

BACHELOR OF COMPUTER APPLICATION
(BCA)

ALCHEMY-II



SEMESTER-II
GENERAL ENGLISH TEXT BOOK
(As per the State Education Policy 2024)

Chief Editor

Dr. T.N. Thandava Gowda

Editor

Dr. Padmavathy. K

Bengaluru City University, Bengaluru



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ALCHEMY – II General English Textbook for II Semester BCA
has been prepared by the members of BCA Textbook
Committee, Bengaluru City University (BCU).

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First Edition: 2025

Published by:
Bengaluru City University Press
Bengaluru City University (BCU)
Central College Campus
Bengaluru - 560001

FOREWORD

The **Second Semester BCA General English textbook** under Bengaluru City University (BCU) has been meticulously designed to align with the objectives outlined by the State Education Policy (SEP). This book aims to nurture literary sensibilities and enhance language skills among students.

Divided into two sections—Literary and Grammar components—the textbook is structured to foster critical thinking, appreciation of literature, and accuracy in the usage of the English language. It serves as the second textbook for undergraduate BCA students at BCU, thoughtfully compiled by the dedicated members of the Textbook Committee.

I commend the committee for their diligent efforts in curating and organizing the content, ensuring that it introduces students to a rich and diverse learning experience. This book is a valuable resource that can help teachers develop a shared vision for interpretative discussions across genres. The framework provided in the textbook is designed to guide teachers in co-leading meaningful discussions in the classroom.

I extend my gratitude to the Director of Bengaluru City University Press and their team for skillfully and promptly publishing this textbook. I am confident that this book will become a cornerstone for teaching, inspiring students to develop a profound interest in English literature and language.

Prof. Lingaraj Gandhi
Vice-Chancellor

PREFACE

The **Second Semester General English syllabus** for the Bachelor of Computer Applications (BCA) programme at Bengaluru City University is designed to cultivate literary sensibilities and enhance the LSRW (Listening, Speaking, Reading, Writing) skills of students, as per the guidelines of the **State Education Policy 2024**.

The syllabus presents a rich blend of genres in the **Literary component**, including poems, short stories, and essays, while the **Grammar component** focuses on practical skills such as comprehension, giving directions and instructions, and reported speech to strengthen students' writing and communication abilities.

The **Textbook Committee** has meticulously developed the syllabus to ensure a holistic and engaging approach to learning English literature and language. This textbook is expected to fulfil the dual objectives of fostering aesthetic appreciation and sharpening communication skills among students.

I sincerely thank the Chairperson, the members of the Textbook Committee, and the staff of the printing press for their dedicated efforts in preparing and publishing this textbook with precision and timeliness. I am confident that this resource will inspire both teachers and students, making the study of English a rewarding experience.

Dr. T. N. Thandava Gowda
BOS Chairperson
Chairman, Dept of Research and
Studies in English
Bengaluru City University
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NOTE TO THE TEACHER

The Second Semester BCA General English textbook Alchemy-II, attempts to develop undergraduate students' proficiency in the language and develop their literary sensibilities. The allotment of marks is as follows:

Literary Component	50 marks
Grammar component	30 marks

Total	80 marks - written exam

Internal Assessment	
Internal Test	10marks
Assignment	05 marks
Classroom activity/	05 marks
Presentation/project	-----
Total	20 marks

The selected literary pieces for the **Second Semester BCA General English syllabus** encompass four genres: two poems, two short stories, an extract from Shakespeare's Macbeth and two essays. These selections are engaging and are designed to spark enthusiasm and curiosity among students. Teachers are encouraged to enrich the learning experience by drawing parallels with similar contexts from other literary works, thereby broadening students' perspectives.

The **Grammar component** exercises are intended to be suggestive rather than conclusive. Teachers can supplement these exercises with materials from other sources and expand on the activities to help students enhance their communication skills effectively. It is crucial to

identify areas where students face challenges and guide them to work on targeted exercises to address those difficulties.

