

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

(a bit of, a piece of, a loaf of, a blade of, a series of, a pile of, Speak up, look forward)

- i. He bought \_\_\_\_\_ bread for the sandwiches.
- ii. The artist drew his portrait with \_\_\_\_\_ charcoal.
- iii. There was only \_\_\_\_\_ hope left in his heart.
- iv. The child built \_\_\_\_\_ blocks on the floor.
- v. The gardener sharpened \_\_\_\_\_ grass with his mower.

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

(turn down, look into, run into, hold off, set up, take over, work out, call off)

1. Despite the attractive offer, she decided to \_\_\_\_\_ the job proposal.
2. The team will \_\_\_\_\_ the mysterious disappearance of the artefact.
3. I didn't expect to \_\_\_\_\_ my old friend at the supermarket.
4. We might need to \_\_\_\_\_ our picnic if it rains tomorrow.
5. They plan to \_\_\_\_\_ a new coffee shop downtown next month.
6. After the CEO retired, his daughter \_\_\_\_\_ the family business.
7. He tries to \_\_\_\_\_ every morning before work to stay fit.
8. Due to unforeseen circumstances, we had to \_\_\_\_\_ the meeting.
9. If you have something important to say, please \_\_\_\_\_.
10. I \_\_\_\_\_ to the vacation we booked for next summer.







## CHAPTER 3

### REPORTED SPEECH

#### Objectives:

- To practice changing direct speech into reported speech.
- To use reporting verbs with the infinitive to make orders and requests and give advice.
- To understand how to form reported orders, requests, and advice using a reporting verb, an indirect object, “to + infinitive”.
- To use a variety of reporting verbs.

**Definition:** Reported speech, also known as indirect speech, is used to relay what someone else has said without quoting them directly. It involves reporting or summarizing another person's speech or thoughts, typically by using verbs like "say," "tell," "ask," etc., to introduce the reported statement or question. In reported speech, the tense, pronouns, and sometimes the time expressions may change to reflect the speaker's perspective and the context in which the reported speech is being relayed. It is commonly used in writing, storytelling, journalism, and everyday conversations to recount or summarize what others have said or asked.

- Examples: Direct speech: I like ice cream.
- Reported speech: She says (that) she likes ice cream.

We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to change words like 'my' and 'your'. But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:

- Direct speech: I like ice cream.
- Reported speech: She said (that) she liked ice cream.

**Direct speech** is when the exact words spoken by someone are quoted within quotation marks.

- John said, "I am going to the library."

**Indirect speech** (or reported speech) is when the words spoken are reported without quoting the exact words, often involving changes in pronouns, verb tenses, and other adjustments to fit the context.

- John said that he was going to the library.

When changing direct speech (quoted speech) into indirect speech (reported speech), there are specific rules to follow depending on the type of sentence being reported. Here are the rules categorized by the four types of sentences commonly encountered:

**There are four kinds of sentences:**

a. Assertive sentence

b. Interrogative sentence

c. Imperative sentence

d. 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.

**Changes in words expressing nearness and time:**

<b>Direct Speech</b>	<b>Indirect Speech</b>
This	That
Now	Then
These	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:**

<b>Pronouns in Direct Speech</b>	<b>Pronouns in Indirect Speech</b>
I	he/she
You	he/she
You	him/her
Your	his/her
Me	him/her
My	his/her
Myself	himself/herself
We	they
Us	them
Our	their

**Changes in auxiliary verb:**

<b>Direct speech</b>	<b>Indirect speech</b>
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

Tense	Direct Speech	Reported Speech
present simple	I like ice cream	She said (that) she liked ice cream.
present continuous	I am living in London	She said (that) she was living in London.
past simple	I bought a car	She said (that) she had bought a car OR She said (that) she bought a car.
past continuous	I was walking along the street	She said (that) she had been walking along the street.
present perfect	I haven't seen Julie	She said (that) she hadn't seen Julie.
past perfect*	I had taken English lessons before	She said (that) she had taken English lessons before.
Will	I'll see you later	She said (that) she would see me later.
would*	I would help, but...	She said (that) she would help but...
Can	I can speak perfect English	She said (that) she could speak perfect English.
could*	I could swim when I was four	She said (that) she could swim when she was four.
Shall	I shall come later	She said (that) she would come later.
should*	I should call my mother	She said (that) she should call her mother

might*	I might be late	She said (that) she might be late
Must	I must study at the weekend	She said (that) she must study at the weekend OR She said she had to study at the weekend

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.

Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

- Direct speech: The sky is blue.
- Reported speech: She said (that) the sky is/was blue.

**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.

- **An Assertive sentence** is a type of sentence that makes a statement or assertion. It simply declares something and can be either positive or negative in nature. When converting assertive sentences from direct speech (quoted speech) to indirect speech (reported speech), the following rules apply:

**Examples:**

1. Direct Speech: "I love chocolate."

Indirect Speech: She said that she loved chocolate.

**Explanation:**

Direct Speech: The statement is directly quoted as it was spoken.

Indirect Speech: The pronoun "I" changes to "she" to reflect the speaker's perspective. The present tense "love" changes to "loved" in the past tense because of the shift from present to past in indirect speech.

2. Direct Speech: "He said, 'I will come tomorrow.'"

Indirect Speech: He said that he would come the next day.

**Explanation:**

Direct Speech: The original statement includes a future action.

Indirect Speech: "Will" changes to "would" to reflect the shift from direct to indirect speech. "Tomorrow" is paraphrased as "the next day."

3. Direct Speech: "They are watching a movie."

Indirect Speech: She said that they were watching a movie.

