

Block

# 1

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# INTRODUCTION TO THE COURSE

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The Foundation Course in English (1) is assigned four credits and requires about 120 hours of study on your part. Its objective is to improve your proficiency in English by developing your skills in reading, writing, listening and speaking.

The Course is divided into four blocks of six units each. The first four units in each block deal with (i) reading comprehension, (ii) vocabulary, (iii) grammar and usage, and (iv) writing. The last two units deal with listening and speaking.

Each unit is divided into sections and sub-sections. We begin each unit with a statement of objectives to indicate what we expect you to achieve through the unit. There are exercises in each section of the unit, which you must do. You should then check your answers with those given by us at the end of the unit.

There will be some assignments based on this course. After you have completed an assignment, you should send your response sheets to the Coordinator of the Study Centre allotted to you. These will be evaluated by the Counsellor and returned to you with his/her comments.

The units on listening and speaking have cassette recordings to accompany them. You can get them on payment of a nominal charge and listen to the recorded materials. Alternatively, you can listen to them at the study centre allotted to you.

For permission to reproduce copyright materials included in Block 1 we are grateful to the following:

1. The Estate of the Late Sonia Brownell Orwell, and Secker and Warburg Ltd., for the passage from George Orwell: *Animal Farm*.
2. Publications Division, Government of India, for the passage from Indira Gandhi's address at the U.N. Conference on Human Environment, Stockholm, June 1972, taken from *The Years of Endeavour : Selected Speeches of Indira Gandhi* (August 1969-August 1972).
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# INTRODUCTION TO BLOCK 1

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Block 1 has six units.

Units 1-4 deal with

- 1 Reading Comprehension
- 2 Vocabulary
- 3 Grammar and Usage
- 4 Writing

Units 5-6 deal with

- 1 Listening Comprehension
- 2 Conversation
- 3 Pronunciation

For practice in reading comprehension we have set passages, both narrative and expository, from modern English writers. There are also exercises on vocabulary based on the passages read.

The grammatical items presented in this block are :

- 1 Concord of number and person
- 2 Use of tenses : past indefinite (simple past)  
past continuous  
present perfect  
present perfect continuous  
past perfect

Exercises have been set to give you practice in writing short compositions — speeches, paragraphs and stories based on the passages read.

For practice in listening comprehension the texts used are recordings of a news bulletin and a talk. We have also given you the texts of some dialogues and discussions as models for study, and these relate to both informal and formal situations. Exercises have been set to give practice in the composition of dialogues relating to particular situations.

To help you acquire correct pronunciation we have shown how English letters do not always correspond to the sounds used, and have also dealt with some important aspects of pronunciation like word stress and the English vowel system.

Note

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# UNIT 1

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## Structure

- 1.0 Objectives
- 1.1 Reading Comprehension
  - 1.1.1 Study Guide
  - 1.1.2 Passage for Reading  
From George Orwell : *Animal Farm*
  - 1.1.3 Note on the Author
  - 1.1.4 Glossary
  - 1.1.5 Comprehension Questions
- 1.2 Vocabulary
- 1.3 Grammar and Usage
  - 1.3.1 Concord of Number and Person
  - 1.3.2 *be*
  - 1.3.3 *do*
  - 1.3.4 *have*
- 1.4 Writing
- 1.5 Let Us Sum Up
- 1.6 Key Words
- 1.7 Suggested Reading
- 1.8 Cassette Recording
- 1.9 Answers to Exercises

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## 1.0 OBJECTIVES

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In this unit, our aim is to give you practice in reading comprehension by (i) setting a passage from George Orwell for you to read, and (ii) giving a glossary of difficult words, and questions on comprehension. We have also set exercises on selected items of vocabulary. The section on grammar and usage introduces you to the feature of subject-verb concord and gives examples of the concord of number and person with the verbs *be*, *do*, and *have*. For practice in writing, you will write a short speech of the kind you will read in the passage set for reading.

After completing the unit you should be able to

- read simple narrative passages with understanding;
- distinguish between words having related meanings;
- observe the rules of concord with the verbs *be*, *do* and *have*; and
- write a short composition presenting your views, and supporting them with facts.

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## 1.1 READING COMPREHENSION

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### 1.1.1 Study Guide

The aim of this section is to help you to read with understanding and to expand your vocabulary.

There is a reading passage, followed by a glossary. You should first read the whole passage silently and rapidly to get the main points. Then you should read it again, carefully and at a slower pace, to get all the details. You should also consult the glossary for the meanings of unfamiliar words, besides trying to guess the meanings of words and phrases from the contexts in which they occur.

After you have read and understood the passage, you must answer all the comprehension questions. Your answers should then be checked with the answers given by us at the end of the unit.



## 1.1.2 Passage for Reading

From *Animal Farm*

by George Orwell

- 1 Mr. Jones, of the the Manor Farm, had locked the hen-house for the night, but was too drunk to remember to shut the pop-holes. With the ring of light from his lantern dancing from side to side, he lurched across the yard, and made his way up to bed, where Mrs. Jones was already snoring.
- 2 As soon as the light in the bedroom went out, there was a stirring and a fluttering all through the farm buildings. Word had gone round during the day that old Major, the prize Middle White boar, had had a strange dream on the previous night and wished to communicate it to the other animals. It had been agreed that they should all meet in the big barn as soon as Mr. Jones was safely out of the way. Old Major was so highly regarded on the farm that everyone was quite ready to lose an hour's sleep in order to hear what he had to say.
- 3 All the animals were now present except Moses, the tame raven, who slept on a perch behind the back door. When Major saw that they had all made themselves comfortable and were waiting attentively, he cleared his throat and began :  

'Comrades, you have heard already about the strange dream that I had last night. But I will come to the dream later. I have something else to say first. I do not think, comrades, that I shall be with you for many months longer, and before I die, I feel it my duty to pass on to you such wisdom as I have acquired. I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand the nature of life on this earth as well as any animal now living. It is about this that I wish to speak to you.
- 4 'Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty.
- 5 'But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no ! This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep—and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word—Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever.
- 6 'Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the rest he keeps for himself. Our labour tills the soil, our dung fertilizes it, and yet there is not one of us that owns more than his bare skin. You cows that I see before me, how many thousands of gallons of milk have you given during this last year? And what has happened to that milk which should have been breeding up sturdy calves? Every drop of it has gone down the throats of our enemies. And you hens, how many eggs have you laid this last year, and how many of those eggs ever hatched into chickens? The rest have all gone to market to bring in money for Jones and his men. And you, Clover, where are those four foals you bore, who should have been the support and pleasure of your old age? Each was sold at a year old— you will never see one of them again. In return for your four confinements and all your labour in the field, what have you ever had except your bare rations and a stall?
- 7 'Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion! I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives. And above all, pass on this message of mine



to those who come after you, so that future generations shall carry on the struggle until it is victorious.

- 8 'And remember, comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest, that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades.'

### 1.1.3 Note on the Author

George Orwell was the pen name of Eric Arthur Blair (1903-50), English novelist and essayist, who was born in India. He is known for his satirical novels, of which *Animal Farm* (1945) is one. It is an allegory on the Russian Revolution.

A satire is a literary work — a novel, play, etc., which tries to show the foolishness or evil of some establishment or practice in an amusing way.

An allegory is a story in which the characters and actions have a deeper moral meaning and represent good and bad qualities.

### 1.1.4 Glossary

(The numbers refer to the paragraphs in the reading passage.)

- 1 **manor** : a large house with land  
**ring** : a circular band  
**lantern** : a container that encloses the flame of a light  
**lurched** : moved irregularly  
**yard** : an enclosed area near a building  
**snoring** : breathing heavily and noisily while asleep
- 2 **fluttering** : moving the wings quickly without flying  
**Major** : an officer in the army; here it is the name of the boar.  
**prize** : that has gained a prize or is worthy of a prize  
**boar** : a male pig kept for breeding  
**communicate** : make known  
**barn** : a farm building for storing food for animals  
**highly regarded** : very well thought of
- 3 **raven** : a large black bird  
**perch** : a branch or rod where a bird rests  
**comrade** : a close companion; fellow member of a union  
**acquired** : gained  
**stall** : an indoor enclosure for one animal
- 4 **miserable** : very unhappy  
**laborious** : doing hard labour  
**atom** : a very small bit  
**slaughtered** : killed for food  
**hideous** : shocking
- 5 **order** : arrangement  
**afford** : be able to give  
**dignity** : true worth  
**produce** : something that has been produced, especially by growing or farming  
**abolished** : brought to an end
- 6 **consumes** : eats or drinks  
**bare** : not more than  
**tills** : cultivates  
**fertilizes** : makes (the land) produce good crops  
**gallon** : a measure for liquids (in Britain 4.54 litres)  
**breeding** : bringing up

**sturdy** : strong in body  
**hatched** : (of an egg) broke, letting the young bird out  
**foal** : a young horse  
**confinement**: the time when a mother is about to give birth to a child

- 7 **crystal**: a transparent natural mineral  
**spring from**: be a result of  
**tyranny** : the use of cruel power to rule others  
**rebellion**: fighting against anyone in power  
**straw** : dried stems of grain plants used for animals to sleep on  
**generation**: all people born at about the same time
- 8 **resolution**: a decision; making up one's mind to do something  
**falter** : lose strength  
**astray** : off the right path  
**prosperity** : good fortune and success

### 1.1.5 Comprehension Questions

#### Exercise 1

Answer the following questions on the passage you have read (Section 1.1.2). You may refer to the passage again to find the answers. After you have written the answers, you should check them with the answers given by us at the end of the unit

- 1 Why was the ring of light from Mr. Jones's lantern dancing from side to side?

.....  
.....

- 2 a) Where had the animals agreed to meet?

.....

- b) Why had they assembled there?

.....

- 3 What does old Major want to share with the animals?

.....

- 4 Pick out the three words Major uses to describe the lives of the animals. Why does he use these words?

.....  
.....

- 5 a) How is Man different from the animals?

.....  
.....

- b) Does Major depict Man as

- i) selfish?
- ii) greedy?
- iii) a weakling?
- iv) mean?
- v) the lord of all the animals? or
- vi) cruel?

(There can be more than one choice. Give a reason for your choice.)

.....  
.....  
.....

- 6 a) How, according to Major, could animals be rich and free?

.....  
.....

- b) When will this rebellion take place? Does this show that Major is
- i) a realist?
  - ii) an idealist? or
  - iii) a dreamer?
- .....
- .....

7 a) How does Major describe all men?

.....

b) How does he describe all animals?

.....

c) Why do you think Major call the animals 'Comrades'?

.....

.....

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## 1.2 VOCABULARY

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### Exercise 2

Pick out the odd word in each of the following sets, that is, the word that does not belong to the set:

*Example:* murder, slaughter, kill, pass away

Answer : pass away

- 1 lock, knock, shut, bolt .....
- 2 stirring, shouting, fluttering, moving .....
- 3 round, stout, fat, obese .....
- 4 employees, comrades, associates, fellow workers .....
- 5 miserable, funny, wretched, unhappy .....

### Exercise 3

Use the most appropriate word from each of the sets of words given above to complete these sentences :

- 1 Every night you should.....the gate to prevent thieves from getting in.
- 2 The hens start.....their wings at daybreak.
- 3 A wrestler has to be strong and..... He cannot be thin.
- 4 All the.....of that mill are on strike as they have not been given their wages.
- 5 Usha is feeling.....as she has no money to buy food for her children.

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## 1.3 GRAMMAR AND USAGE

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### 1.3.1 Concord of Number and Person

This section will give you practice in what is called 'concord', that is, agreement, in grammar, and the use of the verbs

- i) *be* and its various forms  
*am, is, are, was, were,*
- ii) *do, does,*
- iii) *have, has.*

Let's see how these verbs are used.

### 1.3.2 *be*

Look at the following sentences, most of which are taken from the reading passage in Section 1.1.2.

- 1 I *am* afraid I shall not be able to help you.
- 2 It *is* about this that I wish to speak.
- 3 What *is* the nature of this life of ours?
- 4 *Is* this simply part of the order of nature?
- 5 Man *is* the only creature that consumes without producing.
- 6 Our lives *are* miserable.
- 7 We *are* born, we *are* given just so much food ....
- 8 Mr. Jones *was* too drunk to remember to shut the propholes.
- 9 Mrs. Jones *was* already snoring.
- 10 All the animals *were* now present.

Notice that the verb *be* has the forms *am, is, are, was, were*, depending on the tense (present or past), the person (first, second, or third), and the number (singular or plural) of the subject.

*be*

Present Tense					Past Tense				
First Person		Second Person	Third Person		First Person		Second Person	Third Person	
Singular	Plural	Singular and Plural	Singular	Plural	Singular	Plural	Singular and Plural	Singular	Plural
<i>am</i>	<i>are</i>	<i>are</i>	<i>is</i>	<i>are</i>	<i>was</i>	<i>were</i>	<i>were</i>	<i>was</i>	<i>were</i>

Here are some more examples.

- 1 *am* (used with *I* in the present tense)

*Examples*

I am an Indian. I am writing a book on India.  
(*I am* is written as *I'm* in an informal style.)

- 2 *is* (used with *he, she, it* and singular nouns, in the present tense)

*Examples*

- i) Rajiv Gandhi is the Prime Minister of India.
  - ii) My friend Ramesh is working hard these days.
  - iii) It is very cold today.
  - iv) English is spoken in a large number of countries.
- (*is* is often combined with the subject and written as *'s* in an informal style.  
Examples: *He's, she's, it's*)

- 3 *are* [used with plurals and with *you* (2nd person singular) in the present tense]

*Examples*

- i) You are very good at Mathematics.
  - ii) My friends are at the Zoo today. We are also going there.
  - iii) Children below five are allowed to travel free on Indian Railways.
- (*are* is often combined with the subject and written as *'re* in an informal style.  
Examples : *You're, we're, they're*)

- 4 *was* [used with *I, he, she, it* and with singular nouns, in the past tense]

*Examples*

- i) I was in Delhi yesterday.

- ii) Einstein was a famous scientist.
- iii) Mohan was writing a letter when I went to see him.
- iv) The hall was decorated for yesterday's meeting.

5 *were* [used with plurals, and with *you* (2nd person singular), in the past tense]

*Examples*

- i) We were expecting you yesterday.
- ii) You were not at home when I rang you up.
- iii) A lot of people were present at the meeting.
- iv) Ten people were killed in a bus accident yesterday.

6 When the grammatical subject is *there*, we use *is* or *are*, *was* or *were*, depending on the number of the true subject following the verb.

*Examples*

- i) There is a girl in that room.
- ii) There is a man hiding behind the bushes.
- iii) There are fifty students in this class.
- iv) There was an interesting programme on television yesterday evening.
- v) There were hundreds of people at the meeting this morning.

**Exercise 4**

Fill in the blanks with the correct forms of the verb *be* (*am, is, are, was, or were*).

- 1 A dozen people ..... injured in yesterday's accident.
- 2 ..... you busy now?
- 3 I ..... going to the cinema to-night.
- 4 There ..... many people in India even now who cannot read and write.
- 5 I ..... surprised to meet Raj yesterday evening.
- 6 I think this ..... the most interesting of Hardy's novels.

**1.3.3 do**

The present tense forms are *do* and *does*.

Of these, *do* is used with plurals and with *I* and *you*; *does* is used with the third person singular.

*Examples*

- i) I do not smoke cigarettes.
- ii) Do you play tennis?
- iii) We do not wish to hurt you in any way.
- iv) Shyam does not speak Bengali.
- v) Does your father know that you are here?

**Exercise 5**

Fill in the blanks with *do* or *does*.

- 1 ..... you know how to make a cup of tea?
- 2 I ..... not think I can come with you.
- 3 ..... your father work at the bank?
- 4 ..... he come to office by bus?
- 5 How ..... we get there?

**1.3.4 have**

The present tense forms are *have* and *has*.

Of these, *have* is used with plurals and with *I* and *you*; *has* is used with the third person singular.

*Examples*

- i) My friend Sunil has dark hair.
- ii) I have a bad cold.
- iii) Have you read *Animal Farm*?
- iv) I have not seen many English films.
- v) We have not been able to help him in any way.

### Exercise 6

Fill in the blanks with *have* or *has*.

- 1 ..... they got a school in their village?
- 2 Now you ..... learnt the secret of happiness.
- 3 I ..... my breakfast at a restaurant.
- 4 The teacher ..... advised me to improve my spelling.
- 5 ..... he arrived already?

### Exercise 7

Use the correct form of the verb out of those given in brackets.

- 1 "I (have/has) no money. I (am/is/are) hungry, thirsty and tired," murmured David to himself.
- 2 He made an effort and went to a small shop in Dover. A young girl (was/were) coming out of the shop with a basket of rice on her arm. "What (do/does) you want? I (have/has) no money," she said.
- 3 "I (do/does) not want any money. Please tell me the address of Miss Betsey Trotwood."
- 4 "I (am/is/are) her domestic help. Come along with me," she said. David followed her. He looked at himself. His shoes (was/were) torn, his hat (was/were) crushed, and from head to toes he (was/were) powdered with chalk and dust.
- 5 Soon they came to the house of Miss Trotwood. She (was/were) there in the garden.
- 6 "Who (are/is/am) you?," she cried, "I (do/does) not like boys. Go away."
- 7 "I (am/is/are) your nephew, Aunt," David said. "I (am/is/are) David Copperfield."
- 8 She sat down with a thump on the grass, looked at David up and down and said, "So you (are/is/am) my brother's son."
- 9 David (was/were) so miserable that he started crying. She caught him by the collar of his torn shirt and took him inside.
- 10 Mr. Dick (was/were) inside. She told him, "This boy (is/am/are) my brother's son. You (are/is/am) a man of the world. Tell me what I should do with him."
- 11 Mr. Dick looked at David, smiled and said, "Give him a bath."
- 12 The bath (was/were) a great comfort. After the bath David (was/were) wrapped up in shawls and (was/were) taken to bed.

(Adapted from Charles Dickens: *David Copperfield*)

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## 1.4 WRITING

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In this section we shall give you practice in composition and the correct use of language.

Here is an exercise for you.

### Exercise 8

You have read the passage from *Animal Farm* in Section 1.1.2. Now write a speech of your own in about 200 words. Address the animals and tell them that Man has now become the friend of all the animals.

Here is a possible beginning :

'Dear Friends, have you realized that Man in the 1980s has become your friend and protector .....

You may like to mention some of the following :

- i) establishment of wild-life sanctuaries and national parks to help create a natural environment for animals and birds and preserve endangered species ;
- ii) strict anti-poaching laws;
- iii) ban on the export of certain varieties of animal hide;
- iv) exposure by the press of crimes against animals, even for medical purposes;
- v) special hospitals for animals and birds.

.....  
.....

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## 1.5 LET US SUM UP

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In this unit we have given you practice in

- i) understanding a narrative passage from George Orwell's novel *Animal Farm*,
- ii) distinguishing between words having related meanings and using them in appropriate contexts,
- iii) subject-verb concord with the verbs *be*, *do*, and *have*, and
- iv) writing a short speech presenting a view different from the one given in the passage read.

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## 1.6 KEY WORDS

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**comprehension** : the power of understanding

**concord** (in grammar) : agreement between words in number, etc., e.g., between a verb and its subject

**glossary** : list and explanation of selected words from a text

**grammar** : study of rules for the forms of words and the combination of words into sentences

**narrative** (as an adjective) : in the form of a story

**number** (in grammar) : variations in the forms of nouns, verbs, etc., according to whether only one or more than one is to be indicated : e.g., man/men, does/do, I/we.

**objective** : purpose

**person** (in grammar) : a class of personal pronouns—the first person : *I, we*; the second person: *you*; the third person: *he, she, it, they*

**subject** (in grammar) : words in a sentence about which something is said

**tense** (in grammar) : verb form that shows time: e.g., the present tense, the past tense

**usage** : conventions governing the use of a language

**verb** : a word or phrase indicating what somebody or something does, what state somebody or something is in, what is becoming of something or somebody

**vocabulary** : words which make up a language



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## 1.7 SUGGESTED READING

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- 1 George Orwell: *Animal Farm*
- 2 Charles Dickens : *David Copperfield*

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## 1.8 CASSETTE RECORDING

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An audio-cassette recording based on the reading passage in this unit is available at the study centres of the university.

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## 1.9 ANSWERS TO EXERCISES

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(You should look at these answers only after you have done the exercises yourself.)

### Exercise 1

- 1 Because he was drunk and his movement was not steady.
- 2 a) In the big barn.  
b) To hear what Major had to say.
- 3 His understanding of the nature of life.
- 4 miserable, laborious, short.  
To tell the animals how bad their condition is.
- 5 a) The animals produce all the wealth and man takes it away from them. He does not produce anything himself.  
b) selfish, cruel  
Man makes the animals work and gives them just enough to keep them alive.
- 6 a) By getting rid of Man, so that they could keep all the things they produced.  
b) Major does not know.  
He is a dreamer.
- 7 a) They are enemies.  
b) They are comrades.  
c) To remind them that they are all members of a Union.

### Exercise 2

- 1 knock,      2 shouting,      3 round,      4 employees,      5 funny.

### Exercise 3

- 1 lock,      2 fluttering,      3 stout,      4 employees,      5 miserable.

### Exercise 4

- 1 were,      2 Are,      3 am,      4 are,      5 was,      6 is.

### Exercise 5

- 1 Do,      2 do,      3 Does,      4 Does,      5 do.

### Exercise 6

- 1 Have,      2 have,      3 have,      4 has,      5 Has.

### Exercise 7

- |                       |                   |
|-----------------------|-------------------|
| 1) have, am           | 7) am, am         |
| 2) was, do, have      | 8) are            |
| 3) do                 | 9) was            |
| 4) am, were, was, was | 10) was, is, are  |
| 5) was                | 11) was, was, was |
| 6) are, do            |                   |

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# UNIT 2

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## Structure

- 2.0 Objectives
- 2.1 Reading Comprehension
  - 2.1.1 Study Guide
  - 2.1.2 Passage for Reading:  
'Human Environment', by Indira Gandhi.
  - 2.1.3 Note on the Author
  - 2.1.4 Glossary
  - 2.1.5 Comprehension Questions
- 2.2 Vocabulary
- 2.3 Grammar and Usage: Concord of Number and Person
- 2.4 Writing
- 2.5 Let Us Sum Up
- 2.6 Key Words
- 2.7 Books Suggested
- 2.8 Cassette Recording
- 2.9 Answers to Exercises

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## 2.0 OBJECTIVES

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In this unit our aim is to give you practice in reading comprehension by (i) setting an extract from a speech by Indira Gandhi for you to read, and (ii) giving a glossary of difficult words, and questions on comprehension. We have also set exercises on selected items of vocabulary. The section on grammar and usage deals with the concord of number and person with verbs other than *be*, *do*, and *have*, which we discussed in Unit 1. For practice in writing, you will complete a short essay on the subject of the passage read by you, with the help of an outline given by us.

After completing this unit you should be able to

- read speeches on matters of current interest with understanding;
- distinguish between pairs of words with related meanings;
- observe the subject-verb concord with all verbs; and
- write paragraphs forming part of a short essay with the help of a given outline.

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## 2.1 READING COMPREHENSION

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### 2.1.1 Study Guide

Read the passage given below and try to understand it. It has extracts from a speech made by Indira Gandhi in 1972 at the United Nations Conference on 'Human Environment'.

Some of the words are explained for you in the glossary given at the end of the passage.

After you have read and understood the passage, you must answer all the comprehension questions. You should then check your answers with those given by us at the end of the unit.

### 2.1.2 Passage for Reading

#### Human Environment

by Indira Gandhi

- 1 One cannot be truly human and civilized unless one looks upon not only all fellow-men but all creation with the eyes of a friend. Throughout India, edicts carved on rocks and iron pillars are reminders that 22 centuries ago Emperor Ashoka defined a king's duty as not merely to protect citizens and punish wrong-doers but also to preserve animal life and forest trees. Ashoka was the first and perhaps the only monarch until very recently, to

forbid the killing of a large number of species of animals for sport or food. He went further, regretting the carnage of his military conquests and enjoining upon his successors to find "their only pleasure in the peace that comes through righteousness".

- 2 Along with the rest of mankind, we in India — in spite of Ashoka — have been guilty of wanton disregard for the sources of our sustenance. We share your concern at the rapid deterioration of flora and fauna. Some of our own wild life has been wiped out, miles of forests with beautiful old trees, mute witnesses of history, have been destroyed. Even though our industrial development is in its infancy, and at its most difficult stage, we are taking various steps to deal with incipient environmental imbalances; the more so because of our concern for the human being — a species which is also imperilled. In poverty he is threatened by malnutrition and disease, in weakness by war, in richness by the pollution brought about by his own prosperity.
- 3 On the one hand the rich look askance at our continuing poverty, on the other they warn us against their own methods. We do not wish to impoverish the environment any further and yet we cannot for a moment forget the grim poverty of large numbers of people. Are not poverty and need the greatest polluters? For instance, unless we are in a position to provide employment and purchasing power for the daily necessities of the tribal people and those who live in or around jungles, we cannot prevent them from combing the forest for food and livelihood, from poaching and from despoiling the vegetation. When they themselves feel deprived, how can we urge the preservation of animals? How can we speak to those who live in villages or slums about keeping the oceans, the rivers and air clean when their own lives are contaminated at the source? The environment cannot be improved in conditions of poverty. Nor can poverty be eradicated without the use of science and technology.
- 4 Must there be conflict between technology and a truly better world or between enlightenment of the spirit and a higher standard of living? Foreigners sometimes ask what to us seems a very strange question, whether progress in India would not mean a diminishing of her spirituality or her values. Is spiritual quality so superficial as to be dependent upon the lack of material comfort? As a country we are not more or less spiritual than any other but traditionally our people have respected the spirit of detachment and renunciation.
- 5 The Government of India is one of the few which has an officially sponsored programme of family planning and this is making some progress. We believe that planned families will make for a healthier and more conscious population. But we know also that no programme of population control can be effective without education and without a visible rise in the standard of living. Our own programmes have succeeded in the urban or semi-urban areas. To the very poor, every child is an earner and a helper. We are experimenting with new approaches and the family planning programme is being combined with those of maternity and child welfare, nutrition and development in general.
- 6 It is an over-simplification to blame all the world's problems on increasing population. Countries with but a small fraction of the world population consume the bulk of the world's production of minerals, fossil fuels and so on. Thus, we see that when it comes to the depletion of natural resources and environmental pollution the increase of one inhabitant in an affluent country, at his level of living, is equivalent to an increase of many Asians, Africans or Latin Americans at their current material levels of living.

(from Indira Gandhi's speech at the UN Conference on 'Human Environment', 1972)

### 2.1.3 Note on the Author

Indira Gandhi (1917-1984) was Prime Minister of India from 1966 to 1977 and 1980 to 1984.

### 2.1.4 Glossary

- 1 **civilized** : at a highly developed stage of social organization
- creation** : the whole universe; the world and all the things in it
- edicts** : orders issued by a king or state
- carved** : cut
- preserve** : protect
- monarch** : a king who rules a state and has supreme power
- species** : a group of related animals or plants
- regret** : feel sorry about

- carnage** : large-scale killing of human beings  
**enjoin** : require a person to do something  
**righteousness** : moral goodness
- 2 **wanton** : without justification  
**sustenance** : means of sustaining life  
**concern** : anxiety  
**deterioration** : becoming lower in quality; wearing away  
**flora** : plants  
**fauna** : animals  
**wiped out** : destroyed completely  
**mute** : silent  
**witness** : one who has seen some event  
**infancy** : childhood  
**incipient** : just starting  
**environmental** : relating to the surroundings in which people live  
**imperilled** : placed in danger  
**malnutrition** : lack of adequate nutrition  
**pollution** : making unclean or impure
- 3 **askance** : without liking  
**impoverish** : make poor  
**grim** : severe, cruel  
**combing** : searching  
**poaching** : catching or killing animals and birds illegally  
**despoiling** : robbing  
**urge** : insist on  
**slums** : dirty and poor section of a city  
**contaminated** : made impure  
**eradicated** : uprooted; removed completely  
**technology** : the use of science in industry
- 4 **conflict** : opposition  
**enlightenment** : giving the light of understanding  
**spirit** : the principle of life  
**diminishing** : making less  
**spirituality** : caring for spiritual things or values  
**values** : moral principles or beliefs  
**superficial** : being on the surface only  
**lack** : shortage or absence  
**material** : related to physical well-being  
**traditionally** : as a tradition (thoughts and practices continued over a long period)  
**detachment** : freedom from self-interest  
**renunciation** : giving up one's claims or rights
- 5 **sponsored** : promoted  
**conscious** : aware  
**effective** : producing a result  
**urban** : of cities and towns  
**maternity** : motherhood  
**nutrition** : provision of food necessary for healthy growth
- 6 **fossil** : a remnant of a plant or animal of a past age  
**depletion** : using up; exhausting  
**affluent** : rich  
**equivalent** : equal in significance  
**Latin Americans** : people in those areas of America where the official languages are Spanish and Portuguese derived from Latin; people in South America

## 2.1.5 Comprehension Questions

Now try to answer the following questions. You may check your answers with those given by us at the end of the unit.

### Exercise 1

- 1 a) How does Mrs. Gandhi describe a person who looks upon his fellow-men and the world with friendly eyes?  
.....  
.....
- b) Were Indians aware of this even in ancient times? Give an example to prove this.  
.....  
.....  
.....
- 2 a) The environment around us has been destroyed. What are the three examples given?  
.....  
.....  
.....
- b) It is not only the environment but man also who is in danger.
  - i) What dangers face him when he is poor?  
.....
  - ii) What dangers face him when he is politically weak?  
.....
  - iii) What dangers face him when he is rich?  
.....
- 3 a) Mention the ways in which the poor are compelled to spoil the environment.  
.....  
.....
- b) How can poverty be removed?  
.....
- 4 What have Indians down the ages respected?  
.....
- 5 a) When can a programme of population control be successful?  
.....  
.....
- b) Why do some poor people want big families?  
.....
- 6 Natural resources are being depleted.
  - a) How are the developed countries responsible for this?  
.....  
.....
  - b) How are the developing countries responsible for this?  
.....  
.....