Active participation by students is essential for meaningful learning. Teachers should resist the urge to complete tasks on behalf of students and instead focus on empowering them to learn independently. Teaching students how to approach learning autonomously will equip them with valuable lifelong skills.

The total number of teaching hours for this course is **56**, with classes scheduled for **four hours per week**.

The Committee expresses its sincere gratitude to Dr. Thandava Gowda, Chairman, Board of Studies, Bengaluru City University for his unconditional support and guidance. The Committee also thanks Prof. Lingaraj Gandhi, the Honourable Vice Chancellor of Bengaluru City University for his support in bringing out the Second Semester text book.

Happy Teaching!

Dr Padmavathy.K
Chairperson
Text book Committee

BCA Semester -II

General English

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

- ***Appreciation of Literary Texts:*** Foster an understanding and enjoyment of the prescribed literary works.
- ***Critical and Analytical Skills:*** Develop the ability to evaluate, analyze, and interpret texts effectively.
- ***Issue Sensitization:*** Cultivate awareness and sensitivity to the social, cultural, and ethical issues explored in the texts.
- ***Comprehension Skills:*** Enhance the ability to read, understand, and interpret written material accurately.
- ***Communication Proficiency:*** Strengthen verbal and written communication skills for effective expression.
- ***Elaboration and Coherence:*** Learn to construct coherent arguments and elaborate ideas logically.

Course Title -- L2 - GENERAL ENGLISH	
Teaching Hours: 4 hours per week	Course Credits: 3
Formative Assessment Marks: 20	Internal Assessment
Summative Assessment Marks: 80	Duration of Exam: 3 hours
CONTENT OF THE COURSE - II SEMESTER B.C.A. AND OTHER PROGRAMMES UNDER THE FACULTY OF COMPUTER APPLICATIONS	56 hrs

<u>Contents</u>	Hours of Teaching	Page No.
1. <i>My Last Duchess</i> by Robert Browning	4hrs	1
2. <i>If You Forget Me</i> by Pablo Neruda	4hrs	7
3. <i>The Weed</i> by Amrita Pritam	4hrs	12
4. <i>The Advance</i> by Henry Lopes	4hrs	24
5. <i>Macbeth</i> by William Shakespeare (Excerpt - Opening Scene and Murder Scene)	4hrs	35
6. <i>How Wealth Accumulates and Men Decay</i> by Bernard Shaw	4hrs	44
7. <i>Better Late</i> by RK Narayan	4hrs	51

GRAMMAR COMPONENT

1. Reading Comprehension Level-2	4hrs	59
2. Vocabulary	4hrs	72
3. Sentence Structure	4hrs	104
4. Verbal and Non-Verbal Communication	4hrs	111
5. Dialogue Writing	4hrs	119
6. Active - Passive Voice	4hrs	126
7. Data Interpretation.	4hrs	136

56 hrs

Question Paper Pattern	147
Model Question paper	148

1. My Last Duchess

Robert Browning

Pre- Reading:

- "Love doesn't fade away, even if a person vanishes from his sight" Do you admit the same?
- If a piece of art could speak, what would it say about its subject and the artist?
- "Jealousy can destroy relationships." Discuss

About the Author:



Robert Browning (7 May 1812 – 12 December 1889) was an English poet and playwright whose dramatic monologues put him high among the Victorian poets. He was noted for irony, characterization, dark humour, social commentary, historical settings and challenging vocabulary and syntax.

His dramatic monologues and the psycho-historical epic *The Ring and the Book* (1868-1869), a novel in verse, have established him as a major figure in the history of English poetry. His claim to attention as a children's writer is more modest, resting as it does almost entirely on one poem, "The Pied Piper of Hamelin," included almost as an afterthought in *Bells and Pomegranates*. Nevertheless, "The Pied Piper" moved quickly into the canon of children's literature, where it has remained ever since, receiving the dubious honour (shared by the fairy tales of Hans Christian Andersen and J.M. Barrie's *Peter Pan*) of appearing almost as frequently in "adapted" versions as in the author's original. His approach to dramatic monologue influenced countless poets for almost a century.