**Explanation:**

Direct Speech: The present continuous tense "are watching" changes to past continuous "were watching" in indirect speech.

4. Direct Speech: "The book is on the table."

Indirect Speech: He told me that the book was on the table.

**Explanation:**

Direct Speech: A simple present tense statement.

Indirect Speech: "Told" is used as the reporting verb. "Me" is added to indicate to whom the statement was addressed. The tense remains the same as there is no requirement to change it.

5. Direct Speech: "She said, 'I don't like coffee.'"

Indirect Speech: She said that she didn't like coffee.

### **Explanation:**

Direct Speech: The original statement is a negative sentence.

Indirect Speech: The negative "don't like" remains unchanged in indirect speech.

### **Key Points in Converting Assertive Sentences to Indirect Speech:**

- Reporting Verb: Use appropriate reporting verbs like "said," "told," "mentioned," etc., to introduce the reported speech.
- Changes in Pronouns and Tenses: Adjust pronouns and verb tenses as necessary to reflect the speaker's perspective and the context in which the statement is reported.
- No Conjunction 'That': In some cases, especially with direct speech, 'that' can be omitted in reported speech.

### **Task: 1(Assertive sentence)**

Change the following sentences into indirect speech.

1. "She said, 'I have completed my thesis.'"

---

2. "He told me, 'I am studying engineering.'"

---

3. "Mary said, 'They will arrive tomorrow.'"

---

4. "The professor said, 'The exam will be next week.'"

---

5. "She said, 'I am attending the conference.'"

---

6. "John said, 'I have submitted my assignment.'"

---

7. "The lecturer said, 'The lecture starts at 9 AM.'"

---

8. "She said, 'I prefer studying in the library.'"

---

9. "The students said, 'We enjoy studying psychology.'"

---

10. "He said, 'I have completed the course requirements.'"

---

**An Interrogative sentence** is a type of sentence that asks a question. When transforming interrogative sentences from direct speech (quoted speech) to indirect speech (reported speech), the structure and wording of the question often change to fit the context of reporting. Here are examples of direct speech and their corresponding indirect speech conversions:

1. Direct Speech: "She asked, 'Are you coming to the party?'"

Indirect Speech: She asked if/whether I was coming to the party.

**Explanation:**

Direct Speech: The original sentence is a direct question.

Indirect Speech: The reporting verb "asked" is used to introduce the reported question. The question mark is replaced with a comma, and 'if' or 'whether' introduces the indirect question. The present continuous tense "are you coming" changes to past continuous "was coming" in indirect speech.

2. Direct Speech: "He said, 'Can you help me?'"

Indirect Speech: He asked if/whether I could help him.

**Explanation:**

Direct Speech: The question uses the modal verb "can."

Indirect Speech: The modal verb "can" changes to "could" in indirect speech to reflect the shift from direct to indirect speech. 'Help me' changes to 'help him' as per the change in perspective.

3. Direct Speech: "Did they finish their homework?"

Indirect Speech: She asked if/whether they had finished their homework.

**Explanation:**

Direct Speech: The question is in the past tense.

Indirect Speech: The past tense "did" and "finish" are changed to past perfect "had finished" in indirect speech to reflect the sequence of events.

4. Direct Speech: "Are you going to the concert?"

Indirect Speech: She asked if/whether I was going to the concert.

**Explanation:**

Direct Speech: The question is about future plans.

Indirect Speech: The present continuous "are you going" changes to past continuous "was going" in indirect speech. 'To the concert' remains unchanged.

5. Direct Speech: "Will you attend the meeting?"

Indirect Speech: He asked if/whether I would attend the meeting.

**Explanation:**

Direct Speech: The question uses the future tense.

Indirect Speech: The future tense "will" changes to "would" in indirect speech. 'Attend the meeting' remains unchanged.

**Key Points in Converting Interrogative Sentences to Indirect Speech:**

- Reporting Verb: Use appropriate reporting verbs like "asked," "inquired," "wondered," etc., to introduce the reported question.
- Structure Changes: Change the question structure from direct to indirect, typically using 'if' or 'whether' to introduce the reported question.
- Tense Changes: Adjust verb tenses as necessary to reflect the sequence of events or the context of the reported speech.
- Pronoun and Perspective Changes: Adjust pronouns and other elements to match the perspective and context of the reported speech.

**Task: 2(Interrogative sentence)**

Change the following sentences into indirect speech

1. "What is the capital of France?" the professor asked.

---

2. "Why did you choose this topic for your thesis?" the advisor inquired.

---

3. "How will this theory be applied in your research?" she questioned.

---

4. "Who wrote this influential paper on quantum mechanics?" the lecturer asked.

---

5. "Where can I find more resources on this subject?" the student asked.

---

6. "What are the main findings of your study?" the committee asked.

---

7. "When will the final results be published?" the researcher inquired.

---

8. "How does this experiment support your hypothesis?" she asked.

---

9. "Why did the experiment fail to produce expected results?" the scientist asked.

---

10. "Who will be the next speaker at the conference?" he asked.

---

**An Imperative sentence** is a type of sentence that gives a command, makes a request, or expresses a directive. When transforming imperative sentences from direct speech (quoted speech) to indirect speech (reported speech), the structure and wording change

to reflect the nature of the directive rather than a statement or question. Here are examples of direct speech and their corresponding indirect speech conversions:

Direct Speech: "Tom said, 'Please pass me the salt.'"

Indirect Speech: Tom asked me to pass him the salt.

**Explanation:**

Direct Speech: The sentence is a direct command.

Indirect Speech: The reporting verb "said" is used to introduce the reported speech. The imperative "please pass me the salt" changes to an infinitive phrase "to pass him the salt" in indirect speech. Pronouns and other elements are adjusted accordingly.