---

## 2.2 VOCABULARY

---

### Exercise 2

Fill in the blanks with suitable words out of those given in brackets:

- i) a) Children in this orphanage are happy because they are well.....
- b) Many trees in the jungles are now.....by the Forest Department.  
(preserved, looked after)



- ii) a) Smoking in cinema halls is.....
- b) We are.....to speak loudly in the library.  
      (prohibited, forbidden)
- iii) a) Many trees in the forests have been.....
- b) Standards of morality have .....  
      (destroyed deteriorated)
- iv) a) We.....reading stories.
- b) It is a..... walking in the hills.  
      (pleasure, enjoy)
- v) a) They spent a lot of money on their daughter's wedding, so their bank balance has  
      now been.....
- b) Mr. Lal has been unemployed for four years now. He and his family are  
      quite.....  
      (improverished, depleted)

**Exercise 3**

Use the following words in sentences. Use the dictionary, if necessary. (A good one is *Longman Dictionary of Contemporary English*.)

empty, vacant

.....  
.....

environment, neighbourhood

.....  
.....

employment, job

.....  
.....

clean, pure

.....  
.....

---

## 2.3 GRAMMAR AND USAGE: CONCORD OF NUMBER AND PERSON

---

In this section you will learn how verbs in the present tense agree with their subjects in number and person.

Look at these examples from the reading passage in section 2.1.2.

	<b>Subject</b>	<b>Verb</b>
Paragraph 1	one	looks
Paragraph 2	we	share
Paragraph 3	they	warn
	they	feel
Paragraph 4	foreigners	ask
Paragraph 5	we	believe
	we	know
Paragraph 6	countries	consume
	we	see
	it	comes

You will find more examples in the following extract from a newspaper. The verbs are printed in bold type. Notice how they agree with their subjects in number.

**Example**

Almost every full moon night, the officials in Andaman and Nicobar Islands take part in a cautious ritual. The tribesmen watch from a safe distance as the officials approach the island in a boat carrying gifts for them. The islanders come forward hesitantly only after the officials have dumped the coconuts brought for them onto the beach and begin sailing away from their small island. On some nights the tribals even muster up enough courage to swim upto a few feet away from the boat.

The Lieutenant Governor maintains that they do not want to interfere with the way of life of the tribals.....The islands rely heavily on the mainland for most goods.

(from *The Times of India*, 17th November, 1986)

In verbs that have regular forms the third person singular of the present simple tense is formed by the addition of *-s* or *-es* (for example *looks, comes, maintains, relies, passes, mixes, reaches, pushes*). The simple form is used in all other cases.

**Examples**

1 Government officials give the islanders coconuts as gifts. The Lieutenant Governor gives the islanders food and medicines.

2

I We You All of us Most children	like reading stories.
3rd person singular subject	verb with -s
My friend Suresh The doctor He She No one One of my friends	likes reading poems.

**Exercise 4**

Fill in the blanks with the correct present tense forms of the verbs given below:

- Animal lovers.....to find a shelter for injured animals.
- There.....a number of good schools in this city.
- What we.....is a sound philosophy of education.
- You.....advised not to be too generous with your sentiments.
- He.....no English.
- He.....more time in India than anywhere else in the world.
- Faith, they....., can move mountains.
- They.....here to satisfy their curiosity.
- He.....to come here as a guest.
- My watch.....the date as well as the time. The date..... automatically at midnight.  
(say, show, come, be, change, need, try, want, spend, speak)

**2.4 WRITING**

**Exercise 5**

Here is a composition exercise for you.

Complete this essay on 'Trees are our best friends' by writing Paragraphs 3 and 4 with the help of the outline given here.

- Trees are useful to man in three important ways: they provide him with wood and other products; they give him shade; and they help to prevent droughts and floods.



- 2 Unfortunately man has not realized that the last of these services is the most important. In his eagerness to make quick money, he has cut down trees in large numbers, only to find that with them he has lost the best friend he had.
- 3 Two thousand years ago ..... a powerful country cut down trees ..... to build warships ..... conquered a big empire ..... but without trees soil became hard and poor ..... country faced floods and starvation.
- 4 Governments realize importance of trees ..... difficult to persuade the average man ..... wood to cook ..... make charcoal ..... people too careless to plant new trees ..... essential to educate people ..... otherwise forests will disappear.

.....

.....

.....

.....

.....

.....

.....

.....

.....

---

## 2.5 LET US SUM UP

---

In this unit we have given you practice in

- i) understanding an extract from Indira Gandhi's speech on 'Human Environment',
- ii) distinguishing between pairs of words that have related meanings and using them in appropriate contexts,
- iii) subject-verb concord, and
- iv) writing paragraphs of an essay with the help of a given outline.

---

## 2.6 KEY WORDS

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- audio-** : related to hearing
- cassette** : a container for magnetic tape
- composition** : the act of putting together words, ideas, etc. in a literary form
- contemporary** : of the present time
- context** : what comes before and after a word, phrase, statement, etc., helping to fix the meaning
- dictionary** : a book listing and explaining the words of a language
- environment** : surroundings
- human** : of man
- outline** : a statement of the chief facts, points, etc.

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## 2.7 BOOKS SUGGESTED

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- 1 *The Years of Endeavour: Selected Speeches of Indira Gandhi (1969-1972)*. Publications Division, Government of India.
- 2 *Longman Dictionary of Contemporary English*, Indian edition.
- 3 A.S. Hornby : *Oxford Advanced Learner's Dictionary of Current English*, 3rd edition (Revised).

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## 2.8 CASSETTE RECORDING

---

An audio-cassette recording based on the reading passage in this unit is available at the study centres of the university.

---

## 2.9 ANSWERS TO EXERCISES

---

### Exercise 1

- 1 a) She describes him as truly human and civilized.  
b) Yes. More than two thousand years ago Emperor Ashoka laid down that a king must protect animal life and forest trees, and he was very sorry about the large-scale killing of human beings during his conquests.
- 2 a) i) Some of the wild animals have been destroyed completely,  
ii) some of the forests have also been destroyed, and  
iii) industrial development has upset the balance in our environment.  
b) i) He faces the danger of poor nutrition and disease.  
ii) He faces the danger of war.  
iii) He faces the danger of an impure environment.
- 3 a) When the poor people living around the jungles cannot get employment and cannot buy the things they need every day, they have to search for food in the forests, kill animals there, and cut down trees and plants.  
b) By the use of science and technology.
- 4 Detachment and renunciation.
- 5 a) When we spread education and raise the standard of living of the people.  
b) They think every child is an earner and a helper.
- 6 a) The developed countries consume most of the world's production of minerals and fossil fuels.  
b) In developing countries people are so poor and their lives are so contaminated that they cannot think of keeping the air, the rivers, and the oceans clean.

### Exercise 2

- |                    |                 |
|--------------------|-----------------|
| i) a) looked after | iv) a) enjoy    |
| b) preserved       | b) pleasure     |
| ii) a) prohibited  | v) a) depleted  |
| b) forbidden       | b) impoverished |
| iii) a) destroyed  |                 |
| b) deteriorated    |                 |

### Exercise 3 : Specimen Answers

This ink bottle is **empty**. I must buy another one.

The post of principal at this college has been **vacant** for some time.

A man's character is influenced by his **environment**.

There are some very friendly people in our **neighbourhood**.

A large number of educated people in India cannot get suitable **employment**.

If you do not like your present **job**, try to find another one.

To avoid disease, we should keep our environment **clean**.

The air in our cities is not pure, because the trucks, buses, cars, and scooters give out a lot of smoke.

### Exercise 4

- |          |       |            |         |                   |
|----------|-------|------------|---------|-------------------|
| 1 try    | 2 are | 3 need     | 4 are   | 5 speaks          |
| 6 spends | 7 say | 8 are/come | 9 wants | 10 shows, changes |

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# UNIT 3

---

## Structure

- 3.0 Objectives
- 3.1 Reading Comprehension
  - 3.1.1 Study Guide
  - 3.1.2 Passage for Reading: 'The Nightingale and the Rose', by Oscar Wilde
  - 3.1.3 Note on the Author
  - 3.1.4 Glossary
  - 3.1.5 Comprehension Questions
- 3.2 Vocabulary
- 3.3 Grammar and Usage
  - 3.3.1 The Past Indefinite or the Simple Past Tense
  - 3.3.2 The Past Continuous Tense
  - 3.3.3 The Present Perfect Tense
  - 3.3.4 The Present Perfect Continuous Tense
  - 3.3.5 Exercises on Tenses
- 3.4 Writing
- 3.5 Let Us Sum Up
- 3.6 Key Words
- 3.7 Suggested Reading
- 3.8 Cassette Recording
- 3.9 Answers to Exercises

---

## 3.0 OBJECTIVES

---

In this unit our aim is to give you further practice in reading comprehension by (i) giving a story — 'The Nightingale and the Rose' — by Oscar Wilde for you to read and understand and enjoy, and (ii) giving a glossary of difficult words, and questions on comprehension. We have also set exercises on the use of the negative prefixes *un-*, *in-*, and *im-* and some common phrases used to express comparisons.

The section on grammar and usage will deal with the use of the following tenses:

The past indefinite (or the simple past) tense

The past continuous tense

The present perfect tense

The present perfect continuous tense

For practice in writing you will re-write the story read by you from the point of view of the two main characters.

After completing this unit you should be able to

- read a simple short story and enjoy it;
- read it again to understand it better;
- read between the lines, that is, find the hidden meanings;
- use the prefixes *un-*, *in-*, and *im-* to form words with opposite meanings;
- use some of the phrases to describe persons and things through comparisons;
- use the past indefinite, the past continuous, the present perfect, and the present perfect continuous tenses correctly; and
- re-write a story from the point of view of different characters.

---

## 3.1 READING COMPREHENSION

---

### 3.1.1 Study Guide

Here is an interesting story— 'The Nightingale and the Rose' by Oscar Wilde. You will enjoy reading it. After you have read it once, read it again to understand it better and to find the hidden meanings. Some of the words are explained for you in the glossary given at the end of the story. When you have understood the story, try to answer all the comprehension questions. You should then check your answers with those given by us at the end of the unit.

### 3.1.2 Passage for Reading

#### The Nightingale and the Rose

by Oscar Wilde

A 'She said that she would dance with me if I brought her red roses,' said the young Student, 'but in all my garden there is no red rose.' From her nest in the oak-tree the Nightingale heard him, and she looked out through the leaves and wondered. 'No red rose in all my garden!' he cried, and his beautiful eyes filled with tears. 'Ah, on what little things does happiness depend! I have read all that the wise men have written, and all the secrets of philosophy are mine, yet for lack of a red rose is my life made wretched.'

'Here at last is a true lover,' said the Nightingale. 'Night after night have I sung to him, though I knew him not: night after night have I told his story to the stars and now I see him. His hair is dark as the hyacinth-blossom, and his lips are as red as the rose of his desire; but passion has made his face like pale ivory, and sorrow has marked his brow.'

B 'The Prince gives a ball tomorrow night,' murmured the young Student, 'and my love will be of the company. If I bring her a red rose she will dance with me till dawn. If I bring her a red rose, I shall hold her in my arms, and she will lean her head upon my shoulder, and her hand will be in mine. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will take no notice of me, and my heart will break.'

'Here, indeed, is the true lover,' said the Nightingale. 'What I sing of, he suffers: what is joy to me, to him is pain. Surely love is a wonderful thing. It is more precious than jewels.'

'The musicians will sit in their gallery,' said the young Student, 'and play upon their instruments, and my love will dance to the sound of the harp and the violin. She will dance so lightly that her feet will not touch the floor, and the noble lords in their gay dresses will crowd round her. But with me she will not dance, for I have no red rose to give her'; and he flung himself down on the grass, and buried his face in his hands, and wept.

'Why is he weeping?' asked a little Green Lizard, as he ran past him with his tail in the air.

'Why, indeed?' said a Butterfly, who was running about after a sunbeam.

'Why, indeed?' whispered a Daisy to his neighbour, in a soft, low voice.

'He is weeping for a red rose,' said the Nightingale.

'For a red rose?' they cried; 'how very silly!' and the little Lizard laughed.

But the Nightingale understood the secret of the Student's sorrow, and she sat silent in the oak-tree, and thought about the mystery of love.

Suddenly she spread her brown wings for flight, and rose into the air. She passed through the trees like a shadow and like a shadow she sailed across the garden.

In the centre of the grass was standing a beautiful Rose-tree, and when she saw it she flew over it, and stood upon a branch.

'Give me a red rose,' she cried, 'and I will sing you my sweetest song.'

But the Tree shook its head.

'My roses are white,' it answered; 'as white as the waves of the sea, and whiter than the snow upon the mountains. But go to my brother who grows round the old sundial and perhaps he will give you what you want.'

So the Nightingale flew over to the Rose-tree that was growing round the old sundial.

'Give me a red rose,' she cried, 'and I will sing you my sweetest song.'

But the Tree shook its head.

'My roses are yellow,' it answered; 'as yellow as the hair of the mermaid who sits upon a throne, and yellower than the daffodil that blooms in the meadow before the cutter comes to cut. But go to my brother who grows beneath the Student's window, and perhaps he will give you what you want.'

So the Nightingale flew over to the Rose-tree that was growing beneath the Student's window.

'Give me a red rose,' she cried, 'and I will sing you my sweetest song.'

But the Tree shook its head.

'My roses are red,' it answered, 'as red as the feet of the dove, and redder than the coral that waves in the ocean. But the winter has chilled my veins, and the frost has killed my buds, and the storm has broken my branches, and I shall have no roses at all this year.'

'One red rose is all I want,' cried the Nightingale, 'only one red rose! Is there no way by which I can get it?'

'There is a way,' answered the Tree; 'but it is so terrible that I dare not tell it to you.'

'Tell it to me,' said the Nightingale, 'I am not afraid.'

- C 'If you want a red rose,' said the Tree, 'you must build it out of music by moonlight, and stain it with your own heart's blood. You must sing to me with your breast against a thorn. All night long you must sing to me, and the thorn must enter your heart, and your life-blood must flow into my veins, and become mine.'

'Death is a great price to pay for a red rose,' cried the Nightingale, 'and Life is very dear to all. It is pleasant to sit in the green wood, and to watch the Sun in his chariot of gold, and the Moon in her chariot of pearl. Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?'

So she spread her brown wings for flight, and rose into the air. She swept over the garden like a shadow, and like a shadow she sailed through the trees.

The young Student was still lying on the grass, where she had left him, and the tears were not yet dry in his beautiful eyes.

- D 'Be happy,' cried the Nightingale, 'be happy; you shall have your red rose. I will build it out of music by moonlight, and stain it with my own heart's blood. All that I ask of you in return is that you will be a true lover, for Love is wiser than Philosophy, though he is wise, and mightier than Power, though he is mighty. Flame-coloured are his wings, and coloured like flame is his body. His lips are sweet as honey, and his breath is like frankincense.'

The Student looked up from the grass, and listened, but he could not understand what the Nightingale was saying to him, for he only knew the things that are written down in books.

But the Oak-tree understood, and felt sad, for he was very fond of the little Nightingale, who had built her nest in his branches.

'Sing me one last song,' he whispered; 'I shall feel lonely when you are gone.'

So the Nightingale sang to the Oak-tree, and her voice was like water flowing from a silver jug.

When she had finished her song, the Student got up, and pulled a note-book and a lead-pencil out of his pocket.

- E 'She has form,' he said to himself, as he walked away through the trees—'that cannot be denied her; but has she got feeling? I am afraid not. In fact, she is like most artists; she is all style without any sincerity. She would not sacrifice herself for others. She thinks merely of music, and everybody knows that the arts are selfish. Still, it must be admitted that she has some beautiful notes in her voice. What a pity it is that they do not mean anything, or do any practical good!' And he went into his room, and lay down on his little bed, and began to think of his love; and, after a time, he fell asleep.



And when the moon shone in the heavens the Nightingale flew to the Rose-tree, and set her breast against the thorn. All night long she sang, with her breast against the thorn, and the cold shining Moon leaned down and listened. All night long she sang, and the thorn went deeper and deeper into her breast, and her life-blood flowed away from her.

She sang first of the birth of love in the heart of a boy and a girl. And on the top branch of the Rose-tree there blossomed a marvellous rose, petal following petal, as song followed song. Pale was it at first, as the mist that hangs over the river— pale as the feet of the morning, and silver as the wings of the dawn. As the shadow of a rose in a mirror of silver, as the shadow of a rose in a water-pool, so was the rose that blossomed on the top branch of the Tree.

But the Tree cried to the Nightingale to press closer against the thorn. 'Press closer, little nightingale,' cried the Tree, 'or the Day will come before the rose is finished.'

F So the Nightingale pressed closer against the thorn, and louder grew her song, for she sang of the birth of passion in the soul of a man and a maid.

And a delicate glow of pink came into the leaves of the rose, like the glow in the face of the bridegroom when he kisses the lips of the bride. But the thorn had not yet reached her heart, so the rose's heart remained white, for only a Nightingale's heart's-blood can redden the heart of a rose.

And the Tree cried to the Nightingale to press closer against the thorn. 'Press closer, little Nightingale,' cried the Tree, 'or the Day will come before the rose is finished.'

So the Nightingale pressed closer against the thorn, and the thorn touched the heart, and a fierce pain shot through her. Bitter, bitter was the pain, and wilder and wilder grew her song, for she sang of the Love that is perfected by Death, of the Love that dies not in the grave.

And the marvellous rose became red, like the rose of the eastern sky. Red were its petals, and red as a ruby was the heart.

But the Nightingale's voice grew fainter, and her little wings began to beat, and a film came over her eyes. Fainter and fainter grew her song, and she felt something stopping her in her throat.

Then she gave one last burst of music. The White Moon heard it and she forgot the dawn, and stayed on in the sky. The red rose heard it, and it trembled all over with joy, and opened its petals to the cold morning air. Echo bore it to her purple cave in the Hills, and woke the sleeping shepherds from their dreams. It floated through the reeds of the river, and they carried its message to the sea.

'Look, Look!' cried the Tree, 'the rose is finished now', but the Nightingale made no answer, for she was lying dead in the long grass, with the thorn in her heart.

And at noon the Student opened his window and looked out.

G 'Why, what a wonderful piece of luck,' he cried; 'here is a red rose! I have never seen any rose like it in all my life. It is so beautiful that I am sure it has a long Latin name'; and he leaned down and cut it.

Then he put on his hat, and ran up to the Professor's house with the rose in his hand.

The daughter of the Professor was sitting in the door-way winding blue silk, and her little dog was lying at her feet. 'You said that you would dance with me if I brought you a red rose,' cried the Student. 'Here is the reddest rose in all the world. You will wear it tonight next to your heart, and as we dance together it will tell you how I love you.'

But the girl frowned.

'I am afraid it will not go with my dress,' she answered; 'and, besides, the Chamberlain's nephew has sent me some real jewels, and everybody knows that jewels cost far more than flowers.'

H 'Well, upon my word, you are very ungrateful,' said the Student angrily; and he threw the rose into the street, where it fell into the dirt, and a cartwheel went over it.

I 'Ungrateful,' said the girl. 'I will tell you what; you are very rude; and, after all, who are you? Only a student. Why, I don't believe you have even got silver buckles to your shoes as the Chamberlain's nephew has'; and she got up from her chair and went into the house.

J 'What a silly thing Love is!' said the Student as he walked away. 'It is not half as useful as Logic, for it does not prove anything, and it is always telling one of things that are not going to happen, and making one believe things that are not true. In fact, it is quite unpractical, and, as in this age to be practical is everything, I shall go back to Philosophy and study Metaphysics.'

So he returned to his room and pulled out a great dusty book, and began to read.

### 3.1.3 Note on the Author

Oscar Wilde (Fingal O'Flahertie Wills) 1854-1900, was an Irish writer and wit. (A wit is a person who can say things which are both clever and amusing.)

### 3.1.4 Glossary

The sections of the story are marked A, B, C, etc.

- A** oak : a large tree with hard wood, common in northern countries  
nightingale : a European thrush, a bird known for its beautiful song at night  
wondered : was surprised and wanted to know  
philosophy : the study of the nature and meaning of existence, reality, knowledge, goodness, etc.  
wretched : very unhappy  
hyacinth : a plant with a head of bell-shaped flowers and a sweet smell  
blossom : the flower of a flowering tree or bush  
ivory : a hard white substance, of which elephants' tusks are made  
brow : forehead
- B** ball : a large formal occasion for social dancing  
murmured : made a soft sound to speak in a quiet voice  
love : a person who is loved  
harp : a large musical instrument with strings running from top to bottom of an open three-cornered frame, played by stroking or plucking the strings with the hand  
violin : a four-stringed wooden musical instrument played by drawing a bow across the strings  
gay : bright  
daisy : a small flower, yellow in the centre and white round it  
sundial : an apparatus which shows the time according to where the shadow of a pointer falls when the sun shines on it  
mermaid : a young woman with the bottom half of her body like a fish's tail  
daffodil : a yellow flower of early spring  
meadow : a field of grass for animals to eat  
dove : a type of pigeon  
coral : a white, pink, or reddish stonelike substance formed from the bones of very small sea animals  
veins : tubes that carry blood from any part of the body to the heart  
frost : weather at a temperature below the freezing point of water  
bud : a young tightly rolled up flower before it opens
- C** stain : colour  
chariot : a two-wheeled horse-drawn seatless vehicle used in ancient times
- D** frankincense : a sticky substance obtained from trees and burnt to give a sweet smell
- E** style : a manner of expression which marks out an artist as different from others  
sincerity : honesty  
practical : concerned with action rather than with ideas  
petal : leaflike division of a flower
- F** passion : strong, deep feeling  
ruby : a deep red precious stone
- G** frowned : drew the eyebrows together to show disapproval  
chamberlain : an important official appointed to direct the housekeeping affairs of a king



**I buckles : metal fasteners**

**J Logic : the science of reasoning by formal methods**

**Metaphysics : a branch of philosophy concerned with the science of being and knowing**

### 3.1.5 Comprehension Questions

#### Exercise 1

(Letters of the alphabet mark different sections of the story; the same letters of the alphabet are given against the questions given below. You will find the answer to a question in the section of the text marked with the corresponding letter of the alphabet. For example, the answers to the questions given under the letter B will be found in the section which is marked B.

**A 1 a) Why did the Student want a red rose?**

.....  
.....  
.....

**b) Why was he feeling 'wretched'?**

.....

**B 2 Why would the student's heart break?**

.....

**3 The Nightingale called the Student a 'true lover'. Why?**

.....  
.....  
.....

**C 4 How could the Nightingale get a red rose?**

.....  
.....

**5 Why was life dear to the Nightingale?**

.....  
.....

**D 6 a) What did the Nightingale decide to do?**

.....  
.....

**b) What did she expect of the Student in return?**

.....  
.....  
.....  
.....

**E 7 a) How did the Student describe the Nightingale's singing?**

.....

**b) Did she lack feelings?**

.....

**F 8 What did the Nightingale sing of as the thorn entered her heart?**

.....  
.....

**9 What happened to the Nightingale as the rose became red?**

.....

**G 10 What was 'a wonderful piece of luck' for the Student?**

.....

**11 What had the Chamberlain's nephew sent to the Professor's daughter?**

.....

12 Why did she decide to wear the jewels and not the red rose? Give two reasons.

.....

H 13 What happened to the rose which the Student had brought for the Professor's daughter?

.....

.....

I 14 Do you think the Professor's daughter was

- a) vain? or
- b) proud? or
- c) insincere?

Give a reason in support of your choice.

.....

.....

.....

.....

J 15 What, according to the Student, is the key to happiness—being practical or being romantic?

.....

General: 1 Was the Nightingale's supreme sacrifice in vain?

.....

2 The Nightingale wanted to prove that love was immortal. Did she succeed in doing so?

.....

3 Consult your dictionary and find out the meaning of 'irony'. Find an example of this in the story.

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4 Use suitable words to describe the Nightingale and the Student as they appear at the end of the story:

- a) romantic
- b) tragic
- c) pathetic
- d) wasteful
- e) practical

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## 3.2 VOCABULARY

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Have you noticed that sometimes prefixes are put in front of words to convey the idea of negation?

*Examples*

grateful	<i>ungrateful</i>
adequate	<i>inadequate</i>
modest	<i>immodest</i>

**Exercise 2**

Replace the italicized words with other suitable words beginning with *un-*, *in-* or *im-*.

*Example*

Man is mortal but a great work of art is *not mortal*.

Man is mortal but a great work of art is *immortal*.

1 The Student was *not happy*, because he could not find a red rose.

.....

2 The figures about literate men and women in this village are *not accurate*.

.....

3 You are speaking so softly that you are *not audible*.

.....

4 It is *not possible* to sing like a Nightingale.

.....

5 It is *not pleasant* to go for a walk on a foggy morning.

.....

6 Some rocks are *not perishable*.

.....

7 She could not go to office as she was *not well*.

.....

8 The officer was dismissed because he was *not competent*.

.....

9 It is *not wise* to put all your eggs in one basket.

.....

**Exercise 3**

There are quite a few phrases in this story in which two things are compared.

*Examples*

as red as the rose

sweet as honey

These phrases make language more vivid and expressive.

a) Select four such phrases from the story.

.....  
.....  
.....  
.....

b) Now match the items under A below with those under B and make phrases.

*Example*

as ugly as sin

A

as ugly as

as cool as

as hard as

as black as

as pretty as

B

coal

cucumber

nails

sin

a picture

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.....  
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## 3.3 GRAMMAR AND USAGE

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The incidents narrated in the story (Section 3.1.2) took place some time in the past. We use different tenses to indicate past events.

### 3.3.1 The Past Indefinite or the Simple Past Tense

*Examples*

- i) The Nightingale **heard** him, and she **looked** through the leaves **and wondered**.
- ii) His eyes **filled** with tears.

**Notice**

- a) that these events took place in the past and are not related to the narrator's (speaker's) present;
- b) that we form the simple past tense
  - i) by adding *-d* or *-ed* to the regular verbs  
look -- looked  
fill — filled  
narrate-- -- narrated
  - or ii) by adding *t*  
dream— dreamt  
learn— learnt
  - or iii) by changing some letters of the word  
eat— ate  
teach — taught
  - or iv) by not changing the verb at all  
cut — cut  
hit — hit  
shut — shut;

c) that with most verbs we indicate negation or interrogation by using *did* as a helping verb. The point to remember is that with *did* we use the simple present form of the main verb.

*Examples*

The Student **did not dance** with the girl.

**Did** the Nightingale **sacrifice** her life in vain?

### 3.3.2 The Past Continuous Tense

This tense emphasises the continuity of events in the past.

It is formed by using *was* or *were* with the *-ing* form of the verb.

*Examples*

The butterfly **was running** after a sunbeam.

The Student **was still lying** on the grass where the Nightingale had left him.

### 3.3.3 The Present Perfect Tense

This tense is used

- a) to describe past events and
- b) to emphasize their effect on the speaker's present.

It is formed by using *has* or *have* with the past participle form (sometimes called the third form) of the verb.

### Examples

I **have read** all the novels written by Hardy. (And I still remember them.)

The winter **has chilled** my veins. (And at the moment of speaking I am still cold.)

As the present perfect is linked to the speaker's present, we **never** use it with past time expressions.

It would be incorrect to say:

\* I have written a letter an hour ago. (The sign \*before an example indicates an unacceptable form.)

The correct form would be:

either

I have written a letter.

or

I have just written a letter.

The present perfect tense is often used with expressions like *just, since, for*, etc.

### 3.3.4 The Present Perfect Continuous Tense

This tense is used to describe an action that started in the past and is still continuing. It is formed by using *have* (or *has*) with *been* and the *-ing* form of the verb.

#### Examples

1 The farmers **have been ploughing** their fields for two hours now. (They are still ploughing them.)

2 My friend **has been studying** English since 10 o'clock. (She is still studying.)

Notice the difference between these two sentences:

1 The farmers **were ploughing** their fields when it started raining. (The action continued for some time in the past.)

2 The farmers **have been ploughing** their fields for some time now. (The action began in the past and is still continuing.)

Sometimes the present perfect continuous is also used for an action that has just finished after it has continued for some time.

#### Example

I am very tired. I **have been playing** cricket.

### 3.3.5 Exercises on Tenses

#### Exercise 4

1 Put the verbs given in brackets in the simple past tense:

One morning Akbar. . . . . (go) for a walk with Prince Salim and Birbal. After some time they. . . . . (come) to the bank of a river. It. . . . . (be) a hot morning and they. . . . . (sit) down in the shade of a tree. A few minutes later Akbar. . . . . (say), "Shall we go and bathe in the river?" Birbal put his hand into the water and. . . . . (say), "I wouldn't like to bathe."

Akbar and Prince Salim. . . . . (take) off their clothes and. . . . . (give) them to Birbal. Then they. . . . . (get) into the water and. . . . . (bathe) in it.

Akbar. . . . . (say) to Prince Salim, "Birbal is standing in the sun and holding our clothes. He looks like a washerman's donkey." Akbar. . . . . (call) out to Birbal and. . . . . (say), 'You're carrying a donkey's load.' Birbal. . . . . (bow) and very respectfully. . . . . (say), "No, sir, I'm carrying the loads of two donkeys."

#### Exercise 5

Use the correct forms of the verbs given in brackets :

A famous Irish barrister, who. . . . . (be) a very witty person, . . . . . (appear), before a judge who. . . . . (not like) him and. . . . . (not try) to hide the fact.

While the barrister. . . . . (argue) his case, the judge. . . . . (not seem) to be paying any attention to him. He. . . . . (pat) his huge dog, which . . . . . (sit) beside him, and . . . . . (say) something to it. The barrister . . . . . (stop) and . . . . . (look) at the judge and the dog. "Go on," . . . . . (say) the judge.

"I beg your pardon," . . . . . (answer) the barrister, "I . . . . . (think) your lordship . . . . . (be) in consultation."

**Exercise 6**

Put the verbs given in brackets in the present perfect or the present perfect continuous tense:

- 1) I not (see) a film since December. . . . .
- 2) Which book you (read) since this morning? . . . . .
- 3) I (try) to swim for years but I not (succeed) yet. . . . .
- 4) The judge (examine) three witnesses since morning. . . . .
- 5) The servant (wait) for an hour now. Your mother not (give) him any work yet. . . . .
- 6) I (read) this essay five times but I can't understand it. . . . .
- 7) The old man (sleep) in the garden all day. . . . .
- 8) You (eat) four ice creams already. . . . .
- 9) What you (do) since I saw you last? . . . . .
- 10) The lions in the zoo (roar) for a quarter of an hour; they will soon be given food. . . . .

**Exercise 7**

Fill in the blanks with the present perfect or the present perfect continuous forms of the verbs given in brackets. The first two have been done for you.