In the poem, the Duke of Ferrara uses a painting of his former wife as a conversation piece. The Duke speaks about his former wife's perceived inadequacies to a representative of the family of his bride-to-be, revealing his obsession with controlling others in the process. Browning uses this compelling psychological portrait of a despicable character to critique the objectification of women and abuses of power.

Throughout the poem, the duke's words expose his controlling and jealous personality, hinting at a dark history with his late wife. The poem's famous

lines, "That's my last Duchess painted on the wall, / Looking as if she were alive," suggest the duke's fixation on the Duchess, even after her death.

The poem raises questions about power, possession, and the objectification of women, making it a thought-provoking and haunting read.

FERRARA

That's my last Duchess painted on the wall,
Looking as if she were alive. I call
That piece a wonder, now; Fra Pandolf's hands
Worked busily a day, and there she stands.
Will't please you sit and look at her? I said
"Fra Pandolf" by design, for never read
Strangers like you that pictured countenance,
The depth and passion of its earnest glance,
But to myself they turned (since none puts by
The curtain I have drawn for you, but I)
And seemed as they would ask me, if they durst,
How such a glance came there; so, not the first
Are you to turn and ask thus. Sir, 'twas not
Her husband's presence only, called that spot
Of joy into the Duchess' cheek; perhaps
Fra Pandolf chanced to say, "Her mantle laps
Over my lady's wrist too much," or "Paint
Must never hope to reproduce the faint
Half-flush that dies along her throat." Such stuff
Was courtesy, she thought, and cause enough
For calling up that spot of joy. She had
A heart how shall I say? too soon made glad,
Too easily impressed; she liked whate'er
She looked on, and her looks went everywhere.
Sir, 'twas all one! My favour at her breast,
The dropping of the daylight in the West,

The bough of cherries some officious fool
Broke in the orchard for her, the white mule
She rode with round the terrace all and each
Would draw from her alike the approving speech,
Or blush, at least. She thanked men good! but thanked
Somehow I know not how-as if she ranked
My gift of a nine hundred years old name
With anybody's gift. Who'd stoop to blame
This sort of trifling? Even had you skill
In speech-which I have not-to make your will
Quite clear to such an one, and say, "Just this
Or that in you disgusts me; here you miss,
Or there exceed the mark" and if she let
Herself be lessoned so, nor plainly set
Her wits to yours, forsooth, and made excuse
E'en then would be some stooping; and I choose
Never to stoop. Oh, sir, she smiled, no doubt,
Whene'er I passed her; but who passed without
Much the same smile? This grew; I gave commands;
Then all smiles stopped together. There she stands
As if alive. Will't please you rise? We'll meet
The company below, then. I repeat,
The Count your master's known munificence
Is ample warrant that no just pretense
Of mine for dowry will be disallowed;
Though his fair daughter's self, as I avowed
At starting, is my object. Nay, we'll go
Together down, sir. Notice Neptune, though,
Taming a sea-horse, thought a rarity,
Which Claus of Innsbruck cast in bronze for me!

Glossary:

- Ferrara** : a city in Italy (the Duke's residence).
- Fra Pandolf** : it is a reference to the artist who painted the portrait of the Duchess. "Fra" is an Italian title equivalent to "Brother" or "Friar", indicating that Pandolf was a member of a religious order.
- Durst** : archaic and dialectal past tense of 'dare'.
- Earnest** (adjective): serious, sincere, and genuine.
- Bough** (noun) : a branch of tree
- Glance** (noun) : a quick or brief look.
- Mantle** (noun) : a cloak or cape, but also a symbol of power and status.
- Officious** (adjective): too eager to help or give advice, often in an annoying way.
- Munificence** (noun): generosity or liberality, especially in giving gifts.
- Pretense** : a false or pretended claim, reason, or excuse.
- Dowry** (noun) : a payment or gift given to a bride's husband at their marriage.
- Avowed** (verb) : declared or stated openly.
- An one** : archaic way of saying one person or a single person, likely the Duchess
- Rarity** (noun) : something unusual or uncommon.
- Trifling**(adjective) : unimportant or trivial.
- Taming** (verb) : controlling or dominating something or someone.
- Stoop** (verb) : to lower oneself or compromise one's values.
- Nay** : archaic or dialect meaning 'no'.
- Innsbruck** : it is a city in Austria, located in the Tyrolean Alps. In the context of the poem, Innsbruck is mentioned as the place where the artist Claus created a bronze statue of Neptune taming a sea-horse, which the Duke proudly owns.

Poetic Devices employed

1. **Imagery:** Vivid descriptions of the portrait, the Duchess's smile, and the surroundings.
2. **Symbolism:** The portrait, the mantle, and the sea-horse represent the Duke's power and control.
3. **Irony:** The Duke's words reveal his true nature, contradicting his polite tone.
4. **Enjambment:** The sentences often continue into the next line without punctuation, creating a sense of flow.

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

1. Who is the speaker of the poem?
2. What is the Duke showing to the emissary?
3. The two pieces of art presented by the speaker in the poem are _____ and _____
4. What does the use of the word "Last" in the poem's title signify?
5. What is the Duke's motivation for marrying the Count's daughter?
6. Identify the tone of the Duke's monologue.

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

1. Describe the Duke's personality based on his monologue. What traits does he exhibit?
2. Explain the significance of Fra Pandolf's character and his influence in the poem.
3. What does the bronze statue of Neptune taming a sea-horse symbolize?
4. Why did the Duke give commands to stop the Duchess's smiles?
5. How is memory depicted in the poem "My Last Duchess"?
6. Why does the Duke in "My Last Duchess" hide the duchess's painting behind a curtain?

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

1. What does the Duke reveal about himself through literary techniques in the poem?
2. How does Browning present jealousy in the poem?
3. Discuss the theme of narcissism in Robert Browning's 'My Last Duchess'.
4. Comment on the themes of power, possession, art, and marriage in the poem.

REFERENCE:

- Robert Browning's Answers to Some Questions, 1914
- Chris de Burgh, "The Painter" (1976)
- Julian Glover performs "My Last Duchess"
- My Last Duchess Glass Window
- Nikolaus Mardruz to his Master Ferdinand, Count of Tyrol, 1565 by Richard Howard, 1929

Suggested reading:

- ⇒ "Soliloquy of the Spanish Cloister" -by Robert Browning
- ⇒ "Ozymandias" -by Percy Bysshe Shelley
- ⇒ "The Pied Piper" -by Robert Browning
- ⇒ "Wieland" "Edgar Huntly" -by Charles Brockden Brown
- ⇒ "Aurora Leigh" -by Elizabeth Barrett Browning
- ⇒ "Women and Roses" "The Lost Mistress" – by Robert Browning (part of his collection "Men and Women")

2. If You Forget Me

Pablo Neruda

Approach to text:

- How do people show their love for someone who is far away? Discuss
- "You can only love someone if they love you back." Share your opinion
- "Distance strengthens relationships." Do you agree?

About the poet:



Pablo Neruda (1904-1973) was a Chilean poet, diplomat, and politician, who is considered as one of the most important Latin American poets of the 20th century. His work continues to be widely read and studied today, inspiring new generations of poets and readers alike.

He wrote over 60 books, including "Twenty Love Poems and a Song of Despair" and "Full Woman, Fleshly Apple, Hot Moon". His works have been translated into over 100 languages, with millions of copies sold worldwide.

Neruda's poetry is characterized by its passionate and sensual language, its engagement with political and social issues, and its celebration of love, nature, and everyday life. His poems often explore themes of longing, desire, loss, and the search for meaning and identity in a rapidly changing world.