1. Direct Speech: "She said, 'Close the window.'"

Indirect Speech: She told me to close the window.

**Explanation:**

Direct Speech: The sentence gives a direct command.

Indirect Speech: The reporting verb "said" is used to introduce the reported speech. The imperative "close the window" changes to an infinitive phrase "to close the window" in indirect speech. Pronouns and other elements are adjusted as necessary.

2. Direct Speech: "He said, 'Don't forget to call me.'" Indirect

Speech: He reminded me not to forget to call him.

**Explanation:**

Direct Speech: The sentence contains a negative imperative.

Indirect Speech: The reporting verb "said" is used to introduce the reported speech. The negative imperative "don't forget to call me" changes to a statement with 'not to forget to call him' in indirect speech. The pronouns and other elements are adjusted accordingly.

3. Direct Speech: John said, 'Please be on time.'

Indirect Speech: John requested us to be on time.

**Explanation:**

Direct Speech: The sentence expresses a polite request.

Indirect Speech: The reporting verb "said" is used to introduce the reported speech. The imperative "please be on time" changes to an infinitive phrase "to be on time" in indirect speech. Pronouns and other elements are adjusted as necessary.

4. Direct Speech: The teacher said, 'Hand in your assignments by Friday'.

Indirect Speech: The teacher instructed us to hand in our assignments by Friday.

**Explanation:**

Direct Speech: The sentence gives a directive.

Indirect Speech: The reporting verb "said" is used to introduce the reported speech. The imperative "hand in your assignments by Friday" changes to an infinitive phrase "to hand in our assignments by Friday" in indirect speech. Pronouns and other elements are adjusted accordingly.

**Key Points in Converting Imperative Sentences to Indirect Speech:**

- **Reporting Verb:** Use appropriate reporting verbs like "said," "told," "asked," "instructed," etc., to introduce the reported imperative.
- **Structure Changes:** Imperative sentences are typically changed into an infinitive phrase (to + verb) in indirect speech.
- **Pronoun and Perspective Changes:** Adjust pronouns and other elements to match the perspective and context of the reported speech.

**Task: 3 (Imperative sentence)**

Change the following sentences into indirect speech.

1. "Submit your assignments by Friday," the professor said.

---

2. "Please turn off your mobile phones during the lecture," the instructor requested.

---

3. "Complete the survey before the end of the class," the lecturer instructed.

---

4. "Read the first three chapters for the next session," the tutor advised.

---

5. "Do not use any unauthorized resources for your exam," the teacher warned.

---

6. "Please send me your research proposal by email," the supervisor requested.

---

7. "Attend the seminar on data analysis next week," the professor suggested.

---

8. "Finish your lab report before the deadline," the lab instructor commanded.

---

9. "Don't forget to bring your textbooks to class," the lecturer reminded.

---

10. "Participate in the group discussions actively," the facilitator encouraged.

---

**An Exclamatory sentence** is a type of sentence that expresses strong emotion, surprise, excitement, or admiration. When converting exclamatory sentences from direct speech (quoted speech) to indirect speech (reported speech), the structure and wording change to reflect the emotional intensity or admiration conveyed in the original statement. Here are examples of direct speech and their corresponding indirect speech conversions:

1. Direct Speech: "She exclaimed, 'What a beautiful painting!'"

Indirect Speech: She exclaimed with admiration that the painting was beautiful.

**Explanation:**

Direct Speech: The sentence expresses surprise and admiration.

Indirect Speech: The reporting verb "exclaimed" is used to introduce the reported speech. The exclamation "What a beautiful painting!" is paraphrased as "the painting was beautiful" to reflect the emotional content of the original statement.

2. Direct Speech: "He said, 'How amazing the performance was!'"

Indirect Speech: He remarked with wonder how amazing the performance had been.

**Explanation:**

Direct Speech: The sentence expresses amazement.

Indirect Speech: The reporting verb "said" introduces the reported speech. The exclamation "How amazing the performance was!" changes to "how amazing the performance had been" in indirect speech to reflect the past tense and the sense of wonder.

3. Direct Speech: "Mary exclaimed, 'I can't believe we won!'"

Indirect Speech: Mary exclaimed with disbelief that she couldn't believe they had won.

**Explanation:**

Direct Speech: The sentence expresses disbelief and surprise.

Indirect Speech: The reporting verb "exclaimed" introduces the reported speech. The exclamation "I can't believe we won!" is paraphrased as "she couldn't believe they had won" to reflect the disbelief and the past tense in indirect speech.

4. Direct Speech: "He shouted, 'What a great idea!'"

Indirect Speech: He shouted enthusiastically that it was a great idea.

**Explanation:**

Direct Speech: The sentence expresses enthusiasm.

Indirect Speech: The reporting verb "shouted" introduces the reported speech. The exclamation "What a great idea!" is paraphrased as "it was a great idea" to convey the enthusiasm in indirect speech.

5. Direct Speech: "She said, 'How wonderful this place is!'"

Indirect Speech: She remarked with admiration how wonderful that place was.

**Explanation:**

Direct Speech: The sentence expresses admiration.

Indirect Speech: The reporting verb "said" introduces the reported speech. The exclamation "How wonderful this place is!" is paraphrased as "how wonderful that place was" to reflect the past tense and the sense of admiration in indirect speech.