Dr. Singh's class does not seem to be getting anywhere at all today. The students **have been working** (work) at different things since 9 o'clock but none of them **has finished** (finish) his work. Dr. Singh asked Sheela to write a poem for the college magazine but she.....(just/write) the title of the poem. Abid..... (paint) a picture for a long time; nobody knows what it is because he ..... (not do) even half of it. Murali ..... (write) an essay about the college since the morning but he ..... (complete) only the first paragraph. Vasudevan and Gurucharan ..... (work) on the science project for three hours but ..... (not finish) it yet. Poor Dr. Singh! He ..... (walk) up and down the class trying to get the work completed soon.

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### 3.4 WRITING

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**Exercise 8**

You have read the story of 'The Nightingale and the Rose' in this unit. Imagine that the Nightingale appears to the Student in his dream.

- i) Imagine that you are the Nightingale. Narrate the story of your sacrifice.
- ii) Now imagine that you are the student and write your reaction.

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### 3.5 LET US SUM UP

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- In this unit we have given you practice in
- i) understanding a short story by Oscar Wilde,
  - ii) using the prefixes *un-*, *in-* and *im-*,
  - iii) forming some common phrases to express comparisons,
  - iv) using the past indefinite, the past continuous, the present perfect and the present perfect continuous tenses correctly, and
  - v) re-writing the story you have read from the point of view of the two main characters.

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### 3.6 KEY WORDS

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**character** : a person in a story, novel, play, etc.

**continuous** (also called progressive) **tense** (in grammar) : a form of the verb (using the ending *-ing*) that expresses action that continues over a period of time,  
 e.g., I am writing. (present continuous)  
       I was writing. (past continuous)  
       I will be writing. (future continuous)  
       I have been writing. (present perfect continuous)

**narrate** : tell (a story)

**perfect tense** : that composed of *have* + past participle,  
 e.g., He has written the letter. (present perfect)  
       He had written the letter. (past perfect)  
       He will have written the letter. (future perfect)

**phrase** : a group of words (often without a finite verb) forming part of a sentence, e.g., *in the garden, in order to*

**prefix** : a word or syllable placed in front of a word to add to or change its meaning, e.g., *co-, pre- un-*.

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### 3.7 SUGGESTED READING

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Oscar Wilde's Complete Works

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### 3.8 CASSETTE RECORDING

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A video-cassette recording based on the story given in this unit (Section 3.1.2) is available at the study centres of the university.



## 3.9 ANSWERS TO EXERCISES

### Exercise 1

- 1 a) He wanted to give it to a girl whom he loved. She had promised to dance with him if he gave her a red rose.  
b) Because there was no red rose in the garden.
- 2 Because the girl would take no notice of him.
- 3 i) Because he lived up to the Nightingale's notion of true love.  
ii) Because he suffered a lot.
- 4 By sitting on a rose bush by moonlight, singing loudly and letting a thorn pierce her heart.

or

By sitting on a rose bush on a moonlit night, singing loudly and colouring the rose with her life's blood.

- 5 Because it was pleasant to sit in the green wood and watch the sun and the moon.
- 6 a) She decided to sacrifice herself,

or

She decided to give him a red rose by building it out of music by moonlight.

- b) She expected the student to be a true lover.
- 7 a) As having form but lacking sincerity.  
b) No.
- 8 She sang of the birth of love in the heart of a man and a woman.
- 9 She dropped down dead.
- 10 He found a red rose.
- 11 Some real jewels.
- 12 Because they were precious and they matched her dress.
- 13 He threw it into the street; it fell into the dirt and a cartwheel went over it.

### 14 Three possibilities

*Example:*

She was vain, for she attached more importance to jewels than to a beautiful red rose.

### 15 Being practical

General

- 1 Yes
- 2 No
- 3 Irony is the use of words which are clearly opposite to one's meaning. It also refers to a course of events which has the opposite result from what is expected.  
It was ironical that the student turned away from love, for which the Nightingale had sacrificed herself.
- 4 The nightingale had a tragic and pathetic end; her sacrifice was wasteful.  
The student adopted a practical approach at the end.

### Exercise 2

- 1 unhappy
- 2 inaccurate
- 3 inaudible
- 4 impossible
- 5 unpleasant
- 6 imperishable
- 7 unwell
- 8 incompetent
- 9 unwise

### **Exercise 3**

- a) dark as the hyacinth-blossom  
as white as the waves of the sea  
as yellow as the hair of the mermaid  
as red as the feet of the dove
- b) as ugly as sin  
as cool as cucumber  
as hard as nails  
as black as coal  
as pretty as a picture

### **Exercise 4**

went, came, was, sat, said, said.  
took, gave, got, bathed.  
said, called, said, bowed, said.

### **Exercise 5**

was, appeared, did not like, did not try.  
was arguing, did not seem, was patting, was sitting, saying, stopped, looked, said.  
answered, thought, was.

### **Exercise 6**

- 1 have not seen
- 2 have you been reading
- 3 have been trying; have not succeeded
- 4 has examined
- 5 has been waiting; has not given
- 6 have read
- 7 has been sleeping
- 8 have eaten
- 9 have you been doing
- 10 have been roaring

### **Exercise 7**

have been working, has finished, has just written, has been painting, has not done, has been writing, has completed, have been working, have not finished, has been walking.

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# UNIT 4

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## Structure

- 4.0 Objectives
- 4.1 Reading Comprehension
  - 4.1.1 Study Guide
  - 4.1.2 Passage for Reading
    - 'Death in the Kitchen' by Milward Kennedy
  - 4.1.3 Glossary
  - 4.1.4 Comprehension Questions
- 4.2 Vocabulary
- 4.3 Grammar and Usage
  - 4.3.1 The Past Indefinite (Simple Past) Tense
  - 4.3.2 The Past Perfect Tense
  - 4.3.3 Exercises on Tenses
- 4.4 Writing
- 4.5 Let Us Sum Up
- 4.6 Key Words
- 4.7 Suggested Reading
- 4.8 Answers to Exercises

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## 4.0 OBJECTIVES

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In this unit we shall ask you to read a story of mystery and detection and set some exercises on vocabulary. In the section on grammar and usage we shall bring out the difference between the past indefinite (simple past) tense and the past perfect tense. We shall also ask you to continue the story that you have read, in three different ways.

After completing this unit you should be able to

- understand a short story dealing with crime and detection,
- use some of the words occurring in the story and their opposites,
- distinguish between the past indefinite (simple past) tense and the past perfect tense, and use them correctly, and
- continue a story that you have read, in your own way.

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## 4.1 READING COMPREHENSION

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### 4.1.1 Study Guide

Here is a story of mystery and detection — 'Death in the Kitchen'. Some of the words have been explained for you in the glossary given at the end of the story.

Try to understand the story and answer the comprehension questions set on it. You should then check your answers with those given by us at the end of the unit.

### 4.1.2 Passage for Reading

#### Death in the Kitchen

by Milward Kennedy

- A Rupert Morrison was a respected and very rich man. When he was younger he had done something foolish and criminal. The only other person who knew about this was an old school fellow, George Manning. He had some papers that were written by Morrison. Manning had been in prison for a number of years and when he was free again he decided to blackmail Morrison. He thought he could get a lot of money by keeping silent about Morrison's past. But Morrison was no longer a weak man who was easily afraid. He paid Manning some money and then decided to stop the blackmail.

- B** He planned very carefully and one evening he went to Manning's cottage. There he put some medicine into the whisky. When Manning was unconscious, Morrison put his head in a gas oven. He then intended to turn on the gas so that it would look as if Manning had killed himself.
- C** Rupert Morrison straightened up and took a deep breath. He looked around the little kitchen and at the body which lay on the floor. The position of the body was not very natural, but Morrison hoped it was good enough for this strange situation. It was strange because the head was inside the rusty gas oven.

He had put a cushion underneath the head and now he wondered whether it looked very natural or not. But he decided that if he were to kill himself he would make himself comfortable.

He had taken off his shoes and was walking silently about the room. The curtains had been drawn very carefully and he could leave all the lights on without fear. He quickly began his work. Nothing must be left behind to connect him with Manning in any way. What was he to do about the parcel from the store? It was addressed to Morrison but had been delivered to Manning. It was probably a mistake. He put it to one side and would look after it later.

*The dangerous letters*

- D** Where did Manning keep his papers? He was a careless man and would not hide things very cleverly. Ah, here were the letters, in the writing desk. All six of the letters Morrison wanted were there. He looked at them and his cheeks turned red. These were very dangerous letters. No one else should have them. He had been so foolish in his young days. But at least he had remembered the letters when Manning had appeared suddenly one day and started his blackmail.
- Manning had been very careless. He had not tried to find out if Morrison had changed in all these years.
- E** Morrison was wearing gloves and he found it difficult to put the letters into the inside pocket of his coat. But there was little to worry about as he had plenty of time. Manning had few friends and none would be likely to call on him. He had a servant, an old woman who lived in a distant village. She would not come back until tomorrow.
- But he had to take care with everything, do it properly, and he must not forget anything. He did not have a false story to tell the police, but he would not need one if everything was done with care. Who would suspect him if there were no reason for murdering Manning? People only knew that they had been school friends many years ago, but they had little to do with each other now. No one would suspect him.
- F** He checked the two bedrooms and was satisfied with them. All the rooms were very untidy. After returning to the living room he looked around once more. There was the parcel from the store and, of course, the two glasses. There must be only one. He went into the kitchen to wash both of them. One was put back into the cupboard and the other was placed on the table. It had a little whisky in it. Morrison had carefully pressed Manning's fingers on it so that the glass would have only one set of fingerprints on it. Everything was ready now. The glass stood on the table and beside it was the nearly empty bottle. Manning certainly had drunk a lot. That was why he did not notice when Morrison had put the medicine into the drink. Maybe he had given him too much. That would spoil the whole plan. But he had checked the pulse just a few minutes ago and it was normal.
- G** There was one last thing to do. He had to put the half sheet of paper on the table. It was folded like a note so that it would be noticed. He had been afraid to write anything on it because he would not be able to imitate Manning's handwriting. Morrison thought, 'How lucky these words just fit on the half-sheet of paper.' When he received the note months ago he knew immediately how useful it would be. The words on the paper were: 'I am tired of it all. Who can blame me for taking the easiest way. So I will take it — smiling: George Manning.' But Manning had meant to take the money with a smile. He did not mean the gas that was to kill him.
- H** The windows were shut tight and Morrison turned on the gas. Had he left any foot-prints? No, that's why he had taken off his shoes. He now put them back on, and went out of the back door. He was carrying only the parcel from the store and his walking stick.

He did not meet any one while he was walking home. He burned the letters and the cover from the parcel and threw the ashes into the drain in the kitchen. He did the same with the parcel and then he breathed a sigh of relief.

He knew that the police would ask him about the event. He was an important man in the village and he had talked to Manning a few times. He talked to everyone in the village and that was one of the reasons everybody liked him. He would tell the police that poor Manning had seemed ill and very upset the last time they talked.

#### *A visit from the police*

Next morning a police officer did come to see Morrison but he had planned it all very carefully. Even the smile was arranged. 'Yes, I know him, but not very well.' He almost said, 'knew', and he would have to be more careful.

'Do you recognize this, sir?' asked the policeman. Good God! What was the man holding up? It was the blue wallet with the letters R.M. on it in golden letters. He felt his inside pocket but there was nothing there. Could it have fallen out while he tried to put the letters into his pocket? Could it have been left lying on the carpet?

- I He reached for it, but could not say anything at all. He took it and was surprised that the officer let him hold it. He could not deny it was his. All he could do was to look at it stupidly.

He could barely understand the officer's words....

'The boy from the store, sir. He made a mistake last night and delivered a parcel to the wrong place. It was supposed to be delivered here. He went to the cottage this morning to get it back, but no one answered the door. He went to the back door, which was open, and he went in. He should not have, of course, but —.' What was the officer talking about? What was he suggesting? He wanted to shout, 'Go on with the story! My heart won't stand it.'

'There was a light on in the kitchen and Manning was lying with his head inside the oven. The poor boy got an awful shock. He came to get me on his bicycle and I went there as fast as I could. I found the wallet and thought I would tell you. You see, this Manning has been in prison and we are always a bit suspicious of people like him.'

Here the policeman stopped for a moment. Morrison wondered if he was supposed to say something now. But he could not say a single word. He could only look at the officer and his lips trembled.

'You didn't give it to him, sir? May be it dropped by accident.' Morrison could hardly bear it now. He did not understand what was happening at all. The officer went on, 'It's not just that he was in prison. There is something very strange about this Manning. I thought you could help me. It looks as if he tried to kill himself, doesn't it?'

'Yes, I suppose it does,' Morrison managed to say. It did not sound like his own voice at all.

#### *Drink or madness*

- J 'There was a bottle of whisky on the table this morning. It was nearly empty. It only came from the store yesterday. May be that's what did it—'. When Morrison heard these words he was frightened. What did the officer mean by 'it'? How had he found out what had happened?

'Well, I don't know if it was the drink or just madness, but I don't understand it. How could he have put his head in the oven and forgotten that the gas was turned off last week because he had not paid the bill? He seems to have forgotten what happened last night. Maybe it was all the whisky. This morning he still looked drunk to me, but—sir! What's the matter?'

- K Rupert Morrison was lying on the floor.

### 4.1.3 Glossary

The sections of the story are marked A, B, C, etc.

**A criminal** : related to crime; guilty of breaking a law

**blackmail** (v.) : obtain money from (someone) by blackmail

(n.) : the obtaining of money by threatening to make known unpleasant facts about a person

**B unconscious** : having lost consciousness (**consciousness**: the condition of being awake or able to understand what is happening)

**oven** : enclosed box-like space used for cooking



- turn on : cause to flow by unscrewing a tap
- rusty : covered with rust (the reddish brown surface that forms on iron when attacked by water and air)
- E suspect (v.) : believe to be guilty
- F pulse : the regular beating of blood, as felt by a doctor at the wrist
- H wallet : a small flat leather case for keeping papers and paper money
- I suspicious : not trusting  
[n. = noun, v. = verb]

#### 4.1.4 Comprehension Questions

##### Exercise 1

(Letters of the alphabet mark different sections of the story; the same letters of the alphabet are given against the questions given below. You will find the answer to a question in the section marked with the corresponding letter of the alphabet. For example, the answers to the three questions given under the letter A will be found in the first paragraph of the story, marked A.)

- A 1 Pick out the two words used to describe Rupert Morrison.  
.....
- 2 a) What had Morrison done when he was a young man?  
.....
- b) How many people knew about it? Name them/him.  
.....
- 3 Give examples in support of the following statements:
  - a) Manning was clever  
.....
  - b) Manning had done something that was not legal.  
.....
- B 4 How did Morrison decide to stop the blackmail?  
.....
- C 5 Why was the position of the body not very natural?  
.....
- D 6 Morrison had written a few letters when he was young.  
His cheek 'turned red' when he saw his own letters. Why?
  - a) he felt ashamed;
  - b) he was shocked;
  - c) he was horrified;
  - d) all three above.
 (Choose the correct answer.)  
.....
- E 7 Why was Morrison wearing gloves?  
.....  
.....
- 8 Usually thieves and murderers are in a haste to leave the scene of the crime. Why was Morrison not in a hurry to leave? Give two reasons in support of your answer.  
.....  
.....  
.....
- F 9 Why did Morrison wash the two glasses? Give two reasons.  
.....  
.....  
.....  
.....

G 10 Manning had written to Morrison, "I'm tired of it all. Who can blame me for taking the easiest way?"

Was Manning tired of

- a) i) a life of crime?
- ii) committing murder?
- iii) life?
- iv) life in prison?

(Choose the correct answer.)

b) The easiest way he decided to take was

- i) to commit suicide, or
  - ii) to blackmail Morrison.
- Which?

c) Morrison had received the note months ago. He had decided *at that time* to use it. This proves that Morrison was

- i) clever,
- ii) planning to murder Manning, or
- iii) far-sighted.

(Choose the correct answer.)

Give a reason in support of your choice.

H 11 What other steps did Morrison take to prevent the police from catching him?

I 12 When the policeman gave Morrison his wallet, why was he not able to say anything?

J 13 i) What saved Manning?

ii) The police thought that he had forgotten about the non-payment of his gas bill because he

- a) was a little mad,
  - b) had been in prison,
  - c) was drunk,
- or
- d) was careless.

(Choose the correct answer.)

---

## 4.2 VOCABULARY

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### Exercise 2

a) Match the words of opposite meaning:

Example

innocent — guilty

innocent — forgets

foolish — a few

younger — guilty

a lot of — wise

remembers — older

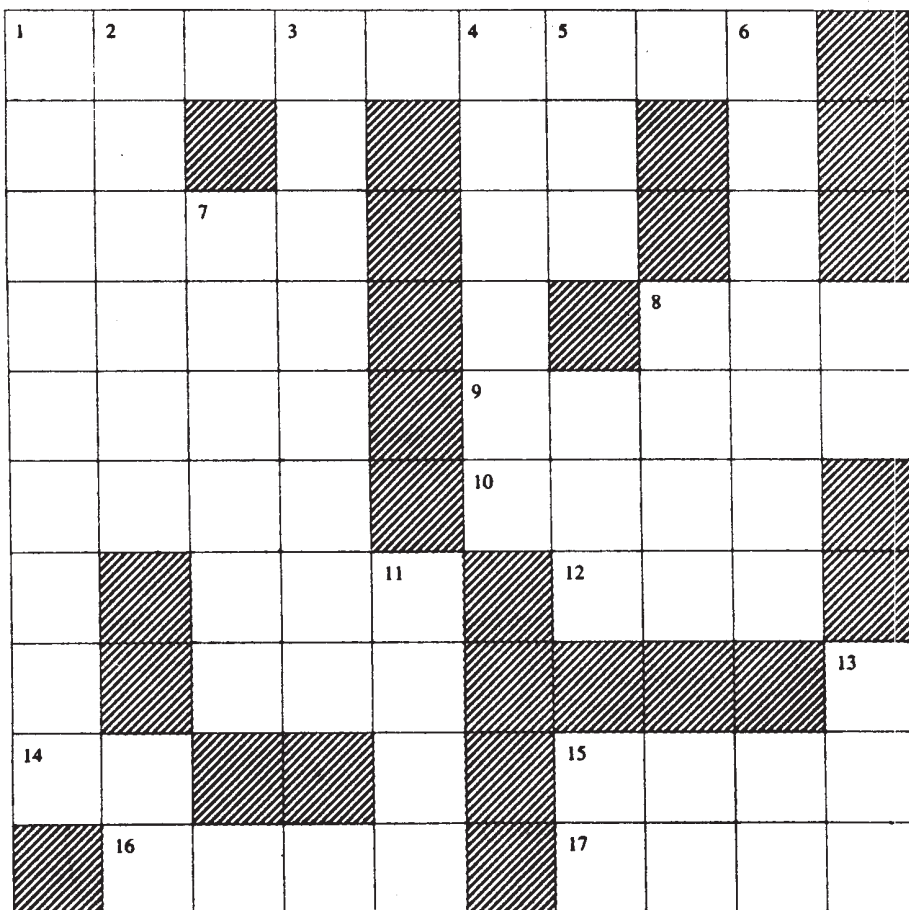


b) Now use these words in the blanks below:

- 1 Morrison was ..... but the shopkeeper was .....
- 2 People who save some money for the future are ....., whereas those who spend everything they earn are a little.....
- 3 ..... people generally get worked up quickly whereas ..... people keep their cool.
- 4 There are ..... birds and animals in the park but only ..... children.
- 5 The learned professor always ..... to carry his books to the university but he often ..... his lunch packet.

**Exercise 3**

Complete the following crossword puzzle with the help of the clues given below:



**Clues Across**

- 1 When Manning came out of prison, he decided to ..... Morrison.
- 8 The past tense form of 'eat'.
- 9 I was very .....to see my friend before he went abroad.
- 10 We were able to hear the lions .....
- 12 Please turn the ..... on; I need some hot water.
- 14 Please ..... on; I am listening.
- 15 The gas had been turned off because Manning had not paid the .....
- 16 Morrison had .....very foolish in his younger days.
- 17 Manning's ..... was inside the oven.

**Clues Down**

- 1 To keep fit we should practise deep .....
- 2 It is a bit dark here; please turn the ..... on.
- 3 It is ..... to blackmail anyone.
- 4 The punishment for ..... is death by hanging.
- 5 If you have any difficulty, just .....for help.

- 6 Morrison was able to recover all the ..... from Manning's house.
- 7 Morrison put some medicine into Manning's .....
- 11 We shall prepare a cake in our .....
- 13 Morrison's .....schoolfellow Manning knew his secret.

### 4.3 GRAMMAR AND USAGE

The events in this story took place in the past. We use different tenses to describe events in the past. Let's examine two of them.

#### 4.3.1 The Past Indefinite (Simple Past) Tense

*Examples*

Morrison went to Manning's cottage one evening.  
He put some medicine into Manning's whisky.

As already pointed out in Unit 3 we use this tense to describe an action or an activity that took place in the past and is not related to the speaker's present.

#### 4.3.2 The Past Perfect Tense

*Examples*

- a) Before Morrison put Manning's head in the oven he **had taken off** his shoes.
- b) He **had put** a cushion under Manning's head, but it did not look natural.

Let's examine the sequence (the order) of the two past actions/activities/events referred to in each of the above sentences:

Ist action/activity/event	2nd action/activity/event
a) had taken off (his shoes)	(then) put (Manning's head in the oven)
b) had put (a cushion under Manning's head)	(then he realized it) did not look (natural)

Notice that for the earlier action/event the past perfect is used and for the later action/event the simple past is used. The past perfect is thus used to describe an earlier event looked at from a point of time in the past. It is formed by using *had* with the past participle form (the third form) of the verb.

#### 4.3.3 Exercises on Tenses

##### Exercise 4

Use the Past Perfect forms of the verbs given in brackets in these sentences:

- 1 The farmers sowed the seeds after they ..... (plough) their fields. It started raining before they ..... (finish) sowing the seeds.
- 2 We returned home later at night and were very hungry. My mother ..... already ..... (cook) rice and vegetables. After we ..... (wash) our hands we had our dinner. Mother ..... also ..... (make) some sweets. We had the sweets and then went to bed.

##### Exercise 5

Complete the following paragraph using the correct Simple Past or the Past Perfect forms of the verbs given in brackets:

Early in the morning Jim Corbett and his dog Robin went to the forest. The previous evening Corbett ..... (wound) a leopard. They went to the spot Corbett ..... (fire) from. Robin ..... (examine) the ground where the leopard ..... (stand). He ..... (come) to the bushes where the leopard ..... (leave) a lot of blood. Corbett ..... (fire) at the leopard at short range. He ..... (see) the bullet enter the leopard's body. He ..... (know) the leopard was dangerous as he ..... (have) fifteen hours to nurse his anger against men. Robin ..... (lead) Corbett into the thick jungle. Suddenly the dog ..... (stop). Corbett saw what ..... (attract) the dog's attention. He ..... (see) the leopard's tail. He .....

(see) the tip of the tail moving. He knew the leopard would attack him. Corbett just .....  
(get) the rifle on his shoulder when the leopard sprang at them.

(Adapted from Jim Corbett: *Man-Eaters of Kumaon.*)

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## 4.4 WRITING

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### Exercise 6

You have read the story 'Death in the Kitchen'.

Continue the story in three different ways as indicated below:

- a) Write a short paragraph describing what George Manning did the next morning.  
(A few cues : headache; looks for Morrison's glass; suspects; letters missing;...)
- b) Imagine Manning coming to Morrison's house in the evening.

Write a short dialogue between the two.

[You may begin like this:

Manning (laughing) : So you wanted to kill me but didn't succeed.]

- c) Imagine you are the police officer who called on Morrison.  
Tell your junior officer, Mr. Jones, what struck you as strange.

Suggested beginning :

Police Officer: This morning I went to Morrison's house. I showed him his  
wallet. He turned pale.

Mr. Jones : Oh, did he? That's rather surprising.

Police Officer: .....

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## 4.5 LET US SUM UP

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In this unit we have given you practice in

- i) understanding a short story dealing with crime and detection.
- ii) using some of the words occurring in the story and their opposites.

- iii) distinguishing between the use of the past indefinite (simple past) tense and the past perfect tense; and
- iv) continuing the story that you have read, in three different ways.

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## 4.6 KEY WORDS

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- clue** : an idea that suggests a possible answer to a problem  
**crime** : an offence for which there is severe punishment by law  
**crime fiction** : novels in which the detection of crime is the chief interest  
**crossword puzzle** : a puzzle in which words have to be written (from numbered clues vertically (= clues down) and horizontally (= clues across) in spaces on a chequered square or oblong  
**detection** : discovering the identity of somebody guilty of wrong-doing  
**opposite** : a word or thing that is contrary

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## 4.7 SUGGESTED READING

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- 1 Stories by Arthur Conan Doyle
- 2 Agatha Christie: *Best Detective Stories*
- 3 *Tales of Crime and Detection*, Sunbird Readers, Grade 3 (Oxford University Press)
- 4 Jim Corbett: *Man-Eaters of Kumaon*

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## 4.8 ANSWERS TO EXERCISES

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### Exercise 1

- A 1 Respected and very rich.
- 2 a) Something foolish and criminal.  
b) Only one— Manning.
- 3 a) He thought of a plan to get money without doing any work.  
b) He had been to prison.
- B 4 By killing Manning.
- C 5 Because the head was inside the gas oven.
- D 6 d
- E 7 Because he didn't want to leave his finger-prints behind; he didn't want the police to suspect him.
- 8 i) He knew no one would come because Manning had no friends.  
ii) Morrison had drawn the curtains.
- F 9 i) He didn't want the police to know that Manning had drunk whisky with a friend.  
ii) He didn't want the police to find the trace of the medicine in Manning's glass.
- G 10 a) i)  
b) ii)  
c) ii)  
He preserved the note.
- H 11 He left no footprints behind and went out of the backdoor.
- I 12 Because he was afraid, or because he was shocked.
- J 13 i) Manning had not paid the gas bill and so there was no supply of gas.  
ii) c)

### Exercise 2

a) innocent	—	guilty
foolish	—	wise
younger	—	older
a lot of	—	a few
remembers	—	forgets

- b) 1 guilty, innocent  
2 wise, foolish  
3 younger, older  
4 a lot of, a few  
5 remembers, forgets

### Exercise 3

Across : 1 blackmail 8 ate 9 eager 10 roar 12 gas 14 go 15 bill 16 been 17 head  
Down : 1 breathing 2 lights 3 criminal 4 murder 5 ask 6 letters 7 whisky 11 oven  
13 old

### Exercise 4

- 1 had ploughed, had finished  
2 had cooked, had washed, had made

### Exercise 5

had wounded, had fired, examined, had stood, came, had left, had fired, had seen, knew,  
had had, led, stopped, had attracted, had seen, had seen, had got.

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# UNIT 5

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## Structure

### 5.0 Objectives

Cassette Recording

### 5.1 Listening Comprehension

### 5.2 Conversation

### 5.3 Pronunciation

5.3.1 Letters and Sounds

5.3.2 Word Stress

### 5.4 Let Us Sum Up

### 5.5 Key Words

### 5.6 Answers to Exercises

Appendix : Passages for Listening Comprehension

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## 5.0 OBJECTIVES

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In this unit we shall give you practice in listening comprehension by presenting short recordings from news bulletins and setting questions on comprehension. We shall also ask you to study a dialogue between a bicycle dealer and a customer and write a similar dialogue of your own.

In the section on pronunciation we shall point out the lack of correspondence between letters and sounds and introduce you to word stress, an important feature of English pronunciation.

After completing the unit you should be able to

- understand news broadcasts better;
- take part in a conversation with a shopkeeper;
- guard against spelling pronunciation in English; and
- say English words with correct stress patterns.

### Cassette Recording

A cassette recording accompanies this unit and is available on payment. You can listen to it at home, if you have a cassette player, or at the nearest study centre set up by the university.

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## 5.1 LISTENING COMPREHENSION

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You should listen carefully to radio and television news broadcasts, talks, lectures, and discussions, whenever you get a chance. Try to get the main points of the talks and lectures, and take down notes.

### Exercise 1

We are giving you an extract from a news bulletin, which has been recorded on a cassette. You may listen to it at home or at one of the study centres. If this is not possible, ask a good speaker of English in your area to read it out to you from the script given at the end of the unit. While you listen to the news bulletin, try to take down notes that will help you recall the main points afterwards. After you have listened to the news item, try to answer the questions given below. Do not read the script yourself before answering the questions. When you have completed the exercise, you should check your answers with those given by us at the end of the unit.

1 What change is the Constitution Fifty-second Amendment Act going to bring about?

.....  
.....



2 What are the three conditions under which a member will be disqualified under the new law?

.....  
.....  
.....  
.....  
.....

3 Can a member who is disqualified appeal to the court?

.....

**Exercise 2**

Now listen to another extract from a news bulletin and answer the questions given below:

1 What is the main reason for Mr. Rajiv Gandhi's grave concern at the continuance of the Iran-Iraq war?

.....  
.....  
.....

2 Who was responsible for the bomb explosion at Tehran University?

.....

3 Fill the blank spaces in the following:

The explosion took place (a) .....

.....

and (b) ..... were killed.

---

## 5.2 CONVERSATION

---

Before you actually practise conversations, you should know what to say in a particular situation. We shall, therefore, start by asking you to read and listen to conversations and write dialogues of your own.

Here is a specimen dialogue between a bicycle dealer and a customer. It has been recorded for you on the cassette. Read the dialogue first and then listen to it on the cassette. After that you can practise reading it aloud from the text.

A (bicycle dealer) : Hello, sir.  
What can I do for you?

B (customer) : I'm looking for a good bicycle.

A We have a number of new models, sir. Have a look. These two are quite popular these days.

B Which one do you think will give a smooth run?

A Oh both, really; but you might find this one more comfortable to ride.

B How much will it cost?

A It's only five hundred rupees.

B Can I take it now?

A We shall assemble another one for you and check it. It'll take only about two hours.

B All right, then. I'll come back in the evening and take it. Will you accept a cheque?

A A local cheque payable to 'bearer' will be all right.

B See you in the evening, then.

A Thank you, sir.

**Exercise 3**

Write a short dialogue of about 150 words between a customer and a shopkeeper selling books and magazines.

(Suggestions: You can tell the shopkeeper about the subject you are interested in, the kind of books you wish to buy, and for what course or examination. You should also indicate what magazines you are interested in.)

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## 5.3 PRONUNCIATION

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To speak English well, you have to learn its correct pronunciation.

### 5.3.1 Letters and Sounds

One of the difficulties about English pronunciation is that there is no perfect correspondence between letters and sounds, as we have in Indian languages.