Neruda's influence can be seen in the work of many contemporary poets, particularly those who write in Spanish. His legacy lies not only in his beautiful and evocative poetry but also in his unwavering commitment to social justice and his belief in the transformative power of art. He was awarded with the Nobel Prize in Literature in 1971 and honoured with the Lenin Peace Prize in 1953

About The poem:

Pablo Neruda's poem '*If You Forget Me*' is a poem that speaks directly to the author's lover, warning her what will happen if she falls out of love with the speaker. While Neruda was married to Argentinian writer Delia del Carril when the poem was written, many believe Neruda wrote this to his lover, Matilde Urrutia, the woman who would later become his wife. Neruda, a Communist senator in Chile, was exiled from his native land for thirteen months after the fall of Communism in 1948, and this poem was most likely written while Neruda was in exile. Other critics believe this poem was written not to his lover, but to his homeland of Chile, warning her not to forget him while he is forced away. Regardless of the interpretation, the poem is one of the most popular love poems in literature, and Neruda is often called one of the greatest poets of the twentieth century.

I want you to know
one thing.

You know how this is:
if I look
at the crystal moon, at the red branch
of the slow autumn at my window,
if I touch
near the fire
the impalpable ash
or the wrinkled body of the log,
everything carries me to you,
as if everything that exists,
aromas, light, metals,
were little boats
that sail
toward those isles of yours that wait for me.

Well, now,
if little by little you stop loving me
I shall stop loving you little by little.

If suddenly
you forget me
do not look for me,
for I shall already have forgotten you.

If you think it long and mad,
the wind of banners
that passes through my life,
and you decide
to leave me at the shore
of the heart where I have roots,
remember
that on that day,
at that hour,
I shall lift my arms
and my roots will set off
to seek another land.

But
if each day,
each hour,
you feel that you are destined for me
with implacable sweetness,
if each day a flower
climbs up to your lips to seek me,
ah my love, ah my own,
in me all that fire is repeated,
in me nothing is extinguished or forgotten,

my love feeds on your love, beloved,
and as long as you live it will be in your arms
without leaving mine.

Vocabulary:

Fades	: becomes weaker or less visible
Nourished	: provided with food or other substances necessary for growth or maintenance
Sustained	: maintained or supported over a period of time
Consumed	: completely absorbed or engaged
Essence	: the fundamental nature or characteristics of something
Entirety	: the whole or complete amount of something
Hypothetical	: based on a supposed or assumed situation
Metaphor	: a figure of speech comparing two unlike things without using "like" or "as"
Singular	: unique or one-of-a-kind
All-consuming	: completely absorbing or dominating one's thoughts or feelings
Identity	: the state of being oneself, or a person's sense of self

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

1. Who is the speaker addressing in the poem?
2. The speaker's fear in the poem is _____
3. What does the speaker compare their presence to if forgotten?
4. What is the speaker's desire for the beloved one/ones?
5. Identify the central theme of the poem.
6. Why does the speaker want the beloved one/ones to remember him?

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

1. Describe the imagery used in the poem. How does it contribute to the overall mood?
2. What emotions does the speaker express throughout the poem?
3. How does the poet use contrast to convey his message?
4. Briefly explain the reflections of Neruda's personal experiences or beliefs as seen in the poem.

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

1. Examine the role of nature in the poem. How does Neruda connect natural elements to the theme of love and memory?
2. How does the poem reflect the political and personal context of Neruda's life?
3. Analyse the emotional progression of the poem. How does the speaker's tone shift throughout the poem, and what does this reveal about his feelings.
4. Neruda's use of free verse contributes to the poem's overall impact. Explain.