**Key Points in Converting Exclamatory Sentences to Indirect Speech:**

- Reporting Verb: Use appropriate reporting verbs like "exclaimed," "remarked," "shouted," etc., to introduce the reported exclamation.
- Structure Changes: Exclamatory sentences are often paraphrased in indirect speech to reflect the emotional intensity or admiration conveyed in the original statement.
- Tense and Perspective Changes: Adjust verb tenses and other elements as necessary to match the perspective and context of the reported speech.

**Task: 4 (Exclamatory sentence)**

Change the following sentences into indirect speech.

1. "What a brilliant presentation!" the professor exclaimed.

\_\_\_\_\_

2. "How fascinating this research is!" she said.

\_\_\_\_\_

3. "What an incredible discovery!" the scientist remarked.

4. "How innovative your project is!" the advisor exclaimed

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5. "What a challenging problem to solve!" he exclaimed.

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6. "How detailed your analysis is!" the reviewer commented.

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7. "What a valuable contribution to the field!" the panel declared.

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8. "How well-written your paper is!" the instructor praised.

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9. "What an inspiring lecture!" the student exclaimed.

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10. "How thorough your research methodology is!" the committee noted.

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## CHAPTER 4

### GIVING DIRECTIONS AND INSTRUCTIONS

#### Introduction

"Language is a system of signs that express ideas, and is therefore comparable to a system of writing, the alphabet of deaf-mutes, symbolic rites, polite formulas, military signals, etc. But it is the most important of all these systems."

**-Ferdinand de Saussure**

Learning is important, but using what you learn is even more important. After learning basic English grammar, you need to practice speaking and writing in English to improve your communication skills. You should learn how to:

- Make requests
- Ask questions
- Offer help
- Express thanks
- Ask for permission
- Give instructions and direction

#### Giving Directions

Giving directions appropriately is an important communication skill. Direction is defined as the path that something takes- the path that must be taken to reach a specific place, the way in which something is starting to develop. There may be occasions when one needs to give directions to go from one place to another. Through this activity, students would learn the language and its usage in day-to-day interactions.

Several occasions call for giving directions to reach a place, be it a hospital or a cybercafé. Clarity and simplicity play a vital role while giving directions.

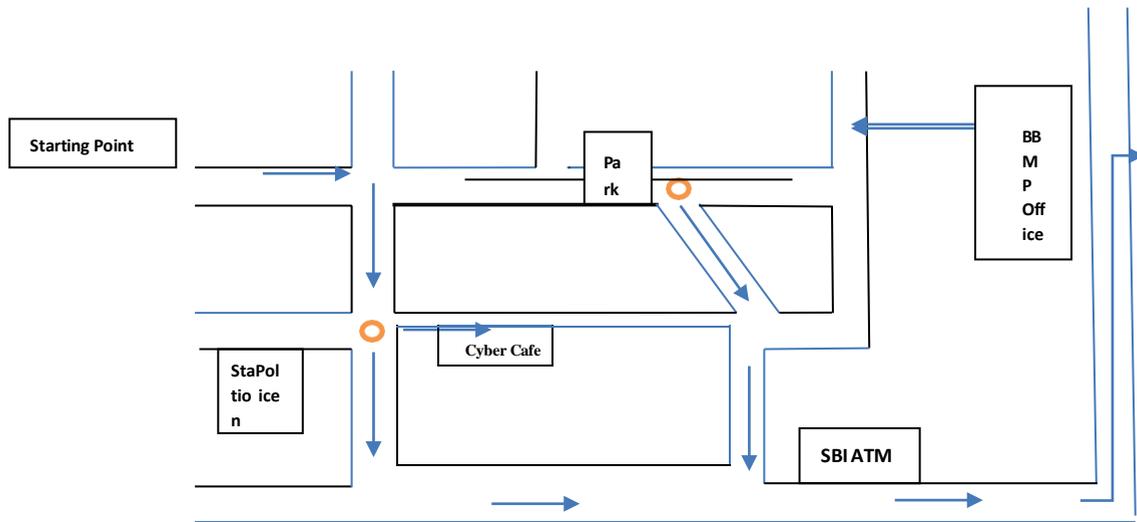
Directions should be short and clear. Words indicating directions and time should be used appropriately. Right prepositions must be used in the sentences.

Phrases for giving Directions		Indicators of time	Prepositions	Reference points/ Landmarks	
Go straight....	Take a left turn	Walk for five minutes...	Go <i>around</i> .....	Circle	M.G. Road/Service Road
Walk along....	Turn right	Keep driving for five minutes till .....	Walk <i>towards</i> .....	Cross-section	Varier bakery
Keep driving...	Go around	Drive for about eight minutes till....	Drive <i>along</i> .....	T junction	St. Matthews Educational Institutions
	Take a U turn			Fly over/underpass	Unity Building
				Traffic signal	KCG hospital

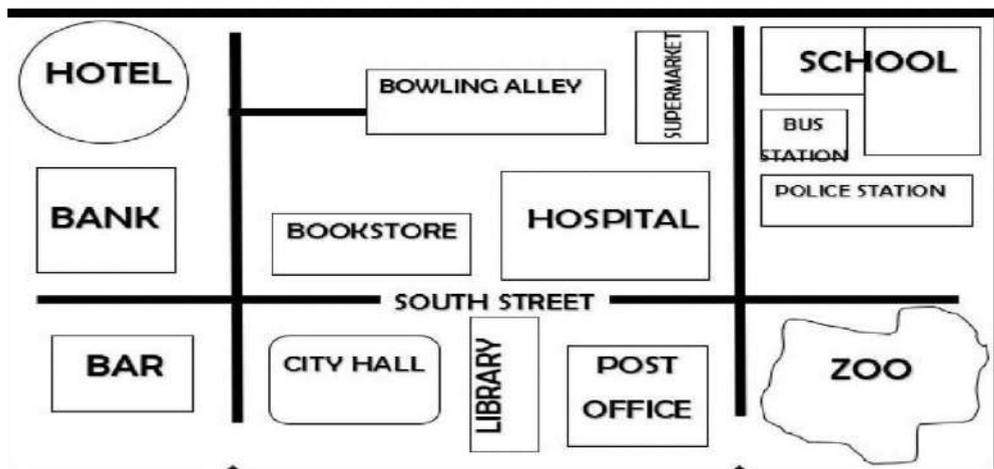
### SAMPLE 1:

Go straight till you reach Mysore Circle. Take a right turn and keep driving along the Mysore Road till you reach a flyover. Enter the service road. You will find Super Startups on your left.