Look at the following words:

even, these, green, read, field, seize, machine, key, people. The spellings e, e..e, ee, ea, ie, ei, i, ey, eo in these words represent the same vowel sound, which also occurs in the unusually spelt word *suite* (meaning a connected series of rooms to be used together, and pronounced exactly like *sweet*).

Now look at the following words, which have similar spellings:

**bough** (meaning a branch of a tree), **cough**, **though**, **rough** and **through**. These words are all spelt with **-ough**, but this spelling gives a number of different pronunciations: **bough** has the same vowel sound as in **cow**; **cough** has the same vowel sound as in **cot** and has the sound /f/ at the end (We shall use symbols to represent sounds and place them between slant bars to distinguish them from the letters of the English alphabet.); **though** has the same vowel sound as in **go**; **rough** has the same vowel sound as in **rush**; and **through** has the same vowel sound as in **too**. In **bough**, **though** and **through**, the letters **gh** are silent, but in **cough** and **rough** they are pronounced /f/.

#### Exercise 4

List 5 words each (with, as far as possible, different spellings for the vowel sound) having

- i) the same vowel sound as in *see*,  
(Examples: extreme, priest, receive, seat, police)

- ii) the same vowel sound as in *sit*,

- iii) the same vowel sound as in *late*,  
.....
- iv) the same vowel sound as in *set*,  
.....
- v) the same vowel sound as in *sat*,  
.....
- vi) the same vowel sound as in *shut*,  
.....
- vii) the same vowel sound as in *cart*,  
.....
- viii) the same vowel sound as in *hot*,  
.....
- ix) the same vowel sound as in *shoot*,  
.....
- x) the same vowel sound as in *note*.  
.....

**Exercise 5**

List 5 words each to show how the following vowel letters can have different sounds in different words:

**a, e, i, o, u.**

(Examples: able, any, bag, basket, village)

.....

.....

.....

.....

.....

You have seen that in English there is no one to one correspondence between letters and sounds. There are, in fact, more sounds in the language than there are letters in the alphabet. It is, therefore, necessary to learn to produce all the vowel and consonant sounds in English and not to confuse them with the letters of the English alphabet. Each sound is distinct, and the substitution of one of these sounds for another may either bring about a change in meaning or lead to the production of a word that does not sound like an English word at all. In order to avoid this confusion you must be able to distinguish between one sound and another.

For example, you should be able to distinguish between pairs of words like

- i) **peak** and **pick**,
- ii) **date** and **debt**,
- iii) **set** and **sat**,
- iv) **cut** and **cart**,
- v) **heard** and **hard**,
- vi) **cut** and **cot**,
- vii) **last** and **lost**,
- viii) **full** and **fool**,
- ix) **here** and **hair**,
- x) **pull** and **full**,
- xi) **ledger** and **leisure**,
- xii) **seat** and **sheet**.

Thus to speak English well you have to maintain the meaningful distinctions in the language. For the correct pronunciation of words you must learn to refer to the dictionary all the time. In the dictionary symbols are used to represent sounds and one symbol stands for one sound only. It is important to learn these symbols and the sound each symbol stands for. In later units we shall introduce you to the vowel and consonant sounds of English and the symbols used for them in **Longman Dictionary of Contemporary English**, Indian edition, and **Oxford Advanced Learner's Dictionary of Current English**, third edition (revised).

### 5.3.2 Word Stress

Another thing that you need to learn is what is called word stress in English.

Words are made up of one or more separately pronounced parts, called syllables.

Examples : (All these words have been recorded for you on the cassette.)

One syllable	:	course, part, one, block, two
Two syllables	:	open                    o.pen (syllable division shown by a dot)
		English                En.glish
		unit                    u.nit
		listen                 lis.ten
		speaking             speak.ing
Three syllables	:	foundation            foun.da.tion
		understand           un.der.stand
		whenever             when.ev.er
Four syllables	:	conversation         con.ver.sa.tion
		television            tel.e.vis.ion
Five syllables	:	pronunciation        pro.nun.ci.a.tion

#### Exercise 6

How many syllables do the following words have?

i) this ii) section iii) spoken iv) better v) prepare vi) improve vii) broadcast  
viii) discussion ix) composition x) before

.....  
.....  
In English words of two or more syllables, at least one syllable stands out from the rest and we say it has greater stress.

The mark ' is placed before the syllable that carries the main stress of the word.

For example: 'English, 'speaking, im'prove

Some words also have secondary stress (weaker than the main stress) on another syllable.

The mark , is placed before such a syllable. For example:

under'stand, , conver'sation

Here are some more examples taken from the text of this unit. All these words have been recorded for you on the cassette.

Words of two syllables; stress on the first syllable:

'unit	'section
'practice	'letter
'question	'feature
'study	'after
'dealer	'broadcast

Words of two syllables; stress on the second syllable:

pre'sent (verb)	cor'rect	be'low
re'cord (verb)	cas'sette	your'self
be'tween	dis'cuss	
com'plete	re'call	

Word of three syllables; stress on the first syllable:

'bulletin	'radio
'bicycle	'exercise
'customer	'possible
'similar	'afterwards
'carefully	'specimen

Words of three syllables; stress on the second syllable:

ob'jective	com'pleted
re'cording	a'mendment

im 'portant	con'dition
dis'cussion	a'nother
when' ever	con'tinue

Words of three syllables; main stress on the third syllable and secondary stress on the first syllable:

intro 'duce, under'stand, maga'zine

#### Exercise 7

Say all the words given above with the correct stress pattern.

#### Exercise 8

Mark the stressed syllables in the following words and say them with the correct stress pattern. You may consult the dictionary, if you like.

- |                 |                  |
|-----------------|------------------|
| 1 comprehension | 2 conversation   |
| 3 pronunciation | 4 correspondence |
| 5 shopkeeper    | 6 accompany      |
| 7 available     | 8 university     |
| 9 television    | 10 constitution  |

---

## 5.4 LET US SUM UP

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In this unit we have

- given you practice in listening to news bulletins and understanding them,
- presented a dialogue between a bicycle dealer and a customer and given you practice in writing a similar dialogue,
- shown the lack of correspondence between letters and sounds in English, and
- introduced you to stress patterns in English words.

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## 5.5 KEY WORDS

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The stressed syllables have been marked in words of two or more syllables.

**a'mendment** : a change made in a rule

**'broadcast** (n.) : something sent out by radio or TV

**'bulletin** : an official statement of news

**'casualty** : a person killed or seriously injured in a battle or accident

**ci'vilian** : a person not serving with the forces

**'consonant** : a speech sound produced by a complete or partial stoppage of the breath

**.consti'tution** : laws and principles according to which a country is governed. India has a written constitution.

**.corre'spondence** : agreement

**'customer** : a person who buys things

**de'fection** : falling away from loyalty to a political party

**'dialogue** : conversation or talk

**dis'qualify** : make someone unfit

**.esca'lation** : increase

**'feature** : a characteristic part

**'Legislature** : a law-making body. Each State in India has a Vidhan Sabha (Legislative Assembly) and (in some cases) a Vidhan Parishad (Legislative Council).

**'letter** : a character or sign, of which words in writing are formed. The English alphabet has 26 letters.

**'magazine** : a paper-covered periodical containing stories, articles, etc. by various writers

**'Parliament** : the supreme law-making body. In India it has two Houses — Lok Sabha and Rajya Sabha.

**pronunciation** : way in which a language is spoken

**'secondary** : less important

**stress** : extra force, used in speaking, on a particular word or syllable

**'syllable** : a minimum rhythmic unit of spoken language consisting of a vowel often preceded or followed by consonants

**'terrorist** : one who uses violence for political purposes

**'vowel** : a speech sound made without stopping of the breath or friction in its passage out through the mouth

**word** : a sound or combination of sounds (or the written symbols) forming a unit of the grammar or vocabulary of a language

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## 5.6 ANSWERS TO EXERCISES

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### Exercise 1

- 1 The Constitution Fifty-second Amendment Act bans defection in Parliament and State Legislatures.
- 2 A member will be disqualified, if he
  - a) voluntarily gives up membership of the party on whose behalf he was elected to a House of Legislature, or
  - b) votes contrary to the party's directive, or
  - c) abstains from voting in violation of party instructions.
- 3 No.

### Exercise 2

- 1 The main reason for Rajiv Gandhi's grave concern is the attack by the two countries on civilian targets in spite of their agreement not to do so.
- 2 A terrorist who had the bomb attached to his waist.
- 3 a) while President Khomeini was addressing a Friday prayer meeting.  
b) the terrorist and a number of worshippers.

### Exercise 4

- i) extreme, priest, receive, seat, police
- ii) baby, beside, cottage, women, practice
- iii) aid, day, grey, eight, radio
- iv) any, bury, dead, friend, cassette
- v) damp, plait, rag, wax, act
- vi) does, blood, rough, won, under
- vii) bar, calm, class, heart, laugh
- viii) cough, knowledge, shone, want, not
- ix) fruit, lose, through, new, shoe,
- x) boat, close, go, low, though

### Exercise 5

- a, able, any, bag, basket, village  
e, bed, English, extreme, player, concern  
i, bird, bite, police, sit, terrible  
o, box, come, more, rose, woman  
u, busy hurt, much, pull, truth

### Exercise 6

- (i) 1 (ii) 2 (iii) 2 (iv) 2 (v) 2 (vi) 2 (vii) 2 (viii) 3 (ix) 4 (x) 2



### Exercise 8

1 ,compre'hension 2 ,conver'sation 3 pronunci'ation 4 ,corre'spondence  
5 'shopkeeper 6 ac'company 7 a'vailable 8 ,uni'versity 9'tele'vision (or,tele'vision)  
10 consti'tution

## Appendix: Passages for Listening Comprehension

### Exercise 1

The law banning defections in Parliament and State Legislatures has come into force from today. The Union Law Ministry issued a notification this afternoon bringing the Constitution Fifty-second Amendment Act into force with immediate effect. The Bill on the subject was adopted in the last session of Parliament.

The new law disqualifies a member, if he voluntarily gives up membership of the party on whose behalf he was elected to a House of Legislature, or votes contrary to the party's directive, or abstains from voting in violation of party instructions. Such voting can, however, be condoned by the party within 15 days. Any question about whether a member has become subject to disqualification on the ground of defection will be decided by the presiding officer of the concerned House. No court will have any jurisdiction in this regard. An independent member will be disqualified if he joins any party after his election. There are special provisions in regard to splits in political parties or their mergers.

### Exercise 2

India has urged both Iran and Iraq to stop attacking each other's civilian targets, as a first step towards ending their war. This should be followed by other measures of de-escalation, ultimately leading to a complete cessation of hostilities.

In a statement in New Delhi today the Prime Minister, Mr. Rajiv Gandhi, expressed grave concern at the sharp escalation in the Iran-Iraq war and the large-scale human suffering in both the countries. He said in spite of an agreement by the two Governments not to attack civilian targets, the latest information indicated that densely populated areas, including the two capital cities, had been attacked.

Mr. Gandhi's statement follows his communications to the Presidents of Iran and Iraq sent on Wednesday last, conveying to them the deep concern of India and the rest of the Non-aligned Movement over the continuing war between the two member nations. Mr. Rajiv Gandhi appealed to them to find a way for ceasing their hostilities. He said India both bilaterally and on behalf of the Non-aligned Movement was prepared to do whatever it could towards this end.

According to information received in New Delhi, there has been no report of any Indian having been affected as a result of the latest spurt in fighting.

Meanwhile, there has been a bomb explosion in Iran at Teheran University resulting in heavy casualties. The explosion took place while President Khomeini was addressing a Friday prayer meeting. The Iranian News Agency said that among the thousands of worshippers was a terrorist with a bomb attached to his waist. The bomb exploded, killing the terrorist and a number of others on the spot.

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# UNIT 6

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## Structure

### 6.0 Objectives

Cassette Recording

### 6.1 Listening Comprehension

Talk: 'The Scientific Method'

Note-taking

### 6.2 Conversation

### 6.3 Pronunciation

English Vowels

### 6.4 Let Us Sum Up

### 6.5 Key Words

### 6.6 Suggested Reading

### 6.7 Answers to Exercises

Appendix: Passage for Listening Comprehension

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## 6.0 OBJECTIVES

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In this unit we shall give you further practice in listening comprehension by presenting a recorded talk, offering some suggestions for note-taking and setting questions on comprehension. We shall also ask you to study conversations relating to both informal and formal situations and write a dialogue of your own.

In the section on pronunciation we shall give you a list of English vowel sounds and the symbols used for them in some dictionaries.

After completing the unit you should be able to

- understand a talk or a lecture on a matter of general interest and take down notes;
- take part in a conversation with your friends; and
- use the correct vowel sounds in English words.

### Cassette Recording

A cassette recording accompanies this unit and is available on payment.

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## 6.1 LISTENING COMPREHENSION

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In order to gather information, you have to understand and remember the things you listen to and the things you read. To do this you need to take down the main points of what you listen to and what you read. In this unit you will learn how to take down notes while you listen.

### 6.1.1 Note-taking

When you listen to a talk, a lecture, or a discussion, on a subject that you are interested in, it is not possible to write down every word you hear. This is so because it is difficult to keep pace with the speaker. Yet you need to write down important points that will help you recall the information later. The form in which you take down notes depends upon the subject you are listening to. The most common form of note-taking is an outline of the main points of the lecture, talk, etc.

What are the things you must remember when you take notes?

- 1 Try to pick out the sentence that tells you what the talk/lecture/discussion is about. In other words, write down the theme of the talk/lecture, etc.
- 2 Try not to take down every word you hear.
- 3 Try to take down only the main points, or ideas that follow each other in a sequence.

- 4 You may use some abbreviations or short forms for common words. Some abbreviations that can be used for common words are

sc. for science  
 govt for government  
 C19 for 19th century  
 hyp for hypothesis

Abbreviations can also be used for proper names, for example,

N. for Newton  
 Sh. for Shakespeare

Sometimes symbols can also be used for words and phrases. Some of the common symbols are:

e.g. exempli gratia (Latin) = for example  
 re on the subject of; with regard to  
 & and  
 = is equal to  
 ≠ is not equal to  
 > greater than/ became  
 < less than/ came from  
 ∴ therefore

All these will help you take down notes rapidly. In addition to these, many other abbreviations can be formed to represent words and ideas commonly used in a talk/lecture/discussion.

Be careful, however, not to use too many symbols, and abbreviations. They might confuse you.

### Exercise 1

Let's begin by listening to a small portion of a talk, and taking down the main points and the important ideas. It has been recorded for you on a cassette and you can listen to it at home or at one of the study centres of the university; or you can ask a friend in your neighbourhood who speaks English well to read it out to you. The text of the talk is given at the end of this unit. While you listen to it, ask yourself what the main point is, and write it down. The main point here is:

All factual knowledge is not always science.

Now pay attention to the examples which tell you more about the main point. Let's take down notes which will help us to do the exercises that follow.

Non-Sc. facts	Sc. facts
generally unrelated facts,	related facts:
e.g.,	descrip <sup>n</sup> of scific method:
a) dog likes papaya	Observ <sup>n</sup> → Compari <sup>n</sup> betw. items,
b) Akbar, grandson of Babar	relationship → (change)
c) Poor performance of India	→ (cause of change) →
in test matches	explan <sup>n</sup> , hyp. → testing hyp
	(experiment) → predic <sup>n</sup>

Using the suggestions we have given take down notes for the rest of the talk. Fill in the blank spaces in these notes as you listen.

Observ<sup>n</sup> 1 Chippy — white tail — likes papaya.  
 2 Sheba — (a) — dislikes papaya.  
 3 Rags — black tail — (b)

Hyp. Only dogs (c) like (d)

Expt. I offer (e) to (f) with (g) and (h)  
 If white-tailed dogs (i) papaya,  
 or  
 dogs with coloured tails (j) papaya, hyp. (k)

All theories (l) . New observ<sup>n</sup> → change in theory.  
 Theoretical science provides (m) , (n) science about  
 (o)

## Exercise 2

On the basis of the notes that you have made answer the following questions:

1 What do you think is the title of this talk?

.....

2 What is the difference between scientific knowledge and non-scientific knowledge?

.....

.....

3 If you have to conduct an experiment to test the hypothesis that all dogs with white tails like papayas, what process will you follow?

.....

.....

.....

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.....

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.....

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4 What is the difference between theoretical and applied science?

.....

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.....

.....

5 Why are all theories temporary?

.....

.....

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## 6.2 CONVERSATION

---

In this section you will study three conversations. The first conversation is between two friends who have met after a long time. They exchange news about each other and about other friends, and speak to each other in an informal way. The second conversation is between two persons who live in the same locality and know each other, but are not friends. They complain about the rise in prices, and their speech is neither informal nor too formal. The third conversation is between members of a committee. They plan the layout of a children's park in Bombay and speak to each other in a formal way.

### Exercise 3

Read the following conversation and listen to it on the cassette. Then you can practise reading it aloud and answer the questions given at the end.

#### Conversation 1

Radha : Venkat! I can't believe it's you. I haven't seen you for ages. How're things?  
What are you doing?

Venkat : Radha, is that you? I hardly recognized you. You've put on weight.

Radha : Come, come. Don't exaggerate. I'm not fat. Besides, I had a baby recently.

Venkat : Congratulations! When did you get married? What does your husband do?

Radha : Oh, six years ago. My husband works for Computers India.

Venkat : Really? I'd love to meet him. I'm interested in computers too. I've just done a master's degree in computer software.

- Radha** : That's interesting! Where do you work?
- Venkat** : Well, I'm jobless at present. In fact I'm exploring the possibility of starting a consultancy in computer programming.
- Radha** : Sushil would love to meet you. How about having dinner with us one evening?
- Venkat** : I'd love to. When would you like me to come?
- Radha** : Well, I'm busy on weekdays. Will Saturday suit you?
- Vaenkat** : That'll be fine. By the way, what are you busy with?
- Radha** : I work for a newspaper. At present I'm working on a project on adult education in rural areas. So I have to visit villages on the outskirts of the city. And guess who I met at Kheri?
- Venkat** : Who?
- Radha** : Savitri. D'you remember her?
- Venkat** : You mean that tall girl with very long hair?
- Radha** : Yes.
- Venkat** : What was she doing there?
- Radha** : She's a doctor now. She's opened a clinic there.
- Venkat** : That's surprising. One wouldn't expect a lively city-bred girl like her to work in a village. Is she married to a doctor?
- Radha** : Oh no. She doesn't intend to marry unless she meets a man who is also interested in working in the villages.
- Venkat** : She must have changed so much.
- Radha** : She has. She's very sober now.

Now answer the following questions:

1 Tick (✓) the right answer.

- i) Venkat and Radha are
- friends.
  - acquaintances.
  - colleagues.
  - related to each other.
- ii) Venkat and Radha
- met after six years.
  - met after a long time.
  - keep meeting each other regularly.
  - met each other for the first time.
- iii) At school, Savitri was
- quiet and serious.
  - full of fun.
  - sulky.
  - sporting.

2 Why is Venkat keen to meet Radha's husband?

.....

.....

.....

3 Why is Radha unable to invite Venkat on weekdays?

.....

.....

.....

4 Venkat says about Savitri, "She must have changed so much." In what way has she changed?

.....

.....

#### Exercise 4

Read the following conversation and listen to it on the cassette. Then you can practise reading it aloud and answer the questions given at the end.

#### Conversation 2

- Mrs. Bose : I see you're going shopping, Mrs. Rangachari. It's rather early, isn't it?
- Mrs. Rangachari : Yes. You see, the shops won't be crowded at this hour. I won't have to wait in the queue.
- Mrs. Bose : You're right. As the day gets on, market places get more and more crowded.
- Mrs. Rangachari : And that's in spite of the continual rise in prices. Every time I go, something has gone up.
- Mrs. Bose : Yes, I find it harder and harder each month. Can't make my house-keeping money go round.
- Mrs. Rangachari : Well, I'm sure that's true of most housewives. The shops put the prices up not by a few paise but sometimes by two or three or even five rupees at a time without reason. So it's impossible to cope with it.
- Mrs. Bose : The price of cooking oil has gone up by 2 rupees this month and wheat costs 50 paise a kilo more. In fact over the past year oil has gone up by 6 rupees a kilo.
- Mrs. Rangachari : Yesterday, I was at the ration shop. They told me sugar had gone up by a rupee. Rice costs 50 paise a kilo more.
- Mrs. Bose : Then sugar is not much cheaper than it is in the open market, is it? What's the use of buying it at a ration shop?
- Mrs. Rangachari : Well, we need to buy sugar from the open market in any case, since the ration is never enough. And the rice we buy at the ration shop is quite often not fit to be eaten.
- Mrs. Bose : Oh, I don't buy rice from the ration shop any more. Can't afford to take the risk.
- Mrs. Rangachari : What about fish? You eat fish every day, don't you?
- Mrs. Bose : Well, not any longer, Fish is an absolute luxury now. Imagine it's five rupees a kilo dearer! It's thirty-five rupees a kilo now.

Now answer the following questions :

- 1 Why is Mrs. Rangachari out so early?  
.....  
.....
- 2 What do Mrs. Bose and Mrs. Rangachari complain about?  
.....
- 3 Why is sugar not worth buying from the ration shop?  
.....  
.....
- 4 Why is it risky to buy rice from the ration shop?  
.....
- 5 Mrs. Bose has stopped eating fish. Why?  
.....  
.....

#### Exercise 5

Read the following conversation and listen to it on the cassette. Then you can practise reading it aloud and answer the questions given at the end.

#### Conversation 3

- Mr. Gupta : As you know, the Government has now sanctioned five acres of land for a children's park in Bombay. We have now been asked to plan its lay-out. Can I have your suggestions?..... Mr. Khan?



- Mr. Khan** : Well the entrance can be from the north. I think it would be a good idea to begin at the beginning. We could reconstruct the Indus Valley Civilisation on the right hand side. On the left of the entrance we could have the epics of India .. er..er... the Ramayana and the Mahabharata.
- Mrs. Mukherjee** : That's a good idea. Just opposite this, er..er. in the southern section we could have pageants of ancient, medieval and modern India.
- Mr. Reddy** : Er... er... I think there would be some continuity if we had them in the western section. Maybe we could include glimpses of the different facets of the present Indian States in this section.
- Mr. Khan** : I think we should have a section on 'The World We Live In' as well. I mean.....
- Mr. Gupta** : Yes. But er... shall we think of the children's section?  
(interrupts)
- Mrs. Mukherjee** : Well, the southern end would be the most suitable for this. There could be a merry-go-round, a giant wheel, swings, and various other games on the left side. In the other part, we could reconstruct children's tales like stories from the Panchatantra, folk tales and popular fairy tales and ....
- Mr. Gupta** : That's excellent. Don't you think we should also have some eating places?
- Mr. Reddy** : Oh, that didn't occur to us.
- Mr. Khan** : People certainly won't enjoy a visit to the park on an empty stomach.
- Mrs. Mukherjee** : Specially as they are likely to be there the whole day.
- Mr. Reddy** : Perhaps we could have one or two eating places in each section.
- Mr. Khan** : That might be a dangerous thing to do. People are generally not in the habit of using dustbins, so...
- Mr. Gupta** : We could have all the eating places in the centre then.  
(interrupts)
- Mrs. Mukherjee** : What about the eastern end of the plot?
- Mr. Reddy** : I think the east should have an area called 'The Space Age' ..... er ... er Mr. Khan, you were saying something about 'The World We Live In'.
- Mr. Gupta** : Yes. I think we now have a reasonably good plan for submission to the Government. I wish to thank you all for your suggestions.  
(interrupts)

Now answer the following questions:

- 1 How big is the plot of land that has been sanctioned for the park?  
.....
- 2 Why did Mr. Reddy prefer to have pageants of Indian history on the western rather than the southern section of the land?  
.....
- 3 Why did some of the members of the committee consider it important to have eating places in the park?  
.....  
.....
- 4 Why did the members decide to have the eating places in the centre of the plot of land?  
.....

### Exercise 6

You meet a friend after a long time. Write a dialogue of about 200 words that you have with him/her.

.....

.....

.....

.....

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## 6.3 PRONUNCIATION

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We have seen in Unit 5 that one of the important features that we need to learn to speak English well is to notice the difference between sounds and the letters of the alphabet. In English there is no perfect relationship between spelling and sound. To learn the correct pronunciation of words, therefore, we need to look words up in the dictionary all the time. In some dictionaries the pronunciation of words is shown by the use of symbols. Each symbol stands for only one sound. If we learn to recognize the sound that each symbol stands for, we can learn to pronounce all the new words we come across correctly.

### 6.3.1 English Vowels

In this lesson we shall present the symbols for the vowel sounds in English, as used in *Longman Dictionary of Contemporary English* (Indian Edition, Orient Longman Ltd.) and in *Oxford Advanced Learner's Dictionary*, 3rd edition (revised). These vowels are used by most educated people in England, and this kind of pronunciation is generally known as 'Received Pronunciation' or 'Standard Southern British'.

Here is a list of the vowels of British Received Pronunciation. The symbol for each vowel sound is given and also a key word in which the sound occurs.

All the vowel sounds and the key words have been recorded for you on the cassette.

Symbol	Key word
1 / i: /	sheep
2 / ɪ /	ship
3 / e /	bed
4 / æ /	bad
5 / ɑ: /	calm
6 / ɒ /	pot
7 / ɔ: /	caught
8 / ʊ /	put
9 / u: /	boot
10 / ʌ /	cut
11 / ɜ: /	bird
12 / ə /	'cupboard (second syllable)
13 / eɪ /	make
14 / əʊ /	note

15	/aɪ/	bite
16	/aʊ/	now
17	/ɔɪ/	boy
18	/ɪə/	here
19	/eə/	there
20	/ʊə/	poor

The slanting bars (/ /) indicate that the symbol between them represents a sound and not a letter of the alphabet.

### Exercise 7

Here is a list of words. You can listen to them on the cassette. Write down the symbol for the vowel sound used in each word and say each word with the correct vowel sound. You may check your answers with those given by us at the end of the unit.

- 1 foot .....
- 2 neat .....
- 3 said .....
- 4 nod .....
- 5 late .....
- 6 pan .....
- 7 boot .....
- 8 cow .....
- 9 sight .....
- 10 knit .....

### Exercise 8

Given below are 10 pairs of words. They have been recorded for you on the cassette. The words in each pair are distinguished by the vowel sounds. Write down the symbol for the vowel sound used in each word, and say each pair bringing out the distinction clearly.

- |    |                 |                 |
|----|-----------------|-----------------|
| 1  | a) red .....    | b) raid .....   |
| 2  | a) heart .....  | b) hot .....    |
| 3  | a) cut .....    | b) cart .....   |
| 3  | a) wrist .....  | b) rest .....   |
| 5  | a) man .....    | b) much .....   |
| 6  | a) pull .....   | b) pool .....   |
| 7  | a) lend .....   | b) land .....   |
| 8  | a) bought ..... | b) boat .....   |
| 9  | a) vice .....   | b) voice .....  |
| 10 | a) such .....   | b) search ..... |

### Exercise 9

Now look at the list of words given below. Some vowel letters in these words have been underlined. Write down the symbols for the vowel sounds these letters stand for. Say all these words with the correct vowel sounds.

- |   |                      |    |                       |    |                      |
|---|----------------------|----|-----------------------|----|----------------------|
| 1 | <u>a</u> bout .....  | 6  | <u>e</u> xact .....   | 11 | <u>o</u> urney ..... |
| 2 | <u>o</u> ur .....    | 7  | <u>o</u> ur .....     | 12 | <u>o</u> ur .....    |
| 3 | <u>o</u> ttage ..... | 8  | <u>e</u> ese .....    | 13 | <u>o</u> ur .....    |
| 4 | <u>o</u> ur .....    | 9  | <u>e</u> sitate ..... | 14 | <u>o</u> ur .....    |
| 5 | <u>o</u> ur .....    | 10 | <u>e</u> tem .....    | 15 | <u>o</u> ur .....    |

When you look up new words in the Logman Dictionary for pronunciation, you will notice that for some words the symbol /ə/ is printed in italic, that is, it is slanting. This means that the speaker may choose to pronounce it or not in that part of the word. Notice also that in some places /ɪ/ is placed above /ə/. This means that the speaker has a choice between the vowel /ə/ and the vowel /ɪ/. Either of these vowel sounds can be used.

You will also notice that one syllable of every word has an upright mark above and before it, for example, 'purify. The upright mark placed above and before pur indicates that this syllable of the word stands out from the rest and has greater stress. It is important to place the stress on the correct syllable of each English word.

## Exercise 10

Here are some words from the text of this unit. Write down the symbols for the vowel sounds used in these words according to British Received Pronunciation. You may consult the dictionary, if you like. After checking your answers, try to say the words with the correct vowel sounds and the correct stress patterns.

- 1 objective .....
- 2 cassette .....
- 3 comprehension .....
- 4 conversation .....
- 5 pronunciation .....
- 6 further .....
- 7 practice .....
- 8 talk .....
- 9 suggestion .....
- 10 question .....

It should be noted that there are acceptable Indian variants of British R.P. vowels. These are given below:

Key word	Vowel in British Received Pronunciation	Acceptable Indian variant
caught	/ɔ:/	/ɔ:/ (long / ɔ /)
corn	/ɔ:/	/ɔr/
course	/ɔ:/	/o:r/ ओर
cut	/ʌ/	/ə/ अ
bird	/ɜ:/	/ər/ अर
make	/eɪ/	/e:/ ए
note	/əʊ/	/o:/ ओ

## 6.4 LET US SUM UP

In this unit we have given you practice in

- listening to a recorded talk and understanding it; and
- taking notes while you listen to a talk.

We have also presented

- some conversations relating to both informal and formal situations; and
- a list of English vowels and the symbols used for them in some dictionaries.

## 6.5 KEY WORDS

'acre : a measure of land, 4840 sq. yds. or about 4000 sq. metres.