References:

1. **Bloom, H. (Ed.). (2003).** Pablo Neruda: Modern Critical Views. New York, NY: Chelsea House Publishers.
2. **Fergusson, A. (Ed.). (2005).** **The Oxford Book of Love Poetry.** Oxford, UK: Oxford University Press.
3. **Neruda, P. (1952).** Los versos del capitán (The Captain's Verses). Santiago, Chile: Editorial Nascimento.
4. **Neruda, P. (2018).** If You Forget Me (Translated by Carolina De Robertis). New York, NY: Penguin Random House.
5. <https://allpoetry.com/If-You-Forget-Me>

Suggested reading:

- a *Salvo el crepúsculo* (Save Twilight) by Julio Cortázar.
- b. *Selected Poems of Gabriela Mistral* by Gabriela Mistral
- c. *The House of the Spirits, Eva Luna and Daughter of Fortune* by Isabel Allende
- d. *The Universal History of Infamy* by Jorge Luis Borges.

3. The Weed

Amrita Pritam

Pre- Reading:

- What expectations do you have about arranged marriages in rural settings?
- Discuss the role of jewellery in expressing identity and status in different cultures.
- Discuss why some traditions consider reading as a sin for women.
- What might be some reasons for superstition and folklore in rural communities?
- Discuss and compare how different cultures view the roles of men and women, particularly in education and marriage.

About The Author:



Amrita Pritam, born as Amrita Kaur, (31 August 1919 – 31 October 2005) in Gujranwala (now in Pakistan) was a prominent and influential Indian writer and poet whose literary career spanned over six decades. Pritam grew up in a Sikh household and began writing poetry at a young age. She received acclaim for

her bold and evocative poetry, which often explored themes of love, loss, and the plight of women in society.

Pritam's early works reflected her personal experiences and the socio-political climate of pre-Partition Punjab. She witnessed the tumultuous events of Partition in 1947, an experience that deeply influenced her writing and shaped her perspective on identity and human suffering. Her poignant collection of poems, "Pinjar" (The Skeleton), is particularly noted for its portrayal of the Partition's impact on individuals and communities.

Beyond poetry, Amrita Pritam was a prolific author, essayist, and novelist. Her novel "Raseedi Ticket" (The Revenue Stamp) is celebrated for its candid

exploration of human relationships and societal norms. She also wrote extensively on themes of feminism and the struggle for equality, becoming a voice for the marginalized and oppressed.

Amrita Pritam's literary contributions earned her numerous accolades, including the Sahitya Akademi Award, India's highest literary honor, and the Padma Vibhushan, one of India's highest civilian awards. Her writing transcended geographical boundaries and resonated with readers across languages and cultures, making her a beloved figure in Indian literature.

ANGOORI was the new bride of the old servant of my neighbour's neighbour. Every bride is new for that matter. But she was new with a difference. She was the second wife of her twice-married husband, who could not be called new because he had already drunk at the conjugal well. As such the prerogative of being new went to Angoori only. This realization was further accentuated considering the five years that passed before they could consummate the union. Besides, she had been here for a few months only. She still carried a rustic freshness and girlish coyness about her.

About six years ago, Prabhati went home to cremate his first wife. When the cremation was over, Angoori's father approached him and took over his wet towel. He wringed it dry, making a symbolic gesture of wiping away Prabhati's tears of grief, the profusion of which had wet his towel.

There never was a man though who cried enough to wet a yard and a half of calico length. The towel became wet only when he had the after-cremation bath. The simple act of drying the so-called tear-stained towel on the part of a person with an unmarried daughter said, "I give you my daughter to take the place of the one who died. You need not cry now. I have dried even your tear-wet towel."

This was the way Angoori married Prabhati. However, their union was postponed for over five years for two reasons, her age and her mother's paralysis. At last, when Prabhati was invited to take away the bride, it seemed

she would have to stay back at the village. His employer was reluctant to add another mouth to his kitchen. But when Prabhati told him that his wife would keep her own house, he agreed.

Angoori stayed behind the veil from both men and women in the beginning. The loop of the veil soon started shrinking till it only covered her hair as was becoming of an orthodox Hindu woman. She was a dear one, a delight to the eye and the ear. There was laughter in the tinkling of her thousand ankle bells and a hundred thousand bells in her laughter.