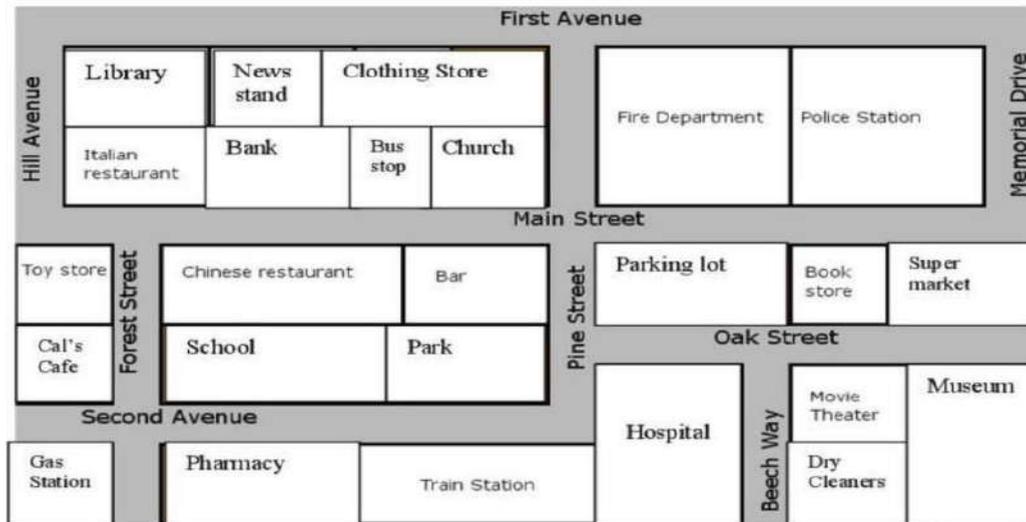
1. Give directions to reach BBMP Office from the starting point.



2. Give direction to reach zoo from the hotel.



3. Give direction to reach Museum from Library.



### Extended activity

Imagine the following situations and give directions.

a. Your friend is at Swimming pool and wants to reach Clock Tower

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b. To go to church from Bus stop

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c. To reach Drug store from the Nightclub.

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**References:**

[www.wikihow.com](http://www.wikihow.com)

<https://in.pinterest.com/>

Gupta S C: Comprehensive English Grammar & Composition, Arihant Publications (I) Pvt Ltd, Meerut, 2018.

**GIVING INSTRUCTIONS**

This unit will help you become good at communication by focusing on giving instructions.

**Points to Keep in mind while giving Instructions:****Language-wise:**

1. Instructions should be simple and elegant.
2. Instructions generally begin with base form of verb because they are imperative sentence.
3. Only present tense is used while giving instructions (When intended to use other than imperative sentence)
4. Cohesive devices (Transitional devices) such as first, second, next, then, later on, after that, finally etc ..... can be used to establish coherence (connectedness)

**Cognitively:**

1. **Be Clear and Concise:** Ensure your instructions are easy to understand and free of unnecessary details.
2. **Use Simple Language:** Avoid complex vocabulary and technical jargon unless necessary. When using jargon, ensure the audience understands it.
3. **Organize Steps Logically:** Present instructions in a logical order. Use numbering or bullet points to clearly delineate each step.
4. **Specify the Tools and Materials Needed:** Clearly list any tools, materials, or

prerequisites required before beginning the task.

5. **Provide Visual Aids if Possible:** Use images, diagrams, or videos to complement your instructions, especially for complex tasks.
6. **Use Active Voice:** Active voice makes instructions more direct and easier to follow (e.g., "Place the pan on the stove" vs. "The pan should be placed on the stove").
7. **Highlight Warnings and Tips:** Use bold or coloured text to highlight important warnings or useful tips that can help avoid common mistakes.
8. **Repeat Key Information:** Reinforce crucial steps or safety precautions by repeating them at different stages of the instructions.
9. **Use Conditional Instructions When Necessary:** Include conditional instructions to address different scenarios (e.g., "If the batter is too thick, add more milk")

### **Sample-1**

#### **How to Install a Software on Your Computer?**

1. Go to the official website of the software and click on the download link.
2. Locate the file in your downloads folder and double-click to open it.
3. The installer will guide you through the steps. Read and follow each prompt carefully.
4. Read the software license agreement and click 'Agree' if you accept the terms.
5. Select the folder where you want the software to be installed, or use the default location.
6. Start the installation process by clicking the 'Install' button.
7. The installer will copy files to your computer. This may take a few minutes
8. Once installed, you can usually choose to launch the software immediately or find it in your applications folder.
9. Some software may require additional configuration or updates after installation.

## **Sample-2**

### **How to Create a New Document in Microsoft Word?**

1. Click on the Word icon on your desktop or find it in the Start menu.
2. This is located at the top left corner of the window.
3. Click on 'New' to open a new document.
4. If you want to use a template, click on it; otherwise, click 'Blank Document' to start from scratch.
5. Use the keyboard to enter your text into the document.
6. Use the toolbar to change font, size, color, and other formatting options.
7. Click on 'File' and select 'Save As'. Choose a location, enter a file name, and click
8. Click the 'X' button at the top right corner or go to 'File' and select 'Close'.