'alphabet : the letters used in writing a language, arranged in order

ap'plied : put to practical use

comp'uter : an electronic device which stores information on a tape, analyses it and produces information as required from the data on tapes

,corre'spondent : a person regularly contributing local news or special articles to a newspaper

ex'periment : a test or trial carried out carefully in order to study what happens and gain new knowledge

'formal (situation) : where one has to act according to rules, customs and convention

hy'pothesis : an idea put forward as a starting point for reasoning or explanation

in'formal : not formal

,obser'vation : watching carefully

**pre'diction** : telling something in advance

**'programming** : supplying a computer with a coded collection of information, data. etc.

**queue** : a line of people waiting for their turn

**'ration** : fixed quantity, especially of food, allowed to one person

**Re'ceived** : widely accepted (pronunciation)

**'standard** : used as a measure for the required degree of excellence

**'symbol** : a sign, mark, etc. representing something

**theo'retical** : based on general principles, not on practice or experience

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## 6.6 SUGGESTED READING

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*A Preparatory General English Course for Colleges : Physical Sciences, Social Sciences*  
(CIEFL, Hyderabad/Orient Longman)

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## 6.7 ANSWERS TO EXERCISES

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### Exercise 1

- |                     |                             |                              |
|---------------------|-----------------------------|------------------------------|
| a) brown tail       | f) dogs                     | k) disproved                 |
| b) dislikes papaya  | g) white tails              | l) temporary                 |
| c) with white tails | h) dogs with coloured tails | m) proof of theory           |
| d) papaya           | i) dislike                  | n) practical                 |
| e) pieces of papaya | j) like                     | o) application for invention |

### Exercise 2

- 1 The title could be **The Scientific Method.**
- 2 Scientific knowledge has to do with facts that are related to each other. Non-scientific knowledge on the other hand generally consists of unrelated facts.
- 3 I shall do two things. First, I shall go round offering pieces of papaya to white-tailed dogs. Second, I shall offer papaya to a large number of dogs with coloured tails. If all dogs with white tails like papaya, and if all dogs with coloured tails dislike it, my hypothesis will be proved. However, if some dogs with coloured tails like papaya, the hypothesis will be disproved.
- 4 Theoretical science uses experiments to prove or disprove a theory. Applied science on the other hand uses experiments to improve the production of things which are useful to man. It is the science of invention.
- 5 Because as time passes, new observations may be recorded, and as a result a theory that was once proved to be true may no longer hold good.

### Exercise 3

- 1 i) a) ii) b) iii) b)
- 2 Because both have specialized in computers, and Venkat would like Sushil's advice on starting some business in computer programming.
- 3 Because she works as a correspondent for a newspaper and is busy on a project in adult education in rural areas.
- 4 She was carefree and fun-loving at school. Now she has become serious-minded.

### Exercise 4

- 1 Because the shops get crowded later in the day and she wouldn't like to wait in the queue.
- 2 They complain about the rise in prices.
- 3 Because it is not much cheaper than it is in the open market.
- 4 Because very often it is not fit to be eaten.
- 5 Because it is very expensive. It is now thirty-five rupees a kilo.

### Exercise 5

- 1 Five acres.
- 2 For the sake of historical continuity.
- 3 Because it would take a whole day to see the park and people would need refreshment to keep them going for such a long period.
- 4 Because they were afraid people might litter the whole place.

### Exercise 7

- |        |        |
|--------|--------|
| 1 /ʊ/  | 6 /æ/  |
| 2 /i:/ | 7 /u:/ |
| 3 /e/  | 8 /aʊ/ |
| 4 /ɒ/  | 9 /aɪ/ |
| 5 /eɪ/ | 10 /ɪ/ |

### Exercise 8

- |           |         |
|-----------|---------|
| 1 a) /e/  | b) /eɪ/ |
| 2 a) /ɑː/ | b) /ɒ/  |
| 3 a) /ʌ/  | b) /ɑː/ |
| 4 a) /ɪ/  | b) /e/  |
| 5 a) /æ/  | b) /ʌ/  |
| 6 a) /ʊ/  | b) /u:/ |
| 7 a) /e/  | b) /æ/  |
| 8 a) /ɔː/ | b) /əʊ/ |
| 9 a) /aɪ/ | b) /ɔɪ/ |
| 10 a) /ʌ/ | b) /ɑː/ |

### Exercise 9

- |                  |                     |
|------------------|---------------------|
| 1 /ə/, /aʊ/      | 9 /e/, /ɪ/, /eɪ/    |
| 2 /ɪ/, /ʌ/       | 10 /aɪ/, /ə/        |
| 3 /ɒ/, /ɪ/       | 11 /ɜː/, /ɪ/        |
| 4 /e/, /ɪ/       | 12 /aɪ/, /eə/, /hə/ |
| 5 /e/, /ə/, /əʊ/ | 13 /uː/, /hə/       |
| 6 /ɪ/, /æ/       | 14 /əʊ/, /ə/, /ɑː/  |
| 7 /ɔː/           | 15 /uə/             |
| 8 /iː/           |                     |

### Exercise 10

- 1 /ə/, /e/, /ɪ/
- 2 /ə/, /e/
- 3 /ɒ/, /ɪ/, /e/, /ə/
- 4 /ɒ/, /ə/, /eɪ/, /ə/
- 5 /ə/, /ʌ/, /ɪ/, /eɪ/, /ə/
- 6 /ɜː/, /ə/
- 7 /æ/, /ɪ/
- 8 /ɔː/
- 9 /ə/, /e/, /ə/
- 10 /e/, /ə/



## Appendix : Passage for Listening Comprehension.

### Exercise 1

Let us now look at what the scientific method involves.

Science means knowledge, but not all knowledge is Science. I know—from my own eyesight—that our dog Chippy likes papaya; I know—from a book—that Akbar was the grandson of Babar, and died in 1605; and I know—from the radio—that India did not do well in the latest Test Matches. We can call these pieces of knowledge 'facts', but they are not Science.

Science starts with facts, but not with isolated facts, that is, not with facts which have nothing to do with each other, like the facts about our dog, cricket and the Moghul ruler; those facts are not related in any way, and so have nothing to do with science. Science starts with observation (what we see, or hear, know through the senses) but goes on to make comparisons (between this and that, between then and now), and to study the relationship or the connection between the things which are compared. If, between this and that, or between then and now, there has been a change, then a scientist tries to find out the cause of the change, to find out why the change has occurred. Next, the scientist tests the explanation, to find out whether it is likely to be correct, whether it is probable; this testing is called 'experiment'. Then, from the observations and the explanation the scientist tries to 'predict', that is, to say what will happen if he has observed correctly and if his hypothesis, that is, his suggested explanation, is correct.

Let me give an example. I observe that our dog, Chippy, likes papaya. I observe that she has a white tail. Our dog, Sheba, doesn't like papaya; her tail is brown. Our dog, Rags, doesn't like papaya; her tail is black. From all these observations, I get the idea (I form the hypothesis) that only dogs with white tails like papaya, that there is a connection between tail-colour and the taste for papaya. Now to find out whether this hypothesis is true or false, I must get experimental evidence. I can do two things. First, I predict that, if my hypothesis is true, all dogs with white tails will like papaya, and so I go round offering pieces of papaya to white-tailed dogs to see whether this is so. The second thing I can do is to offer papaya to a large number of dogs with coloured tails. If any white-tailed dogs dislike papaya, or if any dogs with coloured tails like it, I have failed to relate tail-colour with taste; my hypothesis has been disproved. In the history of science, for one hypothesis which is supported by experimental evidence, there are a hundred unsuccessful hypotheses. In fact, many of the great hypotheses of science have been the result of guess-work. A scientific work must always be ready to jettison a theory, to throw it away if it is useless, or to alter, to modify it so that it fits new facts. All theories are temporary; they seem, at the time they are made, to correspond with all the facts; subsequently, new observations are recorded and the theory is no longer retained.

So far I have talked about theoretical science and about the way, the scientific method, of getting proof that a theory is in accordance with the facts, or that it is untrue. There is also the practical science, the science which has produced internal combustion engines, the electric telegraph, electric light, explosives; what is called applied science, the science of invention.

(Adapted from 'The Scientific Method' in *A Preparatory General English Course for Colleges : Physical Sciences*, CIEFL, Hyderabad / Orient Longman )

Block

# 2

Units 7-12

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# INTRODUCTION TO BLOCK 2

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Block 2 has six units.

Units 7-10 deal with

- 1 Reading Comprehension
- 2 Vocabulary
- 3 Grammar and Usage
- 4 Writing

Units 11-12 deal with

- 1 Listening Comprehension
- 2 Conversation
- 3 Pronunciation

For practice in reading comprehension we have given you passages, both narrative and expository, from modern writers. There are also some exercises on vocabulary based on these passages.

The grammatical items presented in this block are :

- 1 The past perfect tense : various uses
- 2 The simple present tense
- 3 The present continuous tense
- 4 Ways of expressing the future
- 5 Articles
- 6 Types of sentences :
  - a) statements
  - b) questions
  - c) commands and requests

You will also get practice in writing narrative and expository compositions.

For practice in listening comprehension we shall give you recordings of a lecture and a talk. We shall also give you texts of some specimen dialogues for study and provide practice in the composition of dialogues related to particular situations.

To help you acquire correct pronunciation we shall (i) give you a list of English consonants and the phonetic symbols used for them in dictionaries, (ii) give you practice in vowel contrasts, (iii) give you practice in reading words from a phonetic transcription, and (iv) introduce you to the features of stress and rhythm in connected speech.

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1. Mr. N.K. Seshan, Jawaharlal Nehru Memorial Fund, New Delhi, for the passage: 'A Page from the Book of Memory', from *India-The Speeches and Remeniscences of Indira Gandhi*.
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# UNIT 7

---

## Structure

- 7.0 Objectives
- 7.1 Reading Comprehension
  - 7.1.1 Introduction
  - 7.1.2 Passage for Reading
    - 'The Baby-sitter' by Norah Burke
  - 7.1.3 Glossary
  - 7.1.4 Chronological Sequence
  - 7.1.5 Comprehension Questions
- 7.2 Vocabulary
- 7.3 Grammar and Usage
  - Use of the Past Perfect Tense
- 7.4 Writing
- 7.5 Let Us Sum Up
- 7.6 Key Words
- 7.7 Suggested Reading
- 7.8 Answers to Exercises

---

## 7.0 OBJECTIVES

---

In this unit we shall give you practice in reading comprehension by

- i) giving you an interesting story to read — 'The Baby-sitter' by Norah Burke, and
- ii) giving a glossary of difficult words and questions on comprehension.

We shall also set exercises on selected items of vocabulary.

In the section on grammar and usage we shall discuss the essential uses of the past perfect tense. We shall also ask you to re-write the story you have read with the help of a series of sentences given by us.

After completing the unit you should be able to

- read and appreciate simple short stories;
- use the past perfect tense correctly; and
- use a series of sentences to form a connected story.

---

## 7.1 READING COMPREHENSION

---

### 7.1.1 Introduction

Have you ever heard of human parents appointing an elephant baby-sitter to look after their child? Here is a remarkable story of loyalty and devotion written by a well-known contemporary writer.

Some of the words have been explained for you in the glossary given at the end of the story.

### 7.1.2 Passage for Reading

*The Baby-Sitter*

by Norah Burke

- 1 To his keeper, Karim, Gajpati was the biggest, best and most intelligent elephant in all Asia. He belonged to India's Forest Department and was employed in the Himalayan foothills as a *shikar* (hunting) elephant; he could penetrate the jungle like no other animal.



- 2 Gajpati stood ten feet tall and weighed more than four tons. His legs were like trees—his tracks 20 inches across — and he had more than once stamped a bear to a pulp. Yet Gajpati was a gentle animal. He was especially so with Karim, whom Gajpati loved with unselfish devotion, and with Karim's infant son. If the elephant was doing nothing when Karim's wife had water to fetch, or dinner to cook, either she or Karim would draw a circle in the dust in front of the tethered animal, and put the baby into it.
- 3 "Keep him inside there, O Lord of Elephants," they would order the big tusker, who gently restrained the child if he tried to crawl away.
- 4 One afternoon when they were camped near the Rapti River, Karim's wife took a big earthen jar and went off towards the river to fill it. After a while, when she failed to return, Karim shouted in the direction she had taken. But there was no reply. At his yell, every jungle sound had stopped except the roar of the river.
- 5 Quite suddenly Karim, with his heel, marked a circle in front of the elephant and put the baby into it.
- 6 "Look after him, Gajpati!"
- 7 He ran full speed to see what had happened to his wife.
- 8 Under Gajpati's trunk, next to his immense toenails, the baby lay and laughed up at the elephant. The infant could do as he liked, but each time he tried to crawl out of the circle he was picked up and put back in again. Gajpati scooped up some dust with his trunk and blew it over himself. Sometimes he flicked a little dirt over the baby, to discourage flies. And sometimes drops of green spit fell from Gajpati's pointed underlip onto the baby's tummy and tickled him. They were perfectly content together, these two. Here, inside the cool shade of the huge wild-mango tree to which Gajpati was tethered, time meant nothing.
- 9 Suddenly the sun was gone drawing over it a sky of velvet and diamonds. Immediately, the air was colder, and the baby began to cry. Jackals howled in the dusk, and there came the whoop of an eagle owl.
- 10 Not far away, in the rough grassland, a male hyena emerged from his burrow and stood silently sniffing the night air for news of food. He was a scavenger of carrion and an eater of skeletons. He would pick up any small, helpless creature he might find. In India, hyenas take human children every year.
- 11 His mate and an almost full-grown young hyena came out of the den, too. When they heard the baby crying, these bold and loathsome beasts, with their powerful crushing teeth, trotted off in that direction.
- 12 In camp, Gajpati was beginning to be agitated about the child. He realized that something was the matter, but what? He offered the baby a mouthful of leaves, and fanned him. It was no good. He put up his trunk and trumpeted for the owners of this baby to come back and do something.
- 13 They did not appear.
- 14 Gajpati scented the hyenas. He froze, and felt the breeze with his trunk to find out more.
- 15 There were three of them, out of sight, but quite close. Gajpati gathered the baby closer to his feet and squealed a threat.
- 16 An elephant's sense of smell is acute, but his vision poor. It was not till the hyenas were in the camp that Gajpati saw them. The sight made him range angrily, straining the chain that bound him. The elephant grumbled and blew.
- 17 The hyenas were nonplussed. One sat down out of reach and fixed its nocturnal eyes on the child. The others began to circle around behind.
- 18 In sudden exasperation, the elephant put his forehead against the mango tree, and braced the whole of his giant strength against it to break it down. He did not succeed, but the tree groaned at the roots.
- 19 Gajpati swung back and made for the sitting hyena, which sprang smartly away.
- 20 The hyenas behind him darted at the baby, so he wheeled towards them instead. They jumped out of reach.
- 21 He attacked the tree again. It shrieked as he strove against it. Now the baby was yelling at the top of his lungs, and blindly trying to crawl away; so Gajpati gave up. He backed up, shook his head, and gathered the baby to him.

- 22 Changing his tactics, he stood perfectly still, close to the now leaning tree, and watched.
- 23 The hyenas were hungry, bold, and began to close in.
- 24 They were watching the elephant with respect, but they did not allow for the slack of the chain.
- 25 Gajpati struck like lightning and in a moment got one hyena under his forefeet. Almost at once the struggle was over, the body stamped to a pulp. With a squeal of triumph and rage, Gajpati threw the carcass aside.
- 26 It scattered the others, who made off, leaving elephant and baby in peace for an hour or two.
- 27 Pillowed in dust, and exhausted by hunger, the baby lay half-sleeping, half-sobbing, and sucked at the stub of sugarcane that Gajpati offered him. Then, warmed by the elephant's sweet breath, he slept. A little after midnight, Gajpati dozed, too.
- 28 Presently, the baby stirred, sat up, and began to crawl away.
- 29 He was already out of reach when the elephant woke.
- 30 In the grey of early morning, Gajpati saw the hyenas coming back, and the baby several yards away.
- 31 He forged out to the full length of his range. Iron links bit into his flesh. Blood poured down.
- 32 The hyenas saw their chance and darted in.
- 33 At the same moment, the great tree gave and smashed down upon elephant and baby together. Breaking branches and rushing leaves covered them both.
- 34 The violence sent the hyenas off in a flash, and they did not return.
- 35 When Karim and his wife ran gasping into camp, they saw only the fallen tree and Gajpati under it.
- 36 Their baby?
- 37 They tore their way into the leaves and branches. Beneath it all, the child lay sleeping in the curl of the elephant's trunk. His mother, in tears, snatched him up. He was very dirty and scratched, but whole.
- 38 And Gajpati?
- 39 He lay with closed eyes beneath the tree.
- 40 "Fool! Traitor!" raged Karim. "So! Was the baby nothing to thee, that thou wouldst break loose and leave him?"
- 41 He took his axe and began to free the elephant, watched by his wife, who stood with her son in the arms and trembled still after her night's adventures.
- 42 To have dropped her water jar into deep rapids had been bad enough. Then, as she tried to recover it, to be swept downstream had been a nightmare. Karim had raced off down the river to look for her, but was overtaken by night and lost in the jungle. At dawn they had found each other as both rushed home to the child.
- 43 Now, panting and grunting, Karim cleared away the branches and undid Gajpati's chain.
- 44 "He will die of his injuries," choked the woman.
- 45 But the elephant got his front feet onto the ground and heaved free of the last branches. He was up, bruised, bleeding and shaking.
- 46 "Thou worthless traitor!" Karim told the animal bitterly.
- 47 The big elephant stood and sucked his trunk in shame and remorse for wrongdoing.
- 48 "Look!" gasped the woman.
- 49 Where Gajpati had heaved himself free of branches, these had parted to disclose the body of the hyena, and hyena tracks were everywhere. Karim and his wife read the story: Gajpati was no traitor. There followed such words of praise that made Gajpati lift his head and blink.

### 7.1.3 Glossary

The numbers refer to the paragraphs in the story. In words of 2 or more syllables, the mark ' is placed before the syllable that has the main stress; the mark , before a syllable

indicates secondary stress.

- 1 'penetrate : force his way through
- 2 pulp : the condition of being soft and liquid  
'tethered : tied (with a rope or chain) so that the animal is free to move within a limited area
- 3 re'strained : held (the child) back
- 8 scooped : took up as with a scoop (= a container for holding and moving loose material)
- 9 whoop : a loud shout
- 10 hy'ena : an animal of Asia and Africa, rather like a dog, which eats meat and has a wild cry like a laugh
- 11 'carrion : dead and decaying flesh
- 15 squealed : made a long high sound
- 16 range (v.) : move about
- 17 'non'plussed : surprised  
noe'turnal : used at night
- 18 ex'asperation : anger  
braced : put (his forehead) firmly (against the tree)
- 24 'slack of the 'chain : the part of the chain that hung loose
- 25 'carcass : the body of a dead animal
- 42 'rapids : part of a river where the water moves very fast over the rocks

#### 7.1.4 Chronological Sequence

In this section we shall draw your attention to the chronological sequence stated or implied in the story, that is, the order in which the events take place. In many reading texts there is a sequence of events which is essential to the understanding of the passage. In the following exercise, we shall give you a jumbled list of the main events of the story and then ask you to re-order them chronologically. You will realize that this task requires constant reference to the story to find out when exactly the various events took place.

##### Exercise 1

Here is a list of the main events of the story you have just read. However, it is not in the order in which the events actually happened. Rearrange the list correctly, referring to the story whenever necessary. The first event has been indicated for you.

- 1 Karim made Gajpati look after the baby when his wife did not return from the river.
- 2 The baby was frightened by all the noise and violence around him.
- 3 A little later, when they saw the dead hyena, they realized that Gajpati had been a devoted baby-sitter.
- 4 Gajpati pulled the tree down and chased the hyena away.
- 5 A little after mid-night Gajpati dozed off.
- 6 Gajpati gathered the baby to him and stood still.
- 7 Meanwhile the baby lay under Gajpati's trunk and laughed up at him.
- 8 One afternoon Karim's wife went off towards the river to fetch water.
- 9 Three hyenas appeared in the dusk.
- 10 They first blamed the elephant for not taking good care of the child.
- 11 When the elephant woke up, he saw the hyenas return and the baby several yards away.
- 12 He crushed the hyena that tried to get near the child.
- 13 When Karim and his wife returned, they saw the child sleeping in the curl of Gajpati's trunk.
- 14 The baby woke up and began to crawl away.
- 15 The other two hyenas ran away when Gajpati struck.
- 16 Gajpati tried to break the tree down to attack the hyenas.
- 17 In trying to recover her water jar, she fell into the river and was swept downstream.

- 18 He ran fast to see what had happened to his wife.
- 19 They tried to take the baby away.
- 20 He was overtaken by night and got lost in the jungle.

Begin :

- 1 One afternoon Karim's wife went off towards the river to fetch water.
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....
- 13 .....
- 14 .....
- 15 .....
- 16 .....
- 17 .....
- 18 .....
- 19 .....
- 20 .....

**7.1.5 Comprehension Questions**

**Exercise 2**

Answer the following questions briefly:

- 1 Gajpati was baby-sitting for Karim and his wife for the first time. Do you agree? How do you know?  
.....  
.....  
.....
- 2 Do you think the baby minded being looked after by the elephant? Why do you think so?  
.....  
.....  
.....
- 3 'In India hyenas take human children every year' (Paragraph 10). What function do you think this sentence performs in the story?  
.....  
.....
- 4 "... these bold and loathsome beasts ..." (Paragraph 11). Whose opinion is this?  
.....  
.....

5 Read the last paragraph of the story again. Which of the following words do you think Karim and his wife used? Give reasons for your choice(s).

- a) saviour. b) guardian angel, c) devoted friend, d) loyal servant.

.....  
 .....

## 7.2 VOCABULARY

### Exercise 3

Fill in the blanks in the sentences below, choosing suitable words taken from the list given at the end:

- 1 Rain has ..... right through this coat.
- 2 A banana is mainly ..... except for its skin.
- 3 If you can't ..... your dog from biting the milkman, you must lock him up.
- 4 "Go away!" I shouted in .....

cut, kernel, pulp, penetrated, teach, dismay, restrain, exasperation.

## 7.3 GRAMMAR AND USAGE

In this section we shall discuss the essential uses of the **Past Perfect Tense**. There are several examples of this tense form in the story. Look at paragraphs 2, 42 and 49 for instances of the Past Perfect. As you know, the Past Perfect is used

- i) to show that one action took place in the past before another action :  
 Karim's wife *had* already *fallen* into the river when he got there.
- ii) to express the continuation of an action up to a certain time in the past :  
 Gajpati *had looked after* the baby on several occasions by the time the encounter with the hyenas took place.
- iii) to express a hypothetical (=supposed) condition:  
 If Karim *had looked* for his wife during the day, he would not have got lost.
- iv) after *wish* to express what is impossible :  
 Karim said to his wife, "I wish you *had not fallen* into the river"
- v) in Reported Speech, to talk about things that had already happened at the time when we were talking or thinking:  
 She said that she *had* accidentally *fallen* into the river.

In the following exercises we shall concern ourselves only with the first two uses of the Past Perfect.

### Exercise 4

Match the questions in Column A with the appropriate replies in Column B. Also, fill in the blanks with the Past Perfect forms of the verbs in brackets. The first one has been done for you.

- | A   | B  |
|---|--|
| 1 Did you put the milk in the fridge? (b)             | a She realized that she ..... (already read) all the books.                |
| 2 Did you have a good dinner at Sheela's wedding? ( ) | b No, Mother <u>had already put</u> (already put) it in before I got home. |
| 3 Why didn't you go to the movie with Avinash? ( )    | c No, they ..... (already finish) eating by the time I got there.          |

- |   |                                      |     |   |  |
|---|--------------------------------------|-----|---|--|
| 4 | Why did Amita drop out of the class? | ( ) | d | Because I ..... (already see) it.                            |
| 5 | Did you register the letter?         | ( ) | e | He ..... (just pass) his driving test.                       |
| 6 | Why was Hamid so happy yesterday?    | ( ) | f | No, the post office ..... (already closed) when I got there. |

**Exercise 5**

Here's what happened when John and Lillian went out yesterday.

- 1 They left in too much of a hurry.
- 2 They left a bowl of custard on the dining table.
- 3 They did not shut the front door firmly.
- 4 A thief came in.
- 5 He ate all the custard.
- 6 He also took away their favourite music cassettes.

Now, complete what John and Lillian said when they discovered what had happened. Remember to use the Past Perfect Tense.

- 1 When we returned home, we discovered that we had left in too much of a hurry.
- 2 We noticed that .....
- 3 Also, we .....
- 4 Apparently, .....
- 5 .....
- 6 .....

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## 7.4 WRITING

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**Exercise 6**

After you have checked your answer to Exercise 1, use the 20 sentences given there to form a connected story in about 300 words.

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## 7.5 LET US SUM UP

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In this unit we have given you practice in

- i) reading and understanding a short story about the loyalty and devotion of an elephant and perceiving the sequence of events in it;
- ii) using some of the words occurring in the story;
- iii) using the past perfect tense correctly;
- iv) using a series of sentences to form a connected story.

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## 7.6 KEY WORDS

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**ap'preciate:** understand and enjoy

**'baby-sitter:** a person paid to look after a baby for a short time (e.g., while its parents are at the cinema)

**'chrono'logical:** in order of time

**'sequence:** a connected line of events

**'structure:** the way in which something is put together

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## 7.7 SUGGESTED READING

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*A Collection of the Best Fiction Pieces from 'The Reader's Digest'*,  
R.D.I. Print and Publishing Private Ltd., Bombay

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## 7.8 ANSWERS TO EXERCISES

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### Exercise 1

The correct order is :

8, 17, 1, 18, 20, 7, 9, 16, 2, 6, 12, 15, 5, 14, 11, 19, 4, 13, 10, 3.

### Exercise 2

1 No.

Whenever Karim's wife was busy, the elephant was asked to look after the child.

2 No.

The baby laughed at the elephant.

They were very happy together.

3 It tells us of the danger for Karim's child.

4 The author's.

5 devoted friend

Gajpati loved Karim and his son with unselfish devotion.

**Exercise 3**

1 penetrated 2 pulp 3 restrain 4 exasperation

**Exercise 4**

1 (b) had already put

2 (c) had already finished

3 (d) had already seen

4 (a) had already read

5 (f) had already closed

6 (e) had just passed.

**Exercise 5**

2 We noticed that we had left a bowl of custard on the dining table.

3 Also, we had not shut the front door firmly.

4 Apparently, a thief had come in.

5 He had eaten all the custard.

6 He had also taken away our favourite music cassettes.

## NOTES

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# UNIT 8

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## Structure

- 8.0 Objectives
- 8.1 Reading Comprehension
  - 8.1.1 Introduction
  - 8.1.2 Passage for Reading
    - 'Witches' Loaves' by O. Henry
  - 8.1.3 Note on the Author
  - 8.1.4 Glossary
  - 8.1.5 Exercises in Comprehension
- 8.2 Vocabulary
- 8.3 Grammar and Usage
  - 8.3.1 The Simple Present Tense and the Present Continuous Tense
  - 8.3.2 Ways of Expressing the Future
- 8.4 Deviations from Normal English
- 8.5 Writing
- 8.6 Let Us Sum Up
- 8.7 Key Words
- 8.8 Answers to Exercises

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## 8.0 OBJECTIVES

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In this unit our aim is to give you further practice in reading comprehension by

i) giving you an interesting story to read — 'Witches' Loaves' by O. Henry and

ii) giving a glossary of difficult words and questions on comprehension.

We have also set exercises on the use of selected items of vocabulary.

The section on grammar and usage deals with

- the simple present tense,
- the present continuous tense, and
- ways of expressing the future.

For practice in writing you will re-write the story you have read in an abridged form.

After completing this unit you should be able to

- read and appreciate simple short stories,
- use the simple present tense and the present continuous tense correctly,
- understand the different ways of expressing the future, and
- re-write a story in an abridged form.

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## 8.1 READING COMPREHENSION

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### 8.1.1 Introduction

How does it feel to be rich and prosperous but single? How does it feel to be forty and unmarried? If the person in question is a woman....? Read this delicately woven story of a woman who falls in love at forty. Look out for the twist in the tale! Some of the words are explained for you in the glossary given at the end of the story (Section 8.1.4).

### 8.1.2 Passage for Reading

#### Witches' Loaves

by O. Henry

1. Miss Martha Meacham kept the little bakery on the corner (the one where you go up three steps, and the bell tinkles when you open the door).

- 2 Miss Martha was forty, her bank book showed a credit of two thousand dollars, and she possessed two false teeth and a sympathetic heart. Many people have married whose chances to do so were much inferior to Miss Martha's.
- 3 Two or three times a week a customer came in, in whom she began to take an interest. He was a middle-aged man, wearing spectacles and a brown beard trimmed to a careful point.
- 4 He spoke English with a strong German accent. His clothes were worn and darned in places, and wrinkled and baggy in others. But he looked neat and had very good manners.
- 5 He always bought two loaves of stale bread. Fresh bread was five cents a loaf. Stale ones were two for five. Never did he call for anything but stale bread.
- 6 Once Miss Martha saw a red and brown stain on his fingers. She was sure then that he was an artist and very poor. No doubt he lived in a garret, where he painted pictures and ate stale bread and thought of the good things to eat in Miss Martha's bakery.
- 7 Often, when Miss Martha sat down to her chops and light rolls and jam and tea, she would sigh and wish that the gentle-mannered artist might share her tasty meal instead of eating his dry crust in that drafty attic. Miss Martha's heart, as you have been told, was a sympathetic one.
- 8 In order to test her theory as to his occupation, she brought from her room one day a painting that she had bought at a sale and set it against the shelves behind the bread counter.
- 9 It was a Venetian scene. A splendid marble palazzo (so it said on the picture) stood in the foreground — or rather fore-water. For the rest there were gondolas (with the lady trailing her hand in the water), clouds, sky, and chiaroscuro in plenty. No artist could fail to notice it.
- 10 Two days afterward the customer came in.
- 11 "Two loafs of stale bread, if you please."
- 12 "You haf here a fine bicture, madame," he said while she was wrapping up the bread.
- 13 "Yes?" says Miss Martha, reveling in her own cunning. "I do so admire art and" (no, it would not do to say "artists" thus early) "and paintings," she substituted. "You think it is a good picture?"
- 14 "Der balance," said the customer, "is not in good drawing. Der bairspective of it is not true. Goot morning, madame."
- 15 He took his bread, bowed, and hurried out.
- 16 Yes, he must be an artist. Miss Martha took the picture back to her room.
- 17 How gentle and kindly his eyes shone behind his spectacles! What a broad brow he had! To be able to judge perspective at a glance — and to live on stale bread! But genius often has to struggle before it is recognized.
- 18 What a thing it would be for art and perspective if genius were backed by two thousand dollars in the bank, a bakery, and a sympathetic heart to — but these were day-dreams, Miss Martha.
- 19 Often now when he came he would chat for a while across the showcase. He seemed to crave Miss Martha's cheerful words.
- 20 He kept on buying stale bread. Never a cake, never a pie, never one of her delicious sally luns.
- 21 She thought he began to look thinner and discouraged. Her heart ached to add something good to eat to his meager purchase, but her courage failed at the act. She did not dare affront him. She knew the pride of artists.
- 22 Miss Martha took to wearing her blue-dotted silk waist behind the counter. In the back room she cooked a mysterious compound of quince seeds and borax. Ever so many people use it for the complexion.
- 23 One day the customer came in as usual, laid his nickel on the showcase, and called for his stale loaves. While Miss Martha was reaching for them, there was a great tooting and clanging, and a fire-engine came lumbering past.