"What are you wearing, Angoori?" I asked her one day.

"This, lovely one? Anklet, for my foot."

"That, on your finger?"

"Bichwa it be."

"And on the arms?"

"Pachela."

"Now tell me the one on your forehead."

"They call it Aliband."

"Nothing on your waist today. Angoori?"

"Pretty heavy it weighs. Tomorrow, I wear. Today no neck-lace, see. Joints gone. Tomorrow I go to the city and get a new joint to it, also buy a nose-pin with a ring. My mother-in-law kept it."

Angoori was very proud of her silver jewellery. She was transported by the mere touch of her trinkets. Her whole being seemed to be setting them off to maximum effect.

The weather became close with the turn of the season. Angoori too must have felt it in her hut where she passed the good part of the day. She stayed out more now. There are a few giant neems before my house and an old well under them. The well is not in use, though occasionally the construction worker still draws water from it. The spilt water makes several puddles

around the well, which keep the atmosphere cool. Angoori often relaxed by the well.

"What you be reading, bibi?" Angoori asked one day. finding me with a book. I had a chair placed under the neem.

"Want to read it?"

"I, no reading."

"Want to learn?"

"Oh, no!!"

"Why? What's wrong with that?"

"Sin for women, reading be, see."

"What about men?"

"They, no sin."

"Who told you all this?"

"I know."

"I read. I must be sinning."

"City women, no sin. Village women, all sin."

We both laughed at that. She had not learnt to question what she was told to believe. I thought if she found her peace in her naive convictions, who was I to question them.

Her body redeemed her dark complexion. There was an intense sense of ecstasy radiating all the time from her being; a resilient sweetness in her body. It is said a woman's body is like a lump of dough. Some have the looseness of under-done dough while others have the clinging plasticity of leavened dough. Rarely has a woman a body that can be equated to rightly done dough that is a baker's pride. Angoori's body belonged to the last category. Her rippling muscles impregnated the metallic resilience of coiled springs. I felt with my eyes her face, arms, breast, legs and experienced a

profound languor. I thought of Prabhati, old, short-statured, hanging jaw of a man who could be the death of Euclid. Suddenly a funny idea struck me. Angoori was the dough covered by Prabhati. He was the one protecting, not the one participating. I felt a laugh welling up inside me but I checked it lest Angoori be offended I started talking to her about her village and kinsfolk.

I inquired the way marriages were arranged in her village.

"Girls, when five or six, adore someone's feet. He becomes her husband."

"How do they do it?"

"Her father does it for her, with money and flowers."

"That's not the same as the girl doing it."

"Oh he does it for the girl, so it be the girl."

"But the girl has not seen the man even."

"Girls no see."

"Not a single girl?"

She said "no" hesitatingly but then added, "Those in love do."

"Do the girls in your village have love affairs?"

"Some have."

"Don't they sin, those who fall in love?"

"It's a sin, great one it be."

"Are not they afraid of sinning?"

"They are. It's not them that do it. It's men make them do it!"

"How do the men make them do it?"

"With the weed, a wild one. One who eats it loves the man who gave it!"

"Does she know when eating the weed?"

"Oh, no, they do it without her knowing. Give her in sweet or betel. Once she has eaten the weed, nothing satisfies her but to be with her man."

"True!"

"I know. I have seen with my own eyes. She is my friend, older than me."

"What happened?"

"Why, she went crazy. Ran away with him to the city."

"How do you know it was the weed?"

"What else? Why should she leave her parents? He brought her many things from the city, clothes, trinkets, sweets."

"Love can also be otherwise?"

"No otherwise. When parents object, why does she like that?"

"Have you seen the weed?"

"No. It grows in a far land. My mother warned me not to accept a betel or sweets from a man lest it contain the weed."

"You were wise. How come your friend ate it?"