## **Sample-3**

### **How to Change a Tire on Your Car?**

1. Pull over to a flat, stable area away from traffic.
2. This alerts other drivers that you are stopped and working on your car.
3. Ensure the car doesn't move while you're changing the tire.
4. Put wheel wedges in front of or behind the tires to prevent the car from rolling.
5. Use a flathead screwdriver to pry off the hubcap.
6. Use a lug wrench to turn the lug nuts counterclockwise until they are loose, but do not remove them completely.
7. Position the jack under the car's frame and pump the handle to lift the car until the flat tire is about six inches off the ground.
8. Finish unscrewing the lug nuts and remove the tire.
9. Place the spare tyre on the hub and screw on the lug nuts by hand until snug.
10. Use the jack to lower the car until the spare tyre touches the ground. Tighten the lug nuts with the lug wrench in a star pattern.
11. Lower the car fully and replace the hubcap or wheel cover.

12. Ensure the spare tyre is properly inflated before driving.

### **Sample-4**

#### **How to Write an Email to Your Professor?**

1. **Open your email client** (preferred email service e.g., Gmail, Rediff mail, yahoo mail).
2. **Click on 'Compose' or 'New Email'** This button is usually located at the top left corner of your email dashboard.
3. **Enter the professor's email address in the 'To' field** Ensure you have the correct and official email address of your professor.
4. **Write a clear subject line.** Example: "Question about Assignment 3"
5. **Start with a polite greeting.** Example: "Respected Professor Smith,"
6. **Introduce yourself briefly.** Mention your name, course, and section. Example: "My name is John Doe, and I am in your English 101 class, Section B."
7. **State the purpose of your email clearly and concisely.** Example: "I am writing to ask for clarification on Assignment 3, particularly regarding the second question."
8. **Close with a polite sign-off.** Example: "Thank you for your time and assistance. Sincerely, John Doe."
9. **Review your email for errors.** Check for grammatical mistakes, clarity, and completeness.
10. **Send the email.** Click on the 'Send' button to send your email.

### **Sample-5**

#### **How to borrow books from your college library?**

1. **First** Go to the library and request a borrower's card from the librarian or the designated desk.
2. **Next** ensure you understand the guidelines provided on how to fill out the card correctly.

3. **Then** attach a recent passport-sized photograph to the designated area on the borrower's card.
4. **After that** hand over the completed borrower's card to the library staff for processing.
5. **Finally** when you wish to borrow a book, present both your college ID and the borrower's card to the librarian.

## **Sample-6**

### **How to Bake a Cake?**

1. Preheat your oven at 350°F (175°C) to warm up while you prepare the batter.
2. Grease and flour your baking pan to prevent the cake from sticking to the pan.
3. Mix dry ingredients like flour, baking powder, and salt in a bowl and set aside.
4. In a separate large bowl, beat together butter and sugar until light and fluffy.
5. Beat each egg thoroughly before adding the next.
6. Add the vanilla and mix until well combined.
7. Gradually add the dry ingredients to the butter mixture, alternating with the milk, beginning and ending with the dry ingredients.
8. Ensure the batter is evenly spread in the pan.
9. Place the pan in the oven and bake until a toothpick inserted into the centre comes out clean.
10. Let the cake cool in the pan for 10 minutes, then remove it from the pan and cool completely on a wire rack before frosting or serving.

## **Sample-7**

### **How to Set Up a Wi-Fi Router?**

1. Unbox the router and its components from the box.
2. Plug the power adapter into an outlet and connect it to the router.
3. Use an Ethernet cable to connect the modem to the router's WAN (Internet) port.
4. Press the power button on the router and wait for it to power up.

5. Open a web browser and enter the router's IP address (usually found in the manual) to access the setup page.
6. Use the default username and password provided in the router's manual to log in.
7. Choose a name (SSID) and password for your Wi-Fi network. Ensure it is secure.
8. Save the settings and restart the router if prompted.
9. Use the Wi-Fi name and password to connect your devices to the network.

### **Sample-8**

#### **How to use AI & ML for more productivity?**

1. **Identify Tasks:** Find repetitive or data-intensive tasks that can benefit from automation or AI analysis.
2. **Choose Tools:** Select AI platforms or tools suited for your tasks (e.g., automation scripts, machine learning libraries).
3. **Implement Automation:** Develop scripts or workflows to automate tasks like scheduling, data analysis, or customer support.
4. **Utilize Data:** Use AI for analysing large datasets to derive insights, predict trends, or personalize recommendations.
5. **Deploy NLP:** Apply Natural Language Processing (NLP) for tasks like text summarization, sentiment analysis, or customer service chatbots.
6. **Enhance Decision Making:** Integrate AI insights to support decision-making processes with predictive analytics and scenario modelling.
7. **Optimize Workflow:** Use AI-driven task management tools to prioritize tasks, allocate resources efficiently, and streamline workflows.
8. **Improve Efficiency:** Employ AI for image and video processing tasks such as recognition, classification, or enhancement.
9. **Voice Assistants:** Integrate AI-powered voice assistants for hands-free operations, scheduling, and information retrieval.
10. **Continuous Improvement:** Regularly assess and refine AI implementations to adapt to evolving needs and maximize productivity gains.

**Exercises:**

1. Give instructions to send a document through courier service.

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2. How would you guide your classmate to access online classes using Google Meet?