- 24 The customer hurried to the door to look, as any one will. Suddenly inspired, Miss Martha seized the opportunity.
- 25 On the bottom shelf behind the counter was a pound of fresh butter that the dairyman had left ten minutes before. With a bread knife Miss Martha made a deep slash in each of the stale loaves, inserted a generous quantity of butter, and pressed the loaves tight again.
- 26 When the customer turned once more, she was tying the paper around them.
- 27 When he had gone, after an unusually pleasant little chat, Miss Martha smiled to herself, but not without a slight fluttering of the heart.
- 28 Had she been too bold? Would he take offense? But surely not. There was no language of edibles. Butter was no emblem of unmaidenly forwardness.
- 29 For a long time that day her mind dwelt on the subject. She imagined the scene when he should discover her little deception.
- 30 He would lay down his brushes and palette. There would stand his easel with the picture he was painting in which the perspective was beyond criticism.
- 31 He would prepare for his luncheon of dry bread and water. He would slice into a loaf — ah!
- 32 Miss Martha blushed. Would he think of the hand that placed it there as he ate? Would he .....
- 33 The front doorbell jangled viciously. Somebody was coming in, making a great deal of noise.
- 34 Miss Martha hurried to the front. Two men were there. One was a young man smoking a pipe — a man she had never seen before. The other was her artist.
- 35 His face was very red, his hat was on the back of his head, his hair was wildly rumped. He clenched his two fists and shook them ferociously at Miss Martha. At Miss Martha.
- 36 “Dummkopf!” he shouted with extreme loudness; and then “Tausendonfer!” or something like it in German.
- 37 The young man tried to draw him away.
- 38 “I will not go,” he said angrily, “else I shall told her.”
- 39 He made a bass drum of Miss Martha's counter.
- 40 “You haf shpoilt me,” he cried, his blue eyes blazing behind his spectacles. “I will tell you. You vas von meddlingsome old cat!”
- 41 Miss Martha leaned weakly against the shelves and laid one hand on her blue-dotted silk waist. The young man took the other by the collar.
- 42 “Come on,” he said, “you’ve said enough.” He dragged the angry one out at the door to the sidewalk, and then came back.
- 43 “Guess you ought to be told, ma’am,” he said, “what the row is about. That’s Blumberger. He’s an architectural draftsman. I work in the same office with him.
- 44 “He’s been working hard for three months drawing a plan for a new city hall. It was a prize competition. He finished inking the lines yesterday. You know, a draftsman always makes his drawing in pencil first. When it’s done he rubs out the pencil lines with handiuls of stale bread crumbs. That’s better than India rubber.
- 45 “Blumberger’s been buying the bread here. Well, today — well, you know, ma’am, that butter isn’t — well, Blumberger’s plan isn’t good for anything now except to cut up into railroad sandwiches.”
- 46 Miss Martha went into the back room. She took off the blue dotted silk waist and put on the old brown serge she used to wear. Then she poured the quince seed and borax mixture out of the window into the ash can.

### 8.1.3 Note on the Author

O. Henry was the pen name of William Sidney Porter, 1862-1910, a short-story writer from U.S.A. His stories are known for the amusing representation of characters and surprising endings.



### 8.1.4 Glossary

(The numbers refer to the paragraphs in the reading passage.)

2 **'credit:** the amount of money in a person's account at bank

3 **'trimmed:** made neat and tidy, especially by cutting away irregular parts

4 **'accent (n.):** (here) a particular way of speaking, usually connected with a country, area, or class

**darned:** mended

**'wrinkled:** with small folds or lines on the surface

**'baggy:** hanging in loose folds

5 **stale:** not fresh

6 **'garret:** a small unpleasant room at the top of a house

7 **chop:** a small piece of meat, usually with a bone in it

**sigh (v.):** let out a deep breath slowly and with a sound, indicating tiredness, sadness, or satisfaction; (here) longing

**crust:** the hard brown outer surface of baked bread

**'drafty:** with cold air blowing through

**'lattice:** the part of a house just below the roof

9 **Ve'netian:** of Venice, a city in Italy

**palazzo:** palace

**'foreground:** part of a view (in a picture) nearest to the observer

**'gondolas:** long, light, flat-bottomed boats used on canals in Venice

**'trailing:** dragging behind

**chiaro'scuro:** distribution of light and shade (in a painting)

11 **loafs:** (the plural plural of loaf is loaves)

**biease:** please

12 **haf:** have

13 **'reveling in:** enjoying greatly

14 **der:** the

**ba'rspective:** perspective, the art of drawing solid objects on a flat surface so that they give a natural effect of depth, distance, and solidity

**goot:** good

17 **genius:** great ability, especially in producing works of art

19 **crave:** have a strong desire for

20 **pie:** meat or fruit covered with paste and baked in a deep dish

**sally 'tunns:** slightly sweet bread-like cakes

21 **dis'couraged:** lacking in courage or confidence

**meager (American spelling), meagre:** insufficient, poor

**affront:** hurt somebody's feelings or self-respect, especially in public

22 **quince:** a hard fruit related to the apple, used in jelly

**'borax:** a white powder used to make glass, etc.,

**com'plexion:** the natural colour and appearance of the skin, especially of the face

23 **'tooting:** a short warning sound from a horn, whistle, etc.

**'clanging:** a loud ringing sound, such as when metal is struck

**'lumbering:** moving in a heavy, clumsy way

24 **in'spired:** encouraged to act

25 **slash:** a long cut

27 **'fluttering:** quick and irregular beating

28 **'edibles:** things fit to be eaten

**'emblem:** an object which is the sign of something

**un'maidenly:** not suitable to an unmarried girl

**'forwardness:** boldness

29 **dwelt:** thought at length

- 30 **'palette**: a board (with a hole for the thumb) on which an artist mixes his colours  
**'easel**: a wooden frame to support a picture
- 32 **blushed**: became red (in the face), from shame or confusion
- 33 **'jangled**: made a harsh metallic noise  
**'viciously**: in an ill-tempered manner
- 35 **'rumpled**: disarranged, crushed  
**'clenched**: closed tightly  
**fer'ociously**: fiercely
- 36 **Dummkopf**: (German) a word of abuse  
**Tausendonfer**: (German) a word of abuse
- 39 **'bass 'drum**: the large drum of an orchestra or band
- 40 **sh'poilt**: spoilt  
**'blazing**: shining very brightly (with anger)  
**vill**: will  
**vas**: was (were)  
**von**: one  
**'meddlingsome**: (meddlesome) in the habit of interfering
- 43 **'archi'tectural**: of the art and science of building  
**'draftsman**: a man who prepares drafts or rough sketches, especially in architecture and engineering
- 44 **crumbs**: small pieces of dry food, especially bread or cake  
**'India 'rubber**: rubber, especially as used for making toys or rubbing out pencil marks
- 45 **'railroad**: railway
- 46 **serge**: hard-wearing woollen cloth

### 8.1.5 Exercises in Comprehension

In some of the earlier units, as part of your attempt at reading for accuracy and detail, you did comprehension exercises that focused on reading for facts (factual comprehension) and reading by inference or reading between the lines (inferential comprehension). In this section, we shall give you more experience of inferring meaning and gathering significant factual information. In addition, we shall introduce you to the idea of

- i) **Critical or Evaluative** comprehension (which requires not only an understanding of what is both stated and implied in a reading text but also an ability to judge the ideas in it in the light of one's own experience); and
- ii) **Global** comprehension (which calls for an overall understanding of the whole of a reading passage or a sizeable section of it).

#### Exercise 1

Answer the following questions by choosing the best alternative under each. (Tick the correct answer.)

- 1 Suppose you were asked to describe Miss Martha in a few words, how would you do it?
  - a) Not-so-old, unmarried, fairly rich, tender-hearted woman.
  - b) Middle-aged, fairly rich, sympathetic bakery owner.
  - c) Forty years old, rich and unmarried, and possessing two false teeth.
- 2 What picture of Blumberger emerges from the first five paragraphs of the story?
  - a) A middle-aged, spectacled, bearded German architectural draftsman who could speak English.
  - b) A neatly dressed, good mannered German artist who always bought stale bread.
  - c) A well-behaved, neat, middle-aged person who always bought stale bread and did not speak English like a native.
- 3 Why did Miss Martha think that Blumberger was a poor artist?
  - a) He lived in a garret where he painted pictures and ate stale bread.

- b) He once had a red and brown stain on his fingers.
  - c) He was bearded and his clothes were worn and baggy.
- 4 When was Miss Martha convinced that Blumberger was really an artist?
    - a) He told her that he himself was an artist, on seeing the painting in the bakery.
    - b) He gave her a knowledgeable opinion of the painting.
    - c) He told her that the painting was an extremely fine one.
  - 5 What did Miss Martha daydream about?
    - a) That Blumberger might share her tasty meal instead of eating his stale bread.
    - b) That Blumberger might buy her delicious cakes, pies and sally lunnis.
    - c) That Blumberger and she could get married.
  - 6 Why didn't Miss Martha add something good to eat to Blumberger's regular purchase even though she really wanted to?
    - a) She was afraid that it might hurt his pride.
    - b) She did not have the courage to do it.
    - c) She thought he desired only her cheerful words and nothing more.
  - 7 How did Miss Martha manage to slip the butter into Blumberger's loaves of bread?
    - a) She did it when he was admiring the painting.
    - b) She did it when he left her alone for a few minutes.
    - c) She did it when he was busy looking at the fire-engine.
  - 8 How did Miss Martha feel after she had inserted the butter into Blumberger's bread?
    - a) Happy.
    - b) Slightly nervous.
    - c) Very frightened.
  - 9 'He made a bass drum of Miss Martha's counter' (Paragraph 39). Why?
    - a) Blumberger was an experienced drummer.
    - b) Blumberger had a habit of drumming on any counter with his fists.
    - c) Blumberger was expressing his anger.
  - 10 Why did Miss Martha's good intentions have a result different from the one she had expected?
    - a) Blumberger's chances of winning a prize were ruined by her action.
    - b) Blumberger shouted angrily at her.
    - c) Blumberger could not use buttered bread to rub out the pencil lines.
  - 11 What is the significance of the title 'Witches' Loaves'?
    - a) Miss Martha was a witch.
    - b) The actions of a witch have an evil effect.
    - c) Miss Martha's loaves spoilt a man's chances of winning a competition.

## Exercise 2

There are twenty-five statements below. Only twelve of them are correct, according to the story. Read the statements carefully and pick out the twelve correct ones. (Tick the correct ones.)

- 1 Miss Martha's bakery was built a little above ground level.
- 2 It was possible to open the door of the bakery without making any sound.
- 3 Miss Martha was not married because she was a very ordinary woman.
- 4 Miss Martha got interested in a customer who regularly bought stale bread from her.
- 5 The way the customer spoke English never suggested that he might be German.
- 6 Miss Martha thought that the customer bought stale bread because he was very poor.
- 7 There was no doubt that the customer always thought of the delicious things Miss Martha sold whenever he sat down to his simple meal.
- 8 Miss Martha placed a painting she had done in her bakery to find out the customer's occupation.
- 9 There was distribution of light and shade in plenty in the painting.

- 10 Miss Martha substituted the word 'paintings' for the word 'artists' (Paragraph 13) because she felt it was too early in her relationship with the customer to say 'artists'.
- 11 The customer thought that Miss Martha had been very clever in using the painting to test his occupation.
- 12 It was because the customer lived on stale bread that he was able to judge perspective at a glance.
- 13 When he got to know Miss Martha fairly well the customer would come to the bakery not just to buy stale bread but also to chat with her.
- 14 Miss Martha prepared a compound of quince seeds and borax to sell it to all those people who needed it for the complexion.
- 15 The day Miss Martha slipped butter into the customer's bread there must have been a fire in the town.
- 16 When the customer wasn't looking Miss Martha inserted butter into each of the fresh loaves.
- 17 'There was no language of edibles' (Paragraph 28); it suggests that an emotion like love is not usually conveyed through the offering of edibles.
- 18 The perspective in the pictures which the customer painted was always perfect.
- 19 The bakery doorbell did not tinkle but it jangled when the customer made a violent entry one day.
- 20 'At Miss Martha' (Paragraph 35); this phrase is repeated to suggest surprise at the customer's rude behaviour towards a friend like Miss Martha.
- 21 Miss Martha was not badly shaken by the customer's violent outburst.
- 22 Blumberger himself explained to Miss Martha why he was so angry with her.
- 23 Blumberger was using the stale bread he bought from the bakery for erasing pencil marks.
- 24 Miss Martha took off her blue-dotted silk waist and threw away her quince seed and borax mixture because she realised that her relationship with Blumberger had ended.
- 25 Miss Martha's romantic dreams came true.

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## 8.2 VOCABULARY

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In Exercise 3, you will learn to rewrite sentences, using the given words. In Exercise 4, you will learn to use a number of words from the story in different but meaningful contexts.

### Exercise 3

Rewrite the following sentences using the words given in brackets.

*Example* : Can you tell me how much money there is in my account? (credit)

*Answer* : Can you tell me how much money I have standing to my credit?

- 1 When Mr. Podgorny speaks English it is evident that his way of pronouncing it is that of a Russian. (accent)  
.....  
.....
- 2 The meat sold at Chin Lung's is certainly lower in quality than the meat sold at D'Souza's. (inferior)  
.....  
.....
- 3 Bertrand Russell was a man of very great and exceptional capacity of the mind, especially in philosophy and mathematics. (genius)  
.....  
.....
- 4 If his father had not encouraged him, Gurbux would have performed miserably at the interview. (inspire)  
.....  
.....

- 5 Sajani became red in the face at the mention of her lover's name. (blush)
- .....
- .....
- 6 The restaurant near my Institute is becoming notorious for serving food that is dry, unappetizing and smelly. (stale)
- .....
- .....
- 7 The kick was intended to hurt; it made Rahman helpless for the rest of the match. (vicious)
- .....
- .....
- 8 Renuka was found lying in a pool of blood; somebody had made long, deep cuts on her pretty face. (slash)
- .....
- .....
- 9 Whenever Kirti visits the fair she shows a strong desire for a ride in the merry-go-round. (crave)
- .....
- .....
- 10 It is true that Naveen has been without work for a long time, but we should realize that he is looking for employment suited to his abilities. (occupation)
- .....
- .....

**Exercise 4**

Fill in the blanks with the words taken from the following list:

- |            |             |          |
|------------|-------------|----------|
| affront    | discouraged | ferocity |
| complexion | stain       | rumpled  |
| emblem     | blaze       | wrinkled |

People called her the Quiet Maiden. Nobody could provoke her to anger, none could disturb her calm. She was the ..... of patience and understanding. The ..... forehead and the pale..... suggested a life of hardship and intense suffering. Yet it had not forced her to commit any wrong which would be a ..... on her character. There was not a single occasion when she had ..... a friend from approaching her for help or companionship. And then it happened. Someone stole her precious little money-box, which had a unique collection of old coins and ..... notes. It was an ..... to her sense of honesty and faith in humanity. She lost her balance. Her eyes began to ..... with hatred and contempt for all. When she began to indulge in acts of violence and cruelty her ..... knew no bounds. Soon, however, she was cured of her illness. In one of her violent fits she rushed to the nearest well and jumped in.

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**8.3 GRAMMAR AND USAGE**

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**8.3.1 The Simple Present Tense and the Present Continuous Tense**

In this section you will learn to distinguish between the simple present tense and the present continuous tense.

The simple present tense has the simple form of the verb (called plain infinitive), with -s or -es added when there is a third person singular subject.

*Example* : He speaks English with an Indian accent.

The present continuous tense has a form of the verb *be* (agreeing with the subject in number and person) and the *-ing* form of the verb (called the present participle)

*Example* : I am painting a picture.

The simple present tense is generally used to refer to

- a habit

(*Example* : I go for a walk every morning.)

- a repeated action

(*Example* : He often comes here to play tennis.)

- something which is always true

(*Example* : The sun rises in the east.)

The present continuous is generally used to refer to an action going on at the moment of speaking:

*Examples* : The child is crying.

Look! he is coming in now.

Some verbs are generally not used in the present continuous even when they refer to the real present.

*Examples*:

I hear a strange noise.

I like some of the television serials.

I know the Principal very well.

We have no stamps in stock.

He wants to be a teacher.

This bag contains all my books.

I remember your friend Sohan.

#### Exercise 5

Fill in the blanks with the simple present or the present continuous forms of the verbs given in brackets.

- 1 She ..... (have) a small shop in the market.
- 2 I ..... (do) my home work now. My brother ..... (play) in the garden.
- 3 I ..... (go) to the doctor. My father ..... (suffer) from a pain in the stomach.
- 4 Every time you ..... (visit) him, he ..... (think) you ..... (want) some help.
- 5 He ..... (seem) to be very busy.
- 6 You cannot go now. It ..... (rain).

#### 8.3.2 Ways of Expressing the Future

You will now learn various ways of expressing the future. Here are some examples :

- 1 I shall see you in the evening. (simple future)
- 2 We are going to spend the vacation in Delhi. (intention)
- 3 It is going to rain. (likelihood)
- 4 The train is going to start. (action about to take place)
- 5 My father is going to Bombay next month. (planned programme)
- 6 I'll be staying here for a week. (planned programme)
- 7 The President arrives here next Monday. (official schedule)

#### Exercise 6

Fill in the blanks with the correct forms of the verbs given in brackets to indicate the future:

- 1 I ..... (leave) for Calcutta tonight.
- 2 I doubt if I ..... (be) able to come to the meeting.
- 3 I ..... (go) to the station this evening to meet my friend Gopal.
- 4 I think you should take an umbrella. It ..... (rain)
- 5 I ..... not (work) in this office any longer.





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## 8.6 LET US SUM UP

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In this unit we have given you practice in

- i) reading and understanding a short story by O 'Henry,
- ii) using some of the words occurring in the story,
- iii) using the simple present tense and the present continuous tense correctly,
- iv) using the correct verb forms to express the future,
- v) noticing the deviations in a foreign speaker's use of English, and
- vi) re-writing a story in an abridged form.

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## 8.7 KEY WORDS

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- a'bridged:** made shorter  
**al'ternative(n.):** one of more than two possibilities  
**com'mand:** mastery  
**'critical:** giving a judgement  
**devi'ation:** turning away  
**e'valuative:** deciding the value of something  
**facts:** things that have happened  
**'future:** time coming after the present  
**'global:** covering the whole of a group of things  
**'inference:** conclusion based on facts or reasoning  
**loaf** (plural: **loaves**): mass of bread cooked as a separate quantity  
**'normal:** in agreement with what is usual  
**witch:** a woman said to use magic, especially for evil purposes

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## 8.8 ANSWERS TO EXERCISES

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### Exercise 1

- |   |     |    |     |
|---|-----|----|-----|
| 1 | (a) | 7  | (c) |
| 2 | (c) | 8  | (b) |
| 3 | (b) | 9  | (c) |
| 4 | (b) | 10 | (a) |
| 5 | (c) | 11 | (b) |
| 6 | (a) |    |     |

**Exercise 2**

1, 4, 6, 9, 10, 13, 15, 17, 19, 20, 23, 24.

**Exercise 3**

- 1 .... he has a Russian accent.
- 2 .... inferior to .....
- 3 ..... was a genius, especially ...
- 4 ..... had not inspired him, .....
- 5 Sajani blushed at the .....
- 6 .... serving stale food.
- 7 ... was vicious; it made Rahman .....
- 8 .... had made slashes on her pretty face.
- 9 .... she craves for a ride .....
- 10 .... looking for a suitable occupation.

**Exercise 4**

emblem, wrinkled, complexion, stain, discouraged, rumped, affront, blaze, ferocity.

**Exercise 5**

1 has 2 am doing, is playing 3 am going, is suffering 4 visit, thinks, want  
5 seems 6 is raining

**Exercise 6**

1 am leaving 2 shall be 3 am going 4 is going to rain 5 am not going to work

---

# UNIT 9

---

## Structure

- 9.0 Objectives
- 9.1 Reading Comprehension
  - 9.1.1 Introduction
  - 9.1.2 Passage for Reading
    - 'A Page from the Book of Memory', by Indira Gandhi
  - 9.1.3 Glossary
  - 9.1.4 Exercises in Comprehension
- 9.2 Vocabulary
- 9.3 Grammar and Usage
  - Articles
- 9.4 Writing
- 9.5 Let Us Sum Up
- 9.6 Key Words
- 9.7 Answers to Exercises

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## 9.0 OBJECTIVES

---

In this unit we shall give you further practice in reading comprehension by

- i) giving you an autobiographical passage to read – 'A Page from the Book of Memory' by Indira Gandhi, and
- ii) giving a glossary of difficult words and questions on comprehension.

We shall also set exercises on the use of selected items of vocabulary.

In the section on grammar and usage we shall discuss the use of articles.

We shall also ask you to write an essay using arguments for and against a proposition

After completing this unit you should be able to

- read and appreciate simple autobiographical passages,
- use the articles correctly,
- write a short essay involving arguments for and against a proposition.

---

## 9.1 READING COMPREHENSION

---

### 9.1.1 Introduction

What was the kind of atmosphere in India in the 40s when the freedom struggle was at its most intense stage? What did it feel like for a national leader like Indira Gandhi to be part of this movement? Was it terrifying? Was it exciting? When arrested, how did she cope with life behind the high walls of a prison? Read this moving autobiographical account of her role in the Independence Movement by one of India's greatest leaders.

### 9.1.2 Passage for Reading

#### A Page from the Book of Memory

by Indira Gandhi

- 1 On 9th August, 1942, the pre-dawn arrests of our leaders launched the Quit India Movement and I had my first experience of a tear gas attack at the flag-hoisting ceremony. My husband Feroze Gandhi decided to go underground, doing propaganda and other work. He grew a moustache and dressed in khaki. Because of

his complexion, which was fair and ruddy, he passed off as an Anglo-Indian soldier. On his journey from Bombay he got off at a small wayside station, thinking that he was too well-known in Allahabad to risk being seen at the station, even in disguise. No conveyance was available and finally he hitched a ride from a truck full of British and Anglo-Indian soldiers, who were scared stiff and almost refused to let him get off again, saying that the damned natives would hack him to pieces if they found him alone and unarmed.

- 2 Swaraj Bhawan was occupied by the military, and next door in Anand Bhawan we had the unattractive sight of a row of guns aimed at us from across the garden wall. Our servants, mostly villagers, were naturally terrified and found it difficult to reply to the curt "Halt, who goes there" every time they approached the wall.
- 3 There was a warrant for Shastriji's arrest. Acting on the assumption that no one would ever guess that he could be rash enough to stay in Anand Bhawan, he did just that and remained with us incognito until he could make full arrangements for the work of the movement to go on. He could not come out of his room until after dark and food was taken up to him surreptitiously. We pretended we had an ailing relative. This situation could hardly be maintained for long without the news leaking out. Besides there was always the danger of a search; so Shastriji had to move and he did, and was arrested within a short time. We were hedged in on all sides and it was well nigh impossible for workers to get together. My husband became one of the links through whom I could pass on money and political literature to other underground workers and we had to arrange to meet briefly and late at night in the houses of different non-political friends.
- 4 Then came information that I was to be arrested. Until then I had tried to remain as inconspicuous as possible but I did not feel like going to jail so tamely. So I hastily packed some clothes and books and went to stay elsewhere. Whispered from ear to ear spread the news of a public meeting at five. Police swarmed all over the city, for they could not discover the whereabouts of the meeting. At the scheduled time I emerged and crowds of people poured out from all sides, from the cinema house, the shops and nearby houses, where they had been collecting for some hours. I had hardly spoken for ten minutes when truck-loads of armed British military drove up and formed a cordon around us. My husband had decided not to get involved and was looking down at us through the shutters of a first-floor window. However, at the sight of a gun barrel, just a yard away from my head, excitement and anxiety got the better of him and he came charging down, yelling at the sergeant to shoot or to lower his gun. The sergeant made the mistake of touching my arm to lead me to the prison van. It was like a signal, the crowd surged forth; my other arm was grabbed by some Congress women and I thought I would be torn asunder. Somehow we all survived. There was no firing, though rifle butts were used and many were hurt. A large number of us, men and women, including my husband and I, were arrested. The ride to the jail was rather an extraordinary one, for the police in my van were apparently so moved by my talking to them that they apologised, put their turbans at my feet and wept their sorrow because of what their job compelled them to do!
- 5 Since earliest childhood I had visited jails either for trials of relations and friends or for unsatisfactory but highly-treasured twenty-minute interviews. People have heard of my parents' imprisonments but it is not often realised what a large number of relatives, on both my father's and mother's sides—off hand I can think of two dozen names but there were probably more—spent long years in prison. I do not know of any other family which was so involved in the freedom struggle and its hardships.
- 6 What a world of difference there is between hearing and seeing from the outside and the actual experience. No one who has not been in prison for any length of time can even visualise the numbness of spirit that can creep over one when, as Oscar Wilde writes, "each day is like a year, a year whose days are long", when day after day is wrapped in sameness and in spite and deliberate humiliation. Pethick-Lawrence said, "The essential fact in the life of the prisoner is that he takes on a sub-human status." Herded together like animals, devoid of dignity or privacy, debarred not only from outside company or news but from all beauty and colour, softness and grace. The ground, the walls; everything around us was mud-coloured and so became our jail-washed clothes; even our food tasted gritty. Through the barred apertures we were exposed to the dust storms, the monsoon downpour and the winter cold. Others had an interview and a letter once or twice a month but not me. My husband was in the same prison. After persistent efforts we were permitted a short interview but soon he was transferred to another town. I kept cheerful and busy, reading and

teaching. I took over the entire care of a small baby whose mother I was coaching, to enable her to earn her living on her release.

- 7 There was no yearning for the outside world, for no one worthwhile was there. Besides, we had convinced ourselves that we were in for seven years. I was determined to bear all privations and insults smilingly. Many pictures come to mind: the visit of the Civil Surgeon sent by the Governor of the U.P. in view of the public concern over my ill-health. He prescribed a tonic and a special diet including delicacies such as Ovaltine. But hardly was his back turned when the Superintendent tore up the list and tossed the pieces on the floor. "If you think you are getting any of this", he said, "you are mistaken." This was surprising for I had not asked for anything – even the Surgeon's visit was unexpected.
- 8 One night we were startled out of sleep by a blood-curdling shriek. Although Zohra was the nastiest and most unpopular of our wardresses, we could sympathise with her terror and agitation, for there was an enormous cobra only a yard from our bars coiled under one of the clocks which the wardress had to punch on her rounds. So, apart from the imminent danger of snake-bite there was the legitimate fear of losing her job. We were locked inside the barrack and she within the outer wall. There was no stick or other weapon. Zohra's shouts, now frightened, now exasperated, now bullying, now entreating, did nothing to shake the calm of the sentry outside, who wanted detailed information regarding the exact location of the snake, specifications of its length and breadth and so on. "Are Kambakht!" (O you unfortunate one), shouted Zohra. "Have I got a tailor's tape to measure it from head to tail?" It was several hours before the sentry could be persuaded to call the matron. Her house was three furlongs away and she in turn had to walk to the Superintendent's house to awaken him, before they could go together to the main office to fetch the key to the women's prison. By the time this little procession entered our enclosure, we had long since fallen asleep and the snake had glided away.
- 9 Another day, we barely escaped being burnt to death. It was war-time and the cantonment was crowded with not only British but Americans and Canadians as well. A Canadian ace pilot was struck by our Superintendent's attractive daughter. Once he was flying low over her house, as he often did, when his wing touched a telegraph wire and burst into flames. We saw it falling towards us at alarming speed but it just skirted the jail wall and crashed into a half-built bungalow not far away.
- 10 All things pass and so did this. My unexpected release was like coming suddenly out of a dark passage — I was dazzled with the rush of life, the many hues and textures, the scale of sounds and the range of ideas. Just to touch and listen was a disturbing experience and it took a while to get adjusted to normal living.

### 9.1.3 Glossary

1 **launched:** caused to begin

**'Quit India Movement:** On 8th August, 1942 the All-India Congress Committee meeting at Bombay passed a resolution calling upon the British to withdraw from India. The Movement was violently put down by the British in a few months.

**'go underground:** go into hiding and work secretly

**'propaganda:** spreading of information, ideas, etc.

**'ruddy:** red (showing good health)

**'disguise:** the changing of one's appearance in order to deceive, or to hide one's identity.

**'hitched:** travelled by asking (here, the truck-driver) for a free ride

**'hack:** cut roughly, chop

2 **Swaraj Bhawan:** The old house of the Nehru family in Allahabad which was gifted to the nation by Motilal Nehru in 1930 and renamed Swaraj Bhawan

**A'nand Bhawan:** the Nehrus' ancestral home in Allahabad which has been gifted to the nation

**'curt:** too short in speech to be polite

3 **'warrant:** written order giving official authority for something

**'rash:** overbold

**'incognito:** hiding oneself under another name

**'surreptitiously:** secretly

**'ailing:** ill



- 'hedged 'in: surrounded
- 'well nigh: nearly, almost
- 4 'incon'spicuous: not easily seen
  - swarmed: moved in large numbers
  - 'cordon: a line or ring of policemen, etc., placed around an area to enclose it
  - 'sergeant: non-commissioned army officer
  - surged: moved forward like powerful waves
  - a'sunder: apart
- 6 'numbness: state of being without the ability to feel or move
  - spite: ill will
  - de'void of : without
  - de'barred: shut out, prevented
  - 'gritty: like sand or stone
  - 'apertures: openings
- 7 'yearning: strong desire
  - pri'vations: state of being deprived of something
  - 'Civil ' Surgeon: Doctor employed by the government and attached to a government hospital
- 8 'blood-'curdling: sending feelings of horror through the body
  - 'nastiest: most unpleasant and ill-tempered
  - 'wardress: woman acting as guard in a prison
  - 'agi'tation: anxiety; excitement of the mind or feelings
  - coiled: curled round and round
  - rounds: usual visits, especially of inspection
  - 'imminent: likely to happen soon
  - le'gitimate: reasonable; that can be justified
  - 'barrack: large building for soldiers (or prisoners) to live in
  - ex'asperated: irritated
  - 'bullying: threatening
  - en'treating: asking earnestly; requesting earnestly
  - 'sentry: soldier posted to keep watch and guard
  - 'specifi'cations: details
  - 'matron: woman housekeeper in an institution
  - 'glided: moved along smoothly and continuously
- 9 can'tonment: permanent military station
  - ace: first-rate
- 10 'dazzled: unable to see because of strong light thrown into the eyes; made to feel the wonder of something
  - hues: colours
  - 'textures: the arrangements of the threads in cloth

#### 9.1.4 Exercises in Comprehension

In this section, we shall concentrate on two important aspects of intensive reading: factual or literal comprehension and inferential or interpretative comprehension. **Factual** comprehension, as you may know, involves the ability to extract largely factual information from a reading passage, information which is quite explicitly stated. **Inferential** comprehension involves the ability to read between the lines, that is, the skill of understanding information that is not explicitly given in the passage.