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3. Guide your friend to use chat-GPT for completing a project.

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4. Give a set of instructions for initializing a smartphone (aimed at a beginner user)

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5. Write detailed guidelines for troubleshooting a common issue with a computer or software application, providing clear steps and potential solutions.

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## CHAPTER 5

### DEVELOP A STORY

A short story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a single effect or mood. The short story is one of the oldest types of literature and has existed in the form of legends, mythic tales, folk tales, fairy tales, tall tales, fables and anecdotes in various ancient communities around the world.

#### **Expanding the outline:**

Expanding an outline allows one to hone their creative writing skills. It also gives liberty to explore the effects of certain premises and provides context to situations while expanding the outline. In the process it enhances specific aspects of the story that did not have scope within the normal format.

#### **Hints to expand an outline:**

1. Read the outline/hints thoroughly.
2. Make sure to use all the hints; do not leave any point.
3. Arrange the points sequentially.
4. Do not change the story but reproduce it.
5. Mention the main points of interest in the story.
6. Write the story in past tense.
7. Give a suitable title to the story.
8. The moral of the story should be written.

#### **Example 1:**

The mice very unhappy ---- the cat killed many of them ---- held a meeting to discuss how to get rid of the cat----various suggestions no plan practicable. Then a young

mouse----that a bell should be tied round the cat's neck -----all welcomed the proposal with joy----- an old mouse stood up - asked who was going to tie the bell round the cat's neck?

### **Belling the Cat**

In a certain house which was infested with mice, the cat found an easy prey. The mice were very unhappy. The cat killed so many of them that they were all in great fear. At last, they held a meeting to discuss how they could get rid of the dreadful cat. One mouse said this, another said that but none of the plans was of any use. Then a young mouse stood up and said, 'The best thing we can do is to tie a bell round the cat's neck. When the cat comes, we will hear the bell and get out of the way. All the mice shouted.' Good! Admirable! Simple! Easy! They all thought it was a very good plan, indeed. But now an old mouse, who had all the while been listening to the proposals quietly, stood up and said, 'Yes, it is a very good plan, no doubt, but who will tie the bell round the cat's neck?' No mouse came forward to say that it would.

### **Example 2:**

The sun and the wind had a quarrel---- who is stronger      they tested their strength on a passer-by ----- the wind blew----- the sun grew hotter      took off his coat the sun won.

### **The Sun and the Wind**

Once the sun and the wind had a quarrel. Each boasted that he was stronger than the other. They challenged each other and decided to test their strength on an individual. A traveller was passing by. He was wearing a coat. The sun and the wind challenged each other as to who succeeded in making the traveller take off his coat.

The wind blew harder and harder. The traveller held on to his coat. Then the sun grew stronger and stronger. Feeling hot, the traveller finally took off his coat. The sun won and the wind stood defeated.

**Exercise:****Expand the outline based on the hints given below:**

1. A farmer----- old and tired now-----had four sons---- always fighting----- calls all four sons one day----- gives a bundle of sticks ----- says to break----- nobody can break ----- gives a stick to break----- all breaks easily -----advises them to stay united.

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2. Mr. Aggarwal was a very wealthy businessman ----- he was sitting alone at his dining table when----- thief entered----- Mr. Aggarwal thanked----- to give company----- birthday----- gave him good food and drinks----- gave a purse full of silver coins----- years passed by----fortunes changed----- business was ruined----- Mr. Aggarwal became poor ----- 50th birthday ---- alone----- no food----- no drinks ----- bell rang -----a man appeared----- recognized----- the old thief -----came with fruits, sweets and drinks and a bag full of money.

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3. The celebrated archer ---Guru Dronacharya taught the royal Prince the finer points of archery----- One day he wanted to test----- selected a tree in forest----- placed a wooden bird on a bare branch----- The archers were to hit the bird in the eye----- Yudhishtira stepped forward “Can you see me?” asked Dronacharya. ‘Yes’, replied Yudhishtira----- asked him to put down the bow----- each Prince replied the same----- asked to retire from the competition-----finally came Arjuna ----“Arjuna, do you see me?” asked Dronacharya. “I see only my target,” said Arjuna-----Arjuna hit the bird’s eye.

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4. An old lady becomes blind ----- calls in a doctor    agrees to pay large fees if cured  
----- doctor comes daily-----Starts stealing one piece of furniture daily----- delays the  
cure ----- at last cures her----- demands his fees----- lady refuses to pay, saying cure is  
not complete----- doctor objects lady says sight not restored----- she cannot see all her  
furniture.

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**I SEMESTER B.C.A., Degree Examination****(As per SEP Model)****General English****Language English – I (ALCHEMY – I)****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 Component – 50 marks)**

- I. Answer any 5 of the following in a sentence or two: (5 x 2 = 10)**
- II. Answer any 4 of the following in a page each: (4 x 5 = 20)**
- III. Answer any 2 of the following in two pages each: (2 x 10 = 20)**

**SECTION – B****(Workbook – 30 marks)**

- IV. Read the following passage and answer the following questions: (5x1=5)**
- V. Do as directed: (10X1=10)**
- VI. Change the following sentences into reported speech. (5x1=5)**
- VII. Give Instructions (1x3=3)**
- VIII. Give Directions (1x2=2)**
- IX. Develop a Story (1x5=5)**

**MODEL QUESTION PAPER**  
**I SEMESTER B.C.A., Degree Examination**  
**(As per SEP Model)**  
**General English**  
**Language English – I (ALCHEMY – I)**

**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 Component – 50 marks)**

- I. Answer any 5 of the following in a sentence or two: (5x2=10)**
1. What does Abou curiously ask the Angel in the poem, Abou ben Adhem?
  2. According to Kishwar Naheed, how women were crushed?
  3. Why was Superstition not considered a discredit in the past?
  4. How did Gandhiji inform each of his teachers that he would not take any further lessons from them?
  5. Whose shadow does Rupamani see in the sky?
  6. Where was the speech being made in the short story, 'The Bench'?
  7. What was the bet that the young lawyer and the banker had?
- II. Answer any 4 of the following in a page each: (4x5=20)**
1. How does the crowd react to Karlie's protest? In what way it is significant in the short story, The Bench?
  2. Briefly describe the second vision of Abou Ben Adhem. How does it reflect on the theme of the poem?
  3. Why does Gandhiji compare himself to the recluse of the fable?