##### Exercise 1

Answer the following questions by choosing the best alternative under each :

- 1 Why did the English soldiers in the truck fail to identify Feroze Gandhi?
  - a) He was fair-complexioned.
  - b) He was disguised as an Anglo-Indian soldier.
  - c) He looked like an Anglo-Indian soldier.

- 2 What made the servants in Anand Bhawan thoroughly frightened?
- The presence of armed soldiers next door.
  - The impolite question: "Halt, who goes there?"
  - The sight of a row of guns aimed at them.
- .....
- 3 How did Shāstriji manage to avoid being arrested?
- He fooled the police by staying in a closely watched place like Anand Bhawan.
  - His friends protected him by pretending that they had an ailing relative with them in Anand Bhawan.
  - He pretended he was ill and staying with his relatives in Anand Bhawan.
- .....
- 4 What caused the confusion at the public meeting addressed by the writer?
- The forming of a cordon around the Congress workers by the military.
  - The unexpected arrival of Feroze Gandhi on the scene.
  - The touching of the writer's arm by the sergeant.
- .....
- 5 What was so special about the writer's family?
- At least two dozen members of her family had been imprisoned during the freedom struggle.
  - Her parents were in prison during the freedom struggle.
  - Her family was deeply involved in the freedom struggle and its hardships.
- .....
- 6 How is the life of a prisoner reduced to a 'sub-human status'?
- He spends every day in the midst of sameness, ill-will and humiliation.
  - He is shut out from all beauty and colour, softness and grace.
  - He lives in dirt and misery like an animal.
- .....
- 7 The Civil Surgeon's visit made no difference to the writer's health. Why?
- He prescribed a tonic and a diet which could never have been made available to a prisoner.
  - The Jail Superintendent refused to get her what the Civil Surgeon had prescribed.
  - Jail authorities in those days hardly ever respected the advice of Civil Surgeons.
- .....
- 8 What added to Zohra's terror on seeing the cobra?
- She had no weapon to kill the cobra.
  - The sentry outside ignored her shouts for help.
  - She could not punch the clock.
- .....
- 9 Why did the Canadian pilot often fly so low over the Superintendent's house?
- He wanted to impress the Superintendent's daughter.
  - The Superintendent's daughter wanted him to do so.
  - It was part of his job to fly low over houses.
- .....
- 10 How did the writer feel on being released unexpectedly?
- Happy
  - Relieved.
  - Bewildered.
- .....

### Exercise 2

Complete the following sentences by choosing the best alternative under each. Think carefully before you make your choice.

- 1 The tear gas attack at the flag-hoisting ceremony was carried out by
- the British.

- b) the Congress Party.  
 c) the national leaders.  
 d) Feroze Gandhi.
- .....
- 2 Feroze Gandhi got off at a small wayside station because  
 a) a British truck was waiting to take him to Allahabad.  
 b) he was too well-known in Allahabad.  
 c) he felt that he might be arrested at Allahabad station.  
 d) he wanted to disguise himself before moving into Allahabad.
- .....
- 3 Shastriji was arrested  
 a) in Anand Bhawan.  
 b) in Swaraj Bhawan.  
 c) when he moved from Allahabad.  
 d) when he moved from Anand Bhawan.
- .....
- 4 The writer met her husband secretly  
 a) to organize public meetings.  
 b) to pass on money and political literature.  
 c) to give him news of national leaders.  
 d) to ask about the progress of the underground activities.
- .....
- 5 When information came that she was to be arrested the writer  
 a) gave herself up to the police readily.  
 b) made arrangements to hold a public meeting.  
 c) went into hiding in Swaraj Bhawan.  
 d) left Anand Bhawan immediately.
- .....
- 6 The ride to the jail was an extraordinary one for the writer because  
 a) the police felt sorry for what their job forced them to do.  
 b) the police actually wept and told her about their misfortunes.  
 c) the police unexpectedly put their turbans at her feet.  
 d) the police were moved by her talking to them.
- .....
- 7 The writer spent her time in prison  
 a) looking after a small baby.  
 b) trying hard to meet her husband.  
 c) caring for the baby, reading and teaching.  
 d) coaching the mother of the little child.
- .....
- 8 The writer bore all hardships and inconveniences  
 a) readily.  
 b) cheerfully.  
 c) patiently.  
 d) tamely.
- .....
- 9 Zohra thought she would lose her job if she failed  
 a) to kill the cobra.  
 b) to inform the matron about the cobra.  
 c) to punch any of the clocks on her rounds.  
 d) to fetch the key to the prison in time.
- .....
- 10 On her unexpected release the writer settled down to normal living  
 a) straightaway.

- b) after some time.
  - c) after a long time.
  - d) in a month's time.
- .....

**Exercise 3**

There are twenty statements below. Only ten of them are correct, according to the passage. Read the statements carefully and pick out the ten correct ones.

- 1 The arrests of our leaders on the 9th of August 1942 enabled the British to crush the Quit India Movement.
  - 2 Feroze Gandhi disguised himself by growing a moustache, changing his complexion and dressing in khaki.
  - 3 The British soldiers thought that Feroze Gandhi's life would be in danger if he travelled alone and unarmed.
  - 4 Swaraj Bhawan and Anand Bhawan were located next to each other.
  - 5 The servants in Anand Bhawan were terrified by the guns because they were villagers.
  - 6 Shastriji was one of the leaders who managed to avoid arrest for some time.
  - 7 Shastriji was able to make arrangements for the movement to go on by staying hidden in Anand Bhawan.
  - 8 Unlike their leaders, the workers were not closely watched and so they could get together rather easily.
  - 9 The writer and her husband met in the houses of different non-political friends because such people were less likely to be watched by the police.
  - 10 The news of the public meeting was spread secretly by word of mouth.
  - 11 The police got information about where the public meeting was to be held well in time.
  - 12 Feroze Gandhi could have avoided arrest had he not come down to rescue his wife at the meeting.
  - 13 Many people were killed as a result of police firing at the meeting.
  - 14 The writer valued interviews with her friends and relations in jail though they were short.
  - 15 The actual experience of prison life, and hearing about it or seeing it from the outside are not the same at all.
  - 16 Oscar Wilde felt that like everywhere else time in prison moved very slowly.
  - 17 Except the writer every prisoner had occasional interviews and letters.
  - 18 Since the writer and her husband were in the same prison it was not difficult for them to meet as often as they wished.
  - 19 The writer and the others who were arrested at the public meeting served seven years in prison.
  - 20 The 'little procession' (Paragraph 8) was made up of the Superintendent, the matron and the sentry.
- .....
- .....

---

## 9.2 VOCABULARY

---

In this exercise, you will practise some useful words that appeared in the passage, by using them in a piece of connected writing.

**Exercise 4**

Fill in the blanks with words taken from the list given here:

- |             |            |          |
|-------------|------------|----------|
| humiliation | launch     | herded   |
| underground | yearned    | barracks |
| interviews  | propaganda | status   |
| warrant     | spite      | nasty    |

In 1921 prison was still an almost unknown place for Jawaharlal Nehru. But one afternoon the police came to Anand Bhawan with a ..... to arrest both him and his father. The young Nehru's offence was distributing notices and doing ..... for a hartal. He had seriously considered going ..... before the Government could ..... an offensive against him but had been advised against it. And now his first term in prison was about to begin. He vaguely imagined that prison inhabitants were ....., desperate people and dangerous criminals. In his mind the place was associated with isolation, ..... and ..... His first term of three months partly confirmed this view.

Most of Nehru's fellow prisoners were kept in huge ..... in the inner circle of the Lucknow prison. About eighteen others, selected for better treatment on the basis of their ....., were kept in an old weaving shed. Nehru, his father and two of his cousins were ..... into a small shed, about 20 feet by 16. However, they were not prevented from moving about from one barrack to another. Frequent ..... with relatives outside were allowed. Gradually, Nehru adjusted himself to the life within though there were moments when he ..... for freedom to continue his political activities.

---

## 9.3 GRAMMAR AND USAGE

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### Articles

In this section you will learn the use of articles.

*a* and *an* are called indefinite articles, and *the* is called the definite article.

Look at the following sentences:

1 Yesterday I met an old man in Delhi.

As *old man* here does not refer to any particular person, it is preceded by the indefinite article *an*. (*An* is used before a vowel sound and *a* before a consonant sound).

2 The man standing there is a friend of mine.

Here I am referring to a particular man, one who is 'standing there'. So I use the definite article *the*. As I have a number of friends and this man is one of them, I have used the indefinite article *a* before *friend*.

### Exercise 5

Fill in the blanks with *a*, *an*, or *the*

- 1 ..... people standing there are on strike.
- 2 Are you going to ..... post office?
- 3 When I was coming to school, ..... bus came from behind and hit my bicycle.
- 4 Please close ..... door. It is rather cold today.
- 5 I had to wait at ..... bus stand for ..... long time.
- 6 What ..... beautiful shirt!
- 7 He belongs to ..... rich family.
- 8 One of our neighbours is ..... teacher.
- 9 I thought you were ..... honest man.
- 10 I am not ..... good judge of poetry.
- 11 ..... arrest of our leaders launched ..... Quit India movement.
- 12 Swaraj Bhawan was occupied by ..... army.
- 13 There was ..... warrant for Shastriji's arrest.
- 14 ..... news spread quickly throughout ..... city.
- 15 I was awakened by ..... loud cry.

---

## 9.4 WRITING

---

In this section, you will learn to write an essay using arguments for and against a proposition. In an argumentative essay you have to use facts much more than

imagination. The aim is to try to persuade or convince your reader to agree with your point of view.

The essential part of your preparation for this type of essay is the selection and organization of facts as also their presentation. For your presentation to be effective and convincing, it is important (a) to be fair to the other point of view, and (b) to depend on known or accepted facts alone. It is not wise to invent a fact to prove your point.

### Exercise 6

**Capital Punishment** means punishment by death according to law. Whether it should continue is a matter hotly debated in India and other countries. Let us suppose that you have been asked to write a 500-word essay on 'Should the Death Penalty be Abolished?' for your local English newspaper. Here are some ideas for and against the proposition to help you write the essay:

#### *For / Yes*

- 1 Death penalty is based on the savage principle of vengeance and retaliation.
- 2 In countries where capital punishment has been abolished or suspended, capital crime has *not* increased.
- 3 Therefore the 'deterrent' argument is not sound: the death penalty has never protected anyone.
- 4 Overcrowding, slums, poverty, broken homes: these are the factors that lead to crime.
- 5 Crime can therefore be reduced only by the elimination of social injustices.

#### *Against / No*

- 1 Criminals are a threat to society. They must be done away with.
- 2 'Life' sentence does not mean what it says. After ten years or so of 'good conduct', the criminal can return to society and has the freedom to live on the proceeds of his crime.
- 3 So, those who escape capital punishment are not necessarily reformed after a spell in prison. They often return to a life of crime.
- 4 People hold liberal views at the expense of others. Were the victims consulted before the suspension or abolition of the death penalty in some countries? No; they were dead.

---

## 9.5 LET US SUM UP

---

in this unit we have given you practice in

- reading and understanding an autobiographical passage by Indira Gandhi,
- using some of the words occurring in the passage,
- using the articles correctly,
- writing a short essay using arguments for and against a proposition.

---

## 9.6 KEY WORDS

---

'argument: reasoned discussion

'aspect: a particular part

'autobiography: story of a person's life written by himself/herself

'capital 'punishment: punishment by death

'concentrate: focus (one's attention on something)

'definite 'article: *the*

'essay: a piece of writing, usually short, on any subject

ex'plicit: clearly and fully expressed

in'definite 'article: *a, an*.

'inference: conclusion based on facts or reasoning

in'tensive: deep and thorough

in'terpretative: making the meaning clear

'passage: a short extract from a speech or a piece of writing

'penalty: punishment for wrong-doing

---

## 9.7 ANSWERS TO EXERCISES

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### Exercise 1

- |   |    |    |    |
|---|----|----|----|
| 1 | c) | 6  | c) |
| 2 | c) | 7  | b) |
| 3 | a) | 8  | c) |
| 4 | c) | 9  | a) |
| 5 | a) | 10 | c) |

### Exercise 2

- |   |    |    |    |
|---|----|----|----|
| 1 | a) | 6  | a) |
| 2 | c) | 7  | c) |
| 3 | d) | 8  | b) |
| 4 | b) | 9  | c) |
| 5 | d) | 10 | b) |

### Exercise 3

3, 4, 6, 7, 9, 10, 12, 15, 17, 20

### Exercise 4

warrant, propaganda, underground, launch, nasty, spite, humiliation, barracks, status, herded, interviews, yearned

### Exercise 5

- |   |        |    |          |
|---|--------|----|----------|
| 1 | The    | 9  | an       |
| 2 | the    | 10 | a        |
| 3 | a      | 11 | The, the |
| 4 | the    | 12 | the      |
| 5 | the, a | 13 | a        |
| 6 | a      | 14 | The, the |
| 7 | a      | 15 | a        |
| 8 | a      |    |          |



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# UNIT 10

---

## Structure

- 10.0 Objectives
- 10.1 Reading Comprehension
  - 10.1.1 Introduction
  - 10.1.2 Passage for Reading
    - 'The Five Kinds of Workers'
  - 10.1.3 Glossary
  - 10.1.4 Exercises in Comprehension
- 10.2 Vocabulary
- 10.3 Grammar and Usage
  - 10.3.1 Types of Sentences
  - 10.3.2 The Definite Article
- 10.4 Writing
- 10.5 Let Us Sum Up
- 10.6 Key Words
- 10.7 Suggested Reading
- 10.8 Answers to Exercises

---

## 10.0 OBJECTIVES

---

In this unit we shall give you practice in reading comprehension by giving you a passage on 'The Five Kinds of Workers', and setting exercises in comprehension.

We shall also set exercises on the use of the suffixes *-er*, *-or*, *-ary*, *-eer*, and *-ier* to form words referring to different kinds of workers.

In the section on grammar and usage we shall discuss the different types of sentences—statements, questions, commands and requests.

We shall also ask you to write a short essay using the information given in the form of a tree diagram.

After completing the unit you should be able to

- read a simple passage giving information in a classified form,
- use the suffixes *-er*, *-or*, *-ary*, *-eer* and *-ier* to form words referring to different kinds of workers,
- recognize the structure of different types of sentences, and
- present the information given in a diagram in the form of an essay.

---

## 10.1 READING COMPREHENSION

---

### 10.1.1 Introduction

Have you noticed that the world is full of people who *work*? Why do people work? Does everyone do the same kind of work? Are some kinds of work more important than some others, or are they merely different? Think about these questions when you read this passage.

### 10.1.2 Passage for Reading

#### The Five Kinds of Workers

by Earnest F. Row and P.C. Wren

- 1 Work is the one thing that is necessary to keep the world going, and without it we should all very quickly die.

- 2 Let us think for a moment about all the different kinds of work there are, and what they are for.
- 3 To begin with, many men work on the land. They are cultivators or gardeners or shepherds. They plough or dig and sow seeds, or else they look after cows and buffaloes, goats and sheep. They are all busy growing things, and without them there would be no wheat to make into flour; no hay to feed the horses on; no rice and dal; *bajri* or *jawari*; no vegetables; no tea to drink; no milk and ghee; and no cotton for our clothes.
- 4 I have just said they all grow things. It is true that we do not generally speak of farmers 'growing' animals though we do speak of them growing wool. But the animals grow just as plants do, and they need the ground to live on; so we can say that all people who work on the land are growing things if we remember that they grow animals as well as vegetables.
- 5 Next there are many thousands of men who are also busy with the ground; only they spend their time not in growing things on it, but in digging things out of it. They are the miners, who dig out the coal and iron, and precious stones, gold, silver, tin, copper, lead, mica, and other minerals; and the quarrymen, who dig out stone for buildings and roads, and for laying a bed for railway lines. Others dig up clay to make into bricks, and another sort of clay to make into earthenware and china.
- 6 Most of the coal and iron mines are in Bihar, Bengal, the Central Provinces, Hyderabad and Mysore... Both coal and iron are needed for hundreds of different purposes, and we could not get on at all without them. Most things are made by machinery nowadays, and machinery is chiefly made of iron and steel. And the coal is needed not only to make the iron into machines, but very often to drive them when they are made.
- 7 This brings us to the third kind of workers — those who make things. I have put them third because, if you come to think of it, you will see that they cannot do their work till the other two sets of workers have done theirs. Things must either be grown or dug up before anything can be made out of them. You cannot make anything out of nothing, and everything that is made must be made, either of things that have been grown, such as wood and cotton and linen, or of things that have been dug up, such as iron and copper and tin. They may also be made from leather and wool, which come from animals. So workers of this third kind, those who make things, need the first two kinds to provide them with material before they can begin to work.
- 8 Now we come to yet a fourth kind of workers, who are just as useful and necessary as the other three. The things you want to eat or to wear or to use will not come to you by themselves and it would be very awkward if you had to fetch them all... Things have to be brought from the place where they are made or grown or dug up, to the place where they are wanted. So, a great many men are occupied in moving things: sailors and railwaymen and cartdrivers and motor-drivers, and so on.
- 9 That gives us, then, four very important kinds of workers. We can call them, for short, the **growers**, the **diggers**, the **makers**, and the **movers**.
- 10 There is still one more set of workers to talk about. Try and think of people you know who do not grow or dig or make or move things, and who are workers all the same. What about your teacher, and the doctor and the dentist, and policemen and soldiers, lawyers and priests? What is their work?
- 11 These people — and no doubt there are many others you can think of — do not exactly *make* things for you, and yet you could not very well get on without them, because they do things for you that you could not do for yourself. Your teacher teaches you, the doctor cures you, the dentist looks after your teeth, the soldiers fight for you. They all do something for you that you want done and that you cannot do for yourself.
- 12 So that is a fifth kind of worker to add to the other four. It is not easy to choose a simple name to give them, but perhaps we might call them the **helpers**. You see that they are different from the rest because they do not provide you with things that you need; but they give you the help that you need. Some people say that what they give you is their services, which is much the same thing as help.
- 13 You will find that every worker goes into one or other of those five sets, though it is not always easy to see just where to place him. What about shopkeepers, for instance? Which set shall we put them in?

- 14 Well, I think the best place to put them is among the movers. It is true that they do not move the things they sell very far. They hand them to you over the counter, though the things are brought to their shops by ships or trains or carts. But they are more like the movers than any of the others, because they finish off the long journey that many of the things have made, by actually putting them into your hands.
- 15 Look round the room you are in and think of all the different kinds of workers that have been needed to make it what it is. First there are the walls. If they are made of brick, a digger had to dig up the clay; then a maker made the clay into bricks and another one built them up into a wall; and a mover had to move the bricks from the place where they were made to the place where the builder wanted them.
- 16 Think of all the other makers who made the furniture and the windows, pictures, and different utensils — carpenters and artists and iron-founders — and of all the engine-drivers and carriers and perhaps sailors too who helped to bring these things to your house. Then you will see how many different kinds of workers there are, all busy in helping to provide the things that people want.
- 17 Do not forget that last point, 'things that people want'. It is no good making things unless they are wanted. We say that 'the labourer is worthy of his hire',<sup>1</sup> which means that work deserves to be paid for. But it will only be paid for if it is work that is wanted by someone. It is no use for people to work hard at something that nobody wants and then complain that they get no money for it. A great deal of work is done, however, by people just for the love of it. But they do not get paid for their work unless it is something that other people want.
- 18 Now why are there so many different kinds of workers? Why does not every man make the things he wants for himself as a very great number of primitive people do in some countries? Surely it would be much simpler and save a great deal of trouble.
- 19 Many hundreds of years ago that is just what everybody did. Each man built his own house and made what furniture he needed (which was very little in those far-off days), and grew all his own food, and his wife made all the clothes for the family (and they did not wear many clothes either).
- 20 But men very soon found that it was much better to divide the work among them, so that one built houses and another made chairs and tables, and another grew corn, and so on. You can easily see that this was a better plan, because by always doing the same kind of work you can do it far more quickly and easily. Practice makes a man perfect. So nowadays all work is divided up as much as possible. Not so very long ago, before machinery was invented, even such a tiny thing as a pin was not made by one man, but by a dozen or more, each doing his particular bit of the work. One straightened out the wire, another cut it into lengths, another sharpened the point, another put the head on, and so forth.
- 21 This plan is called the **division of labour**.

### 10.1.3 Glossary

- 3 'cultivator: one who grows plants, and raises crops  
'shepherd: one who takes care of sheep in the field
- 5 'quarrymen: men who dig out stone, sand, etc.
- 6 Bengal: now called West Bengal in India  
'Central Provinces: now called Madhya Pradesh  
'Hyderabad: most of the old State of Hyderabad is now in Andhra Pradesh  
My'sore: now called Karnataka
- 7 'linen: a type of cloth made from the plant flax
- 10 'founders: those who melt metal and pour it into a hollow mould

### 10.1.4 Exercises in Comprehension

In this section you will do three kinds of activity:

- i) Exercise 1 will help you get more practice in understanding significant details in the passage.
- ii) Diagrams can provide a helpful way of understanding how a text is organized.

<sup>1</sup>Christ's words to his disciples when he sent them to spread the gospel.

**Exercise 2** is meant to help you understand how visual displays or diagrams can often be used to classify information

iii) **Exercise 3** gives you further practice in understanding the organization of the passage. This exercise is based on the principle that tracing the **structure** of a passage usually results in a clearer understanding of its overall meaning.

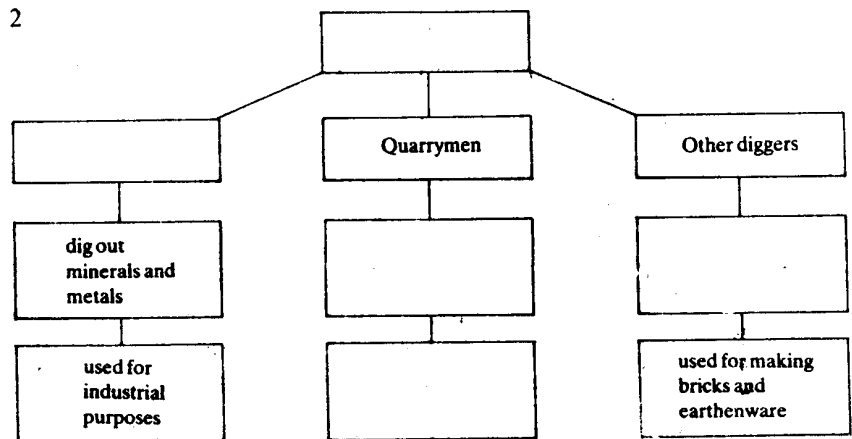
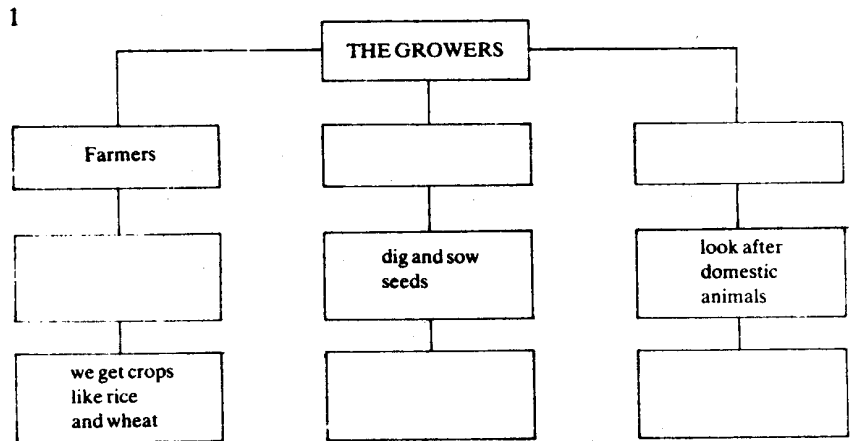
**Exercise 1**

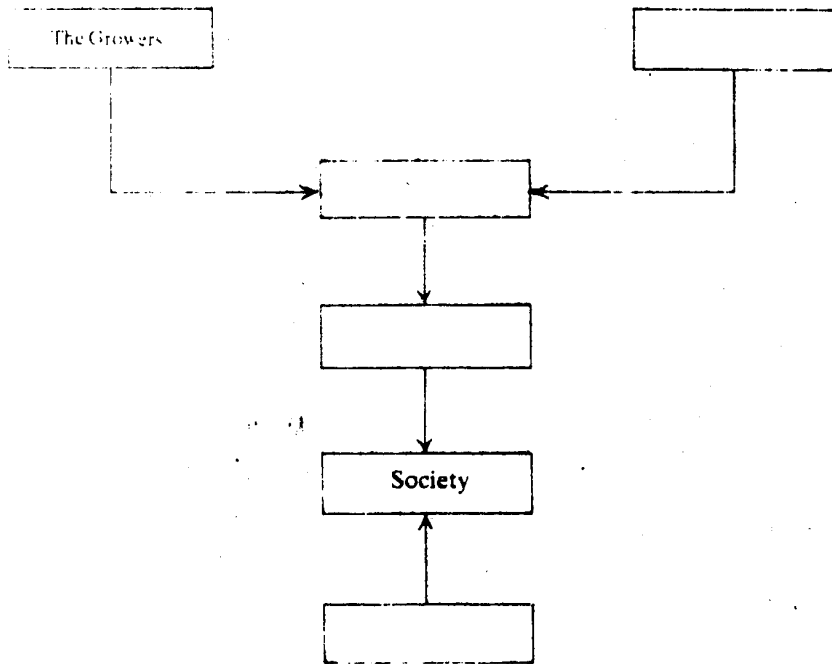
Say whether the following statements based on the passage are True or False.

- 1 If we stop working, the world will stop functioning too. (Paragraph 1) .....
- 2 The **growers** grow vegetables but not animals. (Paragraph 4) .....
- 3 Coal is required only for making iron into machines but not to operate them when they are made. (Paragraph 6) .....
- 4 The **makers** can do their work only after the **growers** and the **diggers** have done their work. (Paragraph 7) .....
- 5 If we did not have any **movers**, it would not be possible for us to obtain the things that are made, grown or dug up. (Paragraph 8) .....
- 6 The world can keep going without the **helpers**. (Paragraphs 11 and 12) .....
- 7 Shopkeepers are like the **movers** because they themselves fetch everything that they later sell us. (Paragraphs 13 & 14) .....
- 8 People get paid for their work only if it is something that other people want. (Paragraph 17) .....
- 9 People who lived in the distant past divided up work among the five kinds of workers. (Paragraphs 18 and 19) .....
- 10 The division of labour makes life much simpler and more efficient. (Paragraphs 18 to 21) .....

**Exercise 2**

Complete each of the following diagrams using the correct information from the passage.





**Exercise 3**

The passage can be divided broadly into several sections. Complete the following statements using the first two statements as models.

- 1 Paragraph 1 provides the context and Paragraph 2 states the topic to be discussed in the passage.
- 2 Paragraphs 3 and 4 talk about the growers.
- 3 Paragraphs 5 and 6 .....
- 4 Paragraph 7 .....
- 5 ..... talks about the movers.
- 6 Paragraph 9 gives the names of ..... discussed so far.
- 7 ..... talk about the helpers.
- 8 Using shopkeepers as an example, ..... talk about the occasional difficulty in deciding where a worker belongs.
- 9 Paragraphs 15 and 16 give an example of how .....
- 10 ..... talks about work and pay.
- 11 ..... belong together because they talk about the need for distribution of work in society.

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**10.2 VOCABULARY**

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Since the passage you have read is about the concept of work, you will do two exercises which will help you learn many words related to **workers**.

**Exercise 4**

Read the following passage and note the words in bold letters:

David Livingstone worked as a **labourer** in a cotton mill when he was only ten years old. He did not receive any formal education and was his own **teacher**. Later, he became a doctor and went to Africa as a medical **missionary**. He became famous as the greatest **explorer** of Central Africa.

In the above paragraph, the words in bold letters refer to persons who are all 'doers' or 'workers'. These words are formed by the addition of the suffixes **-er** and **-ary**. Certain other 'doers' are formed by adding suffixes like **-or** (e.g., **collector**), **-eer** (e.g., **mountaineer**) and **-ier** (e.g., **cashier**).

Now form words referring to 'doers'/'workers' from the following words by adding the appropriate suffixes. Make changes in the spelling where necessary.

report ..... collect ..... finance .....  
 auction ..... revolution ..... supervise .....  
 bank ..... translate ..... invent .....  
 teach ..... advise ..... engine .....

**Exercise 5**

Can you sort out these people into two equal lists of 'speakers' and 'writers'?

dramatist          novelist          orator          poet  
 preacher          lecturer          biographer      newsreader  
 essayist          actor

Speakers	Writers
1 .....	1 .....
2 .....	2 .....
3 .....	3 .....
4 .....	4 .....
5 .....	5 .....

**10.3 GRAMMAR AND USAGE**

**10.3.1 Types of Sentences**

Sentences in English belong to three main types according to grammatical structure:

**a) Statements (assertive sentences)**

*Examples*

- 1 **Work is necessary to keep the world going.** (affirmative)
- 2 **We do not generally speak of farmers 'growing' animals.** (negative)

**b) Questions (interrogative sentences)**

*Examples*

- 1 **Why do people work?**
- 2 **Does everyone do the same kind of work?**

**c) Commands and Requests (imperative sentences)**

*Examples*

- 1 **Think about these questions.**
- 2 **Look round the room you are in.**

**Exercise 6**

To which of the three grammatical types do the following sentences belong?

- 1 **They are all busy growing things.** .....
- 2 **Which set shall we put them in?** .....
- 3 **Think of all the different kinds of workers.** .....
- 4 **Do not forget the last point.** .....
- 5 **Why are there so many different kinds of workers?** .....
- 6 **Each man built his own house and made what furniture he needed.** .....
- 7 **Are some kinds of work more important than some others?** .....

**10.3.2 The Definite Article**

**Exercise 7**

Insert the definite article *the*, where necessary.

- 1 **They need ground to live on.** .....

- 2 Most of coal and iron mines are in Bihar .....
- 3 This brings us to third kind of workers .....
- 4 Things you want to eat will not come to you by themselves. ....
- 5 They are different from rest .....
- 6 It was much better to divide work among them .....
- 7 Work is one thing that is necessary to keep world going .....
- 8 A contest in presidential election appears inevitable .....

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## 10.4 WRITING

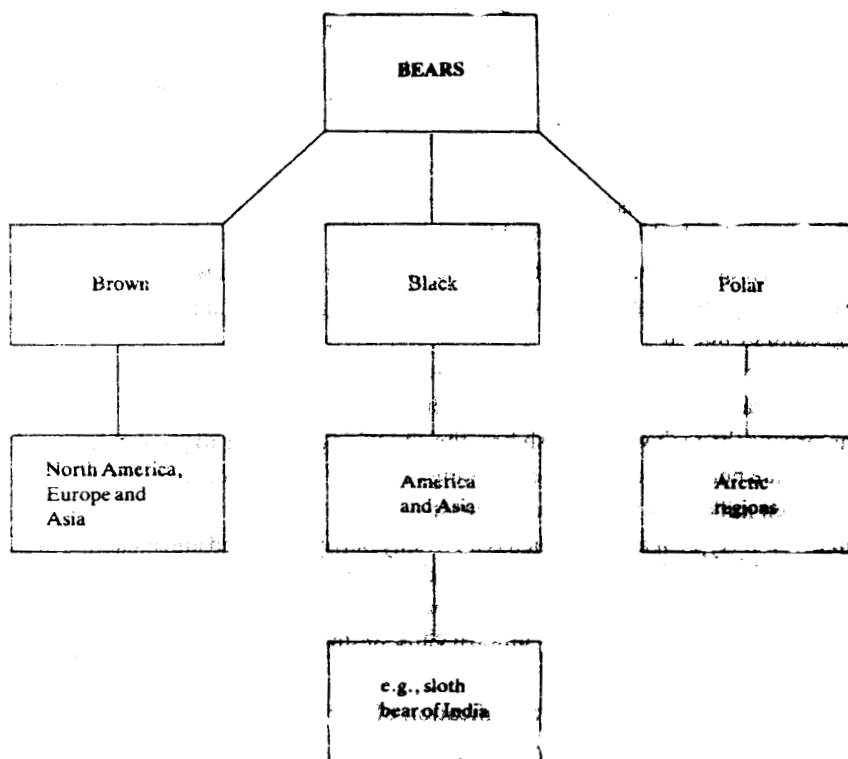
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When we divide something into groups, categories, etc., we are classifying those items. The classification is often represented by diagrams (as you saw in Exercise 2).

In this section, we shall give you an example of how to write a description using a diagrammatic classification. We shall then give you an assignment in which you will use a visual display of information to write a description.

*Example*

- a) Study this tree diagram showing the classification of bears.



- b) Now read this description based on the diagram:

Bears can be considered as belonging to three main groups: the brown bears, the black bears and the polar bears. The brown bears are to be found in North America, Europe and Asia. The black bears, like the Indian sloth bear, are found in America and Asia. The polar bear is to be found only in the Arctic regions.





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## 10.5 LET US SUM UP

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In this unit we have given you practice in

- reading and understanding a passage on 'The Five Kinds of Workers',
- using the suffixes *-er*, *-or*, *-ary*, *-eer* and *-ier* to form words referring to different kinds of workers,
- recognizing the different types of sentences on the basis of grammatical structure, and
- using the classification given in the form of a diagram to write a connected passage.

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## 10.6 KEY WORDS

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**'category:** a division or class

**'classify:** arrange in classes or groups

**'diagram:** a drawing to explain something

**di'splay (n.):** show

**im'perative (in grammar):** form of a sentence expressing a command

**inter'rogative:** having the form of a question

**'missionary:** a person sent to preach his religion

**'orator:** a person who makes speeches

**revo'lution:** complete change

**sign'ificant:** important

**'suffix:** letters, sounds, or syllables added at the end of a word to make another word, e.g., *-er* added to *work* to make *worker*, or as an inflexion, e.g., *-s* in *workers*.

**text:** a short passage for study

**'visual:** concerned with seeing

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## 10.7 SUGGESTED READING

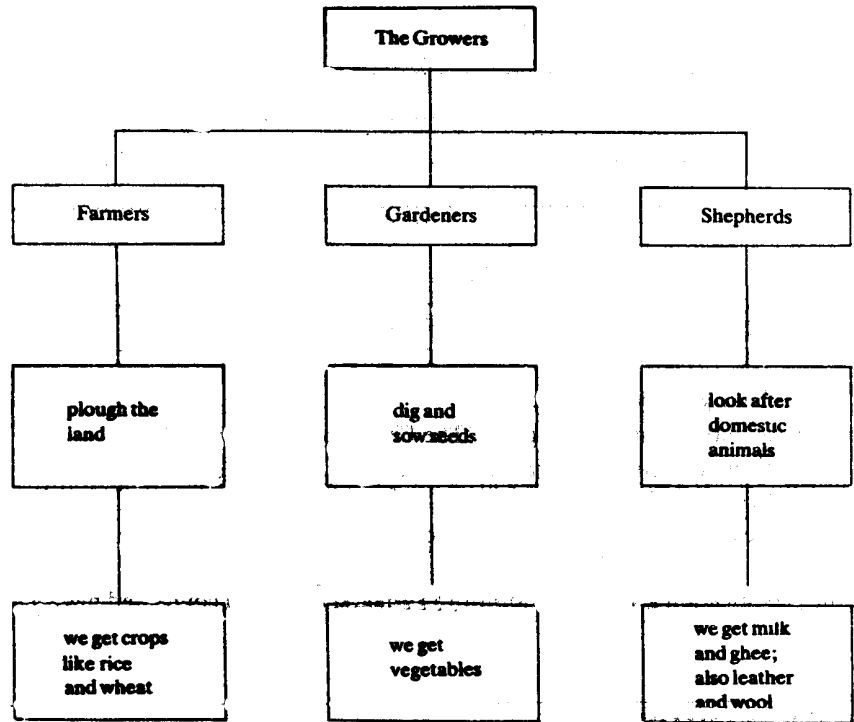
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## 10.8 ANSWERS TO EXERCISES

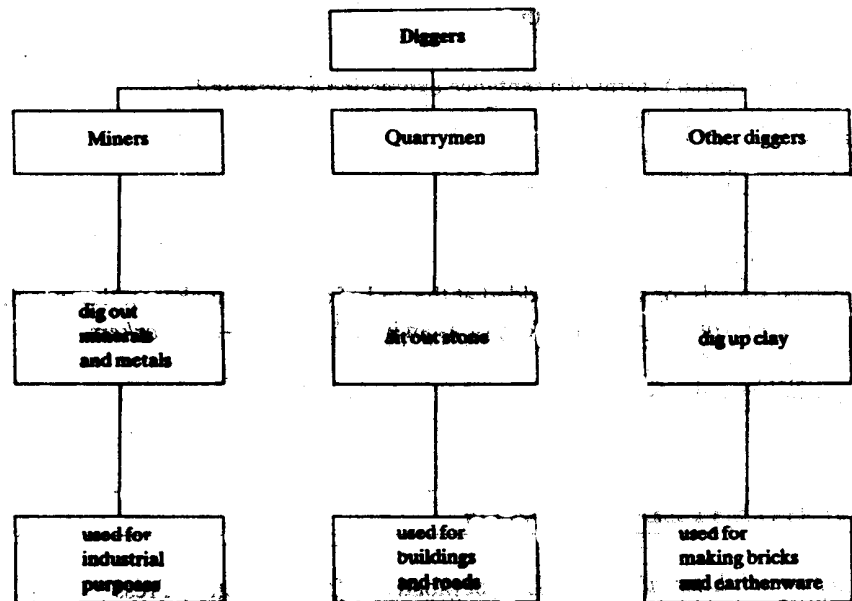
### Exercise 1

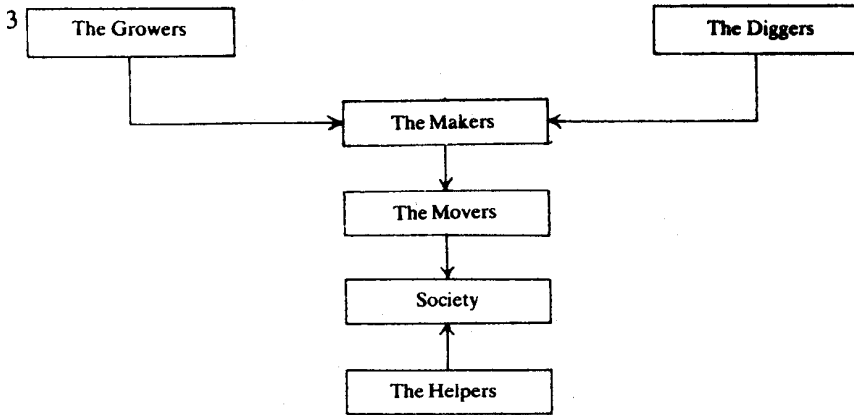
- 1 True   2 False   3 False   4 True  
5 True   6 False   7 False   8 True  
9 False   10 True

### Exercise 2



2





### Exercise 3

- 3 Paragraphs 5 and 6 talk about the diggers.
- 4 Paragraphs 7 talks about the makers.
- 5 Paragraph 8 talks about the movers.
- 6 Paragraph 9 gives the names of the four kinds of workers discussed so far.
- 7 Paragraphs 10-12 talk about the helpers.
- 8 Using shopkeepers as an example, paragraphs 13-14 talk about the occasional difficulty in deciding where a worker belongs.
- 9 Paragraphs 15 and 16 give an example of how different kinds of workers are needed to provide the things that people want.
- 10 Paragraph 17 talks about work and pay.
- 11 Paragraphs 18-21 belong together because they talk about the need for distribution of work in society.

### Exercise 4

reporter	collector	financier
auctioneer	revolutionary	supervisor
banker	translator	inventor
teacher	adviser	engineer

### Exercise 5

#### Speakers

- 1 preacher
- 2 lecturer
- 3 actor
- 4 orator
- 5 newsreader

#### Writers

- 1 dramatist
- 2 essayist
- 3 novelist
- 4 biographer
- 5 poet

### Exercise 6

- 1 statement
- 2 question
- 3 command
- 4 command
- 5 question
- 6 statement
- 7 question

### Exercise 7

- 1 the ground
- 2 the coal and iron mines
- 3 the third kind
- 4 the things
- 5 the rest
- 6 the work
- 7 the one thing, the world
- 8 the presidential election

**Note**

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## UNIT 11

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### Structure

- 11.0 Objectives  
Cassette Recording
- 11.1 Listening Comprehension  
Lecture: 'The Burden of Women in the Villages'
- 11.2 Conversation
- 11.3 Pronunciation  
English Consonants
- 11.4 Let Us Sum Up
- 11.5 Key Words
- 11.6 Suggested Reading
- 11.7 Answers to Exercises

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## 11.0 OBJECTIVES

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In this unit we shall give you practice in listening comprehension by presenting a recorded lecture and setting questions on comprehension. We shall also ask you to study a dialogue between two passengers on a railway train and write a similar dialogue of your own.

In the section on pronunciation we shall give you a list of English consonant sounds and the symbols used for them in dictionaries.

After completing the unit you should be able to

- understand a lecture on a matter of general interest,
- take part in a conversation with people you happen to meet, and
- use the correct consonant sounds in English words.

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### Cassette Recording

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A cassette recording accompanies this unit and is available on payment.

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## 11.1 LISTENING COMPREHENSION

---

Listen carefully to this lecture which has been recorded for you on a cassette. Before you listen, look at Exercise 1 given below. Then take down notes while you listen, keeping the exercise in mind. After you complete Exercise 1, listen to the lecture again in sections. Pause after each section and do the exercise related to it.

### Exercise 1

1 Tick (✓) the right answer. The lecture is about

- a) the burden of women. ( )
- b) the burden of rural women in poor countries. ( )
- c) the burden of women in villages. ( )
- d) the disadvantages of being a woman. ( )

2 The speaker has given a number of reasons why he feels that the advancement of rural women is very necessary. From among the following statements tick (✓) the reasons that you think the speaker has given.

- a) The rural women are heavily burdened. ( )
- b) They are involved in subsistence economy. ( )

- c) They are neglected by the males. ( )
- d) They are the main factor responsible for better food production, smaller families and more successful development strategy. ( )
- e) About 90 per cent of them work. ( )
- f) They are the central figure for food production both for the country as well as the family. ( )
- g) They are bound by tradition, superstition and ignorance. ( )
- h) Modernization seems hardly to have reached them. ( )
- i) They are too disadvantaged to fight policy makers. ( )

3 What do you think is the speaker's attitude?  
Tick (✓) the right answer.

- a) He is presenting a factual report. ( )
- b) He is making an emotional appeal. ( )
- c) He is doing both (a) and (b). ( )

Now listen to the lecture in short sections. Pause after each section and answer the question(s) related to the section you have just heard.

**Section A**

**Exercise 2**

Complete the following :

The advancement of rural women will lead to

- a) .....
- b) .....
- c) a successful development strategy.

**Section B**

Now listen to Section B and answer the following question.

**Exercise 3**

Fill in the blank spaces in the following:

Rural women till the ..... (a) ....., which are so important for the family ..... (b) ..... They are also responsible for at least ..... (c) ..... in the country.

**Section C**

**Exercise 4**

Now listen to Section C of the lecture and answer the following question :

Give three reasons why rural women can be called backward.

- a) .....
- b) .....
- c) imprisoned by ignorance

**Section D**

**Exercise 5**

Now you will listen to a larger section. You may have to listen to it more than once to answer the following questions:

1 What four reasons does the speaker give to show that women are neglected?

- i) ..... (a) ..... in ..... (b) ..... planning bodies.
- ii) Important ..... (a) ..... are held by ..... (b) .....
- iii) Primitive ..... (a) ..... is used by women.
- iv) Rural women are too ..... (a) ..... to bring about a ..... (b) .....



2 Fill in the blanks :

A survey of employment in Kenya shows that while actually

- (a) ..... of the women form part of the labour force, only .....
- (b) ..... of them were listed as ..... (c) .....,
- and (d) ..... were ignored.

3 The speaker shows the primitive state of the technology used by rural women by giving the example of the village girl drawing water from a well and carrying a jar on her head. What is the advantage that the city girl has in this respect?

.....  
.....  
.....

4 Why is the rural woman unable to fight a political battle for herself?

.....  
.....  
.....

---

## 11.2 CONVERSATION

---

Learning a language means not just having the ability to understand it when it is spoken, but learning how to **do** things with that language, such as

- asking for permission
- giving or refusing permission
- warning someone
- expressing likes and dislikes
- agreeing or disagreeing with someone
- apologizing to someone, etc.

In other words, when you learn a language you need to learn how to perform these various functions correctly.

### Exercise 6

One of the questions people often ask you is :

What do you like doing in your spare time?

Here are some of the answers for you to practise :

- 1 I'm fond of plays. So I go to the theatre quite a lot.
- 2 I'm keen on sports. So I go and watch cricket and hockey whenever I get a chance.
- 3 I'm interested in electronics. I build model cars and aeroplanes.
- 4 I like Indian classical music. So I listen to the music programmes on radio and television.
- 5 I like playing tennis and go to the club every evening to have a game.
- 6 I'm fond of Hindi films and go to the movies quite a lot.
- 7 I'm keen on keeping fit. So I do yoga exercises every morning.
- 8 I enjoy reading modern fiction and have a large collection of books.
- 9 I'm fond of painting. I paint natural scenery, particularly the mountains.
- 10 I'm fond of sightseeing and often go to places of interest in and around our city.

### Exercise 7

Read this conversation between two passengers on a railway train, and listen to it on the cassette. Then practise reading it aloud.

- A : Are you also going to Delhi?  
B : Yes.  
A : D'you live in Delhi or are you just visiting it?



of English words from *Longman Dictionary of Contemporary English* and *Oxford Advanced Learner's Dictionary of Current English*.

English has 24 consonant sounds. These are listed below and have been recorded for you on the cassette. Listen to each sound and a key word in which it occurs.

	Symbol	Key word
1	/p/	pen
2	/b/	back
3	/t/	tea
4	/d/	day
5	/k/	key
6	/g/	gay
7	/tʃ/	cheer
8	/dʒ/	jump
9	/f/	few
10	/v/	view
11	/θ/	thing
12	/ð/	then
13	/s/	soon
14	/z/	zero
15	/ʃ/	fishing
16	/ʒ/	pleasure
17	/h/	hot
18	/m/	sum
19	/n/	sun
20	/ŋ/	sung
21	/l/	led
22	/r/	red
23	/j/	yet
24	/w/	wet

Notice that the symbols for the consonants 1-6, 9, 10, 13, 14, 17, 18, 19, 21, 22, and 24 are the same as the letters of the alphabet. Only eight symbols are new and have to be learnt.

### Exercise 9

Here are 10 words. You can listen to them on the cassette. Write down the symbols for the consonant sounds in these words. After you have checked your answers with those given by us at the end of the unit, say the words with the correct vowel and consonant sounds.

- 1 thief ..... 2 catch ..... 3 yard ..... 4 there .....  
 5 lamp ..... 6 measure ..... 7 zoo ..... 8 share .....  
 9 song ..... 10 joy .....

### Exercise 10

Given below are eight pairs of words, and the words in each pair differ in only one consonant sound. You can listen to these words on the cassette.

Write down the symbols for the consonant sounds that bring about the difference.

- 1 peas, peace .....  
 2 jew, zoo .....  
 3 sew, show .....  
 4 pact, fact .....  
 5 vine, wine .....  
 6 go, know .....  
 7 harm, charm .....  
 8 ledger, leisure .....

After you have checked your answers with those given by us, say each pair, bringing out the difference clearly.



- 9 exercises .....  
10 unit .....

After you have checked your answers, say each word with the correct pronunciation.

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## 11.4 LET US SUM UP

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In this unit we have

- given you practice in listening to a recorded lecture and understanding it,
- presented a specimen dialogue between two passengers on a railway train and given you practice in writing a similar dialogue.
- given you a list of English consonant sounds and the symbols used for them in some dictionaries.

---

## 11.5 KEY WORDS

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**'consonant:** a speech sound produced by a complete or partial stoppage of the breath

**'dialogue:** a conversation

**'lecture:** a talk for the purpose of teaching

**'symbol:** a sign looked upon as representing something

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## 11.6 SUGGESTED READING

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Sarah Freeman: *Study Strategies in English*, Orient Longman

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## 11.7 ANSWERS TO EXERCISES

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### Exercise 1

- 1 b)  
2 d) and f)  
3 c)

### Exercise 2

- a) better food  
b) smaller family

### Exercise 3

- a) kitchen gardens  
b) diet  
c) 50 per cent of food production

### Exercise 4

- a) bound by tradition  
b) chained by superstition

### Exercise 5

- 1 i) a) male dominance                      b) national  
   ii) a) jobs                                    b) males  
   iii) a) technology  
   iv) a) suppressed                         b) change in policy

- 2 a) 90 per cent  
 b) 40 per cent  
 c) employed  
 d) the rest
- 3 There are taps for water, so the city girl does not waste so much energy and time to collect water as the village girl does.
- 4 Because she is suppressed by law and custom and by poverty and illiteracy.

**Exercise 9**

- |        |        |       |
|--------|--------|-------|
| 1 θ-f  | 2 k-tʃ | 3 j-d |
| 4 ð-   | 5 l-mp | 6 m-ʒ |
| 7 z-   | 8 f-   | 9 s-ŋ |
| 10 dʒ- |        |       |

**Exercise 10**

- |       |        |        |        |
|-------|--------|--------|--------|
| 1 z/s | 2 dʒ/z | 3 s/f  | 4 p/f  |
| 5 v/w | 6 ɹ/n  | 7 h/tʃ | 8 dʒ/ʒ |

**Exercise 11**

- a) ocean, dictionary, scissors, pressure, decision  
 b) quality, crown, language, whether, whose, question, blow  
 c) think, this, others, theft, thought, then, therefore  
 d) shepherd, conference, geography, afraid, stuff, although, of  
 e) ear, few, lower, year, day, cure, toy, future

**Exercise 12**

- a)
- |         |        |
|---------|--------|
| /s/     | /z/    |
| dice    | raise  |
| reverse | as     |
| loose   | laws   |
| ass     | rivers |
| loss    | lose   |
- b)
- |           |          |
|-----------|----------|
| /ʃ/       | /ʒ/      |
| promotion | pleasure |
| shote     | garage   |
| special   |          |
| assure    |          |
| fresh     |          |
- c)
- |        |        |
|--------|--------|
| /n/    | /ŋ/    |
| tentn  | link   |
| listen | finger |
| known  | hang   |
| knob   | uncle  |
| knock  | song   |

**Exercise 13**

- 1 /əb'dʒektɪvz/
- 2 /kə'set/
- 3 /,kɒmpri'hensən/
- 4 /,kɒnvə'seɪʃən/
- 5 /prə,nʌns'teɪʃən/
- 6 /'ɪŋɡɪʃ/
- 7 /'kɒnsənənts/
- 8 /'ɒnsəz/
- 9 /'eksəsaɪtɪz/
- 10 /ju:nɪt/

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# UNIT 12

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## Structure

- 12.0 Objectives
  - Cassette Recording
- 12.1 Listening Comprehension
  - Talk: 'Dreams'
- 12.2 Conversation
- 12.3 Pronunciation
  - 12.3.1 Stress and Rhythm
  - 12.3.2 Vowel Contrasts
- 12.4 Let Us Sum Up
- 12.5 Key Words
- 12.6 Answers to Exercises

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## 12.0 OBJECTIVES

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In this unit we shall give you further practice in listening comprehension by presenting a recorded talk on 'Dreams' and setting questions on comprehension. We shall also ask you to study two dialogues in which a speaker tells another about the dreams he had recently.

In the section on pronunciation we shall talk about stress and rhythm in connected speech and provide further practice in vowel contrasts and reading words from a phonetic transcription.

After completing the unit you should be able to

- understand a talk on a subject of common interest,
- take part in a conversation in which you tell somebody about a past event, and
- use the correct patterns of stress and rhythm in sentences.

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## Cassette Recording

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A cassette recording accompanies this unit and is available on payment.

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## 12.1 LISTENING COMPREHENSION

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As you know, the secrets of sleep were a mystery for centuries. It is only in recent times that scientists have found out some of these secrets through careful observation and experiment. One of the greatest mysteries of sleep has been dreams. What are dreams? Where do they come from? What are they made of? Here is a talk on some of the beliefs and superstitions about dreams. It has been recorded for you on the cassette that goes with the course. Listen to the talk carefully and then answer the questions in Exercise 1.

### Exercise 1

Answer the following questions. You may listen to the recorded talk again and take down notes, if you like.

- 1 What is the difference between 'dreams' and 'reality'?

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**2 Dreams were interpreted in three different ways in ancient times. List them.**

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**3 What is the evidence to show that dreams can help solve scientific problems?**

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**4 What is the evidence to show that dreams can help in literary efforts?**

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**5 What is Freud's view about dreams?**

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**6 Why is it difficult to study dreams scientifically?**

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**7 Why do dreams appear odd and strange?**

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## **12.2 CONVERSATION**

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### **Talking about Past Events**

In the following dialogue 'A' tells 'B' that he had a strange dream a few days ago and then tells him what the dream was about. Read the following dialogue and then listen to it on the cassette.

**A** : I had a fantastic dream the other day.

**B** : Did you? What was it about?





- A : Oh, a horrible creature was chasing me. I don't quite remember what it looked like, but it was frightening.
- B : What happened?
- A : I ran as fast as I could, but he followed me.
- B : Then what did you do?
- A : I hid inside a very tall building, but he found me.
- B : And then?
- A : Then I climbed to the very top of the building, all the way to the 5th floor.
- B : And after that?
- A : After that there was nowhere to hide. When he was about to grab me, I jumped. As I was about to hit the ground, I woke up with a start.

**Exercise 5**

Now read the dialogue aloud yourself.

**Exercise 6**

Write a dialogue of about 100 words in which you talk about the happiest dream you've ever had.

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## 12.3 PRONUNCIATION

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### 12.3.1 Stress and Rhythm

In connected speech only those words that are important for meaning are stressed. Content words like nouns, adjectives, principal verbs and adverbs are generally stressed. Grammatical words or structure words like articles, personal and relative pronouns, auxiliary verbs, prepositions and conjunctions are generally not stressed.

*Example*

I had a fan'tastic 'dream the ,other ,day.  
 (The less prominent stresses are marked at the bottom.)

Notice that when a word of more than one syllable is stressed in connected speech, the stress is placed on the syllable that normally takes it when the word is said in isolation. For example, in the above example, *fantastic* is stressed on the second syllable.

The stressed syllables in English occur at regular intervals of time, and if there are a number of unstressed syllables between them, they have to be said quickly.

e.g., 'This is the' house that 'Jack,built.

There are two unstressed syllables between *This* and *house*, one between *house* and *Jack*, and none between *Jack* and *built*. But the stressed syllables will still come at equal intervals of time.

**Exercise 7**

Listen to the following sentences on the cassette and say them with the correct stress pattern as marked.

- 1 'What was it a'bout?
- 2 I 'dreamt that I was a 'millio'naire.

3 'How did you 'get all the 'money?

4 When I was 'digging a 'pit in my 'garden, /'suddenly I 'struck something 'hard.  
(The sentence is to be divided into two groups as shown.)

5 'Was it a 'treasure 'chest?

### 12.3.2 Vowel Contrasts

#### Exercise 8

Listen to the following pairs of words on the cassette and then read them aloud yourself, making a clear distinction between the words in each pair. Add three more pairs to illustrate each contrast.

- a)            /i:/            /ɪ/  
              seek            sick  
              sleep            slip  
              reach            rich  
              leave            live  
              deed            did
- .....  
.....  
.....

- b)            /e/            /æ/  
              pen            pan  
              bet            bat  
              men            man  
              lend            land  
              letter            latter
- .....  
.....  
.....

- c)            /e/            /eɪ/ (or Indian /e: /)  
              sent            saint  
              tell            tale  
              get            gate  
              bell            bale  
              chest            chaste
- .....  
.....  
.....

- d)            /ɒ/            /əʊ/ (or Indian /o: /)  
              odd            ode  
              not            note  
              got            goat  
              cost            coast  
              cot            coat
- .....  
.....  
.....

#### Exercise 9

Say the following words correctly as shown. You can also listen to them on the cassette.

comprehension / ,kɒmpri 'henʃən /

secrets / 'si:kri:ts /

mystery / 'mɪstəri /

centuries	/ 'sentʃəri:z /
recent	/ 'ri:sənt /
times	/ taɪmz /
scientists	/ 'saɪəntɪsts /
careful	/ ,keəfəl /
observaton	/ ,ɒbzə'veɪʃən /
experiment(n)	/ ɪk'sperɪmənt /

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## 12.4 LET US SUM UP

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In this unit we have

- given you practice in listening to a talk on 'dreams' and understanding it,
- presented a specimen dialogue in which one person tells another about a dream he had, and
- introduced you to the feature of stress and rhythm in English sentences.

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## 12.5 KEY WORDS

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**'adjective** (in grammar): a word that names a quality, or that defines or limits a noun

**'adverb** (in grammar): a word that answers question with *how*, *when*, *where*, and modifies verbs, adjectives, and other adverbs

**'astronaut**: a person who travels in a spacecraft

**au'xiliary 'verb**: a helping verb, e.g., *is* in *He is coming*.

**con'junction** (in grammar): a word that joins other words, clauses, etc. e.g., *and*, *but*, *or*.

**'fairy**: a small imaginary being with supernatural powers

**ghost** / ɡəʊst / : the spirit of a dead person appearing to somebody still living

**'monster**: abnormally mis-shapen animal; a person or thing of extraordinary size

**noun** (in grammar): a word (not a pronoun) which can function as the subject or object of a verb, or the object of a preposition

**'personal'pronouns**: pronouns for the three persons: *I*, *we*; *you*; *he*, *she*, *it*, *they*

**pho'netic tran'scription**: a system of writing providing a symbol for each sound

**,prepo'sition**: a word or group of words (e.g., *in*, *from*, *to*, *out of*, *on behalf of*) often placed before a noun or pronoun to indicate place, direction, source, etc.

**'pronoun**: a word used in place of a noun or noun phrase e.g., *he*, *it*, *hers*, *we*, *them*

**'relative'pronoun**: e.g., *who* in *The man who came to dinner*

**'rhythm** (in English): a regular succession of strong stresses

**'spirit**: the soul thought of as separate from the body

**stress**: extra force used in speaking, on a particular word or syllable, e.g., in the word *extra*, the stress is on the first syllable.

**,super'stition**: unreasoning belief in magic, etc.; irrational fear of what is unknown or mysterious

**'vowel'contrast**: difference in vowel sounds that brings about a difference in meaning

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## 12.6 ANSWERS TO EXERCISES

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### Exercise 1

- 1 Events which happen to us when we are awake are called 'reality': those which happen to us when we are asleep are called dreams.
- 2 In ancient times people believed that
  - i) dreams were messages from gods,
  - ii) they had prophetic meaning, and
  - iii) they had a value in healing.

- 3 Otto Loewi, a German physiologist, said one of his dreams gave him the idea of an experiment with a frog's nerve. This helped him win the Nobel Prize.
- 4 The English poet Coleridge said he had written his poem 'Kubla Khan' as a result of creative thinking during a dream.
- 5 Freud said the repressed wishes and desires of one's waking experience were reflected in one's dreams.
- 6 This is because
  - i) dreams can be observed only by the person who dreams them,
  - ii) the objects that appear during dreams cannot be observed again, and
  - iii) often the dreamer cannot clearly recall his dreams.
- 7 This is due to a lack of proper sequencing of time and place in dreams.

**Exercise 3 : Specimen Answer**

A : I had a funny dream last week.

A : a) I dreamt that I met a fairy in my garden.

A : The fairy led me to a distant place.

A : Well, as I was about to enter a palace, I woke up.

**Exercise 8 Specimen Answer**

- |    |                |
|----|----------------|
| a) | seat / sit     |
|    | beat / bit     |
|    | feel / fill    |
| b) | pet / pat      |
|    | met / mat      |
|    | guess / gas    |
| c) | met / mate     |
|    | sell / sale    |
|    | shed / shade   |
| d) | cod / code     |
|    | rot / wrote    |
|    | tossed / toast |

**Note**