4. What is the author's attitude towards Superstitions?
5. Describe the terms of the bet between the banker and the lawyer regarding imprisonment.

**III. Answer any 2 of the following in two pages each: (2x10=20)**

1. Discuss A.G. Gardiner as an essayist with special reference to the essay *On Superstitions*.
2. Bring out the central theme of the story 'Sacrifice' by Munshi Premchand.
3. Describe the message that the speaker conveys in the poem, 'I Am not that Woman'.

**SECTION – B**

**(Workbook – 30 marks)**

**VI. Read the following passage and answer the following questions: (5x1=5)**

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

Even a leisurely game like cricket, demanding grace rather than strength, can cause much ill-will, as we saw in the controversy over body-line bowling and over the rough tactics of the Australian team that visited England in 1921. Football, a game in which everyone gets hurt and every nation has its own style of play which seems unfair to foreigners, is far worse. Worst of all is boxing. One of the most horrible sights in the world is a fight between white

and coloured boxers before a mixed audience.

1. According to passage, sportsmen play nowadays
  - a) to win
  - b) to participate
  - c) for fun
2. What happens when the question of prestige arises?
3. At the international level sport is frankly. \_\_\_\_\_(Fill in the blank).
4. Which actions are considered 'tests of national virtue'?
5. Suggest a suitable title for the passage.

**V. Do as directed:**

**(10X1=10)**

1. Food is \_\_\_\_\_basic human right. (fill in the blank with a suitable article)
2. It takes \_\_\_\_\_hour to reach Bengaluru City University. (fill in the blank with a suitable article)
3. Rohit travelled \_\_\_\_\_flight. (fill in the blank with a suitable preposition)
4. There are dirty spots \_\_\_\_\_the floor. (fill in the blank with a suitable preposition)
5. My roommate \_\_\_\_\_(stay) in bed from morning till evening. (fill in the blank with a suitable form of verb)
6. The majority of the students \_\_\_\_\_(be) present for the college day. (fill in the blank with a suitable form of verb)
7. Frame sentences for the idioms and phrases given below:
  - a) Cold Feet
  - b) Look into
  - c) Howling wind
  - d) Turn back

**VI. Change the following sentences into reported speech.**

**(5x1=5)**

1. My father said, "Don't go out".
2. Preethi said, "I have been cooking pasta".
3. Samath said, "Can you help me with this?"

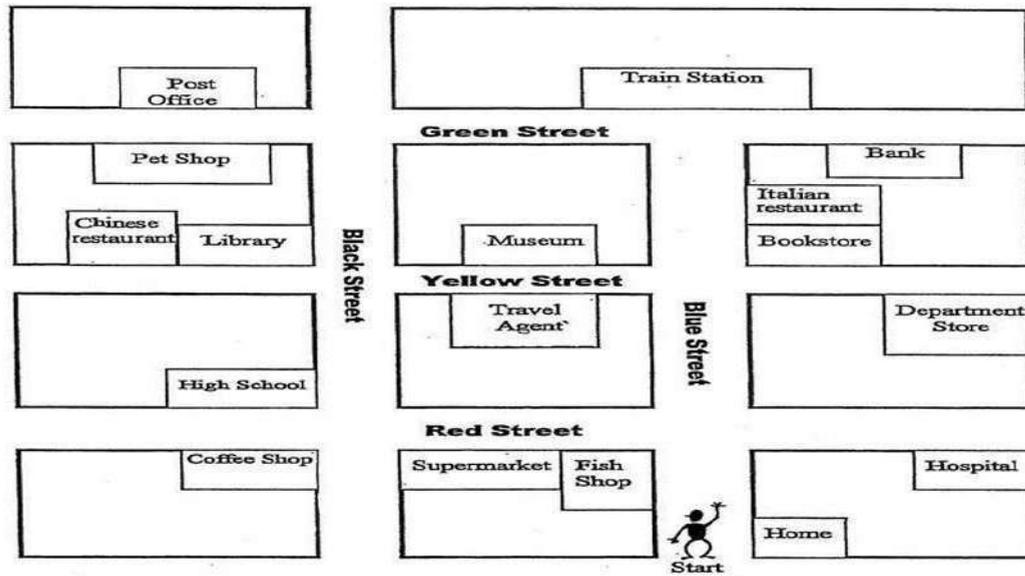
4. "I have never been to Italy," she confessed.
5. Raj asked, "Where did you buy this?"

**VII. Give instructions to your friend on how to use a Metro train.**

**(1x3=3)**

**VIII. Give directions to reach the Post office from the home.**

**(1x2=2)**



**IX. Develop a story using the hints given below.**

**(1x5=5)**

The king of Scotland ----- defeated six times-----hid in a cave-----saw a spider trying to climb up----- the roof of the cave the spider -----fell six times and then succeeded- the king was encouraged – tried again to---- defeat his enemies ----- succeeded.