"She suffered," she said sadly. "No comb to her hair. Sang at night. She talked to herself."

"What did she sing?"

"Don't know. They all sing them who eat the weed. Weep also."

The talk becoming emotional, I retired.

I found her sitting under the neem one day in a profoundly abstract mood. Usually one could hear Angoori's arrival at the well much before she reached it. Her anklets carried the tidings. But they were dumb that day.

"What's the matter, Angoori?"

She gave me a blank look and then, recovering, said, "Teach me reading, bibi."

"What happened, Angoori?"

"Teach me writing my name."

"Whom will you write?"

She did not answer. Once again she was lost

"Won't you be sinning?" I said to draw her. She would not talk. I retired for the afternoon siesta.

When I came out in the evening, she was still sitting there, crooning to herself a sob of a song. Hearing my footfalls, she turned round and swallowed her song. She sat with hunched shoulders, perhaps because of the chill in the evening breeze.

"You sing well, Angoori," I watched her make a heroic effort to turn back the brimming tears and sketch a smile across her mouth.

"I know not singing."

"You do, Angoori."

"This was a..."

"Song that your friend sang," I completed her sentence.

"Heard it from her."

"Won't you sing it for me?"

"Oh, it's just about the change of seasons, four months winter, four months summer, four months rain."

"Not like that. Sing."

She did not sing though she did tell the wording. It went: Four months winter reigns, my heart shivers, my love; four months summer it be, wind shimmers in the sun; four months come rains, clouds tremble, my love."

"Angoori?"

She looked up as if from a trance. I felt like shaking her by the shoulders and asking if she had eaten the weed. I did put an arm around her shoulders. I asked if she had lunch. She cooked for herself since Prabhati ate at his masters.

"Did you cook today?"

"Not yet."

"Did you have tea in the morning?"

"Tea! No milk today."

"Why wasn't there any milk today?"

"I not get milk. Ram Tara..."

"Fetched milk?"

She nodded.

Ram Tara was the street night-watchman. When Angoori was not there he used to get a cup of tea at our place at the end of his watch before retiring with a cot to the well. After Angoori's arrival he prepared his tea at her hearth. He, Angoori and Prabhati all had tea together before the hearth. Three days ago, Ram Tara went home on leave.

"You did not have tea for three days."

She shook her head.

"Haven't eaten, too?"

She did not answer. Apparently, if she did, it was not more than a morsel.

I remembered Ram Tara, good looking, quick-limbed, full of mirth. He had a way of talking with laughter hovering at the corner of his lips.

"Angoori?"

"Yes, Bibi."

"Is it the weed?"

Tears flowed down her face and gathered at the tip on either side of her mouth.

"May I be accursed," she started in a voice a tremble with the load of tears, "if I ever ate sweets from him. Not a betel even. If it be tea..." She could not finish, choked, by her sobs.

Glossary:

Conjugal	: relating to marriage or the relationship between a married couple.
Prerogative	: a right or privilege exclusive to a particular individual.
Accentuated	: make more noticeable or prominent.
Consummate	: complete in every detail
Rustic	: characteristic of, or living in the country; rural or having qualities ascribed to country life or people
Coyness	: the fact of being shy or of pretending to be shy and
innocent	
Wrenched	: pull or twist suddenly and violently.
Profusion	: an abundance or large quantity of something.
Calico	: cotton cloth especially with a colored pattern printed on one side.
Paralysis	: the loss of the ability to move (and sometimes to feel anything) in part or most of the body, typically as a result of illness, poison, or injury.
Veil	: a piece of fine material worn by women to protect or conceal the face.
Orthodox	: following or conforming to the traditional or generally accepted rules or beliefs of a religion, philosophy, or practice.
Bichwa	: refers to a traditional toe ring worn by women, often as a part of their bridal or everyday jewelry.
Pachela	: Pachela" in Punjabi refers to a type of traditional jewelry worn by Punjabi women, an ornament with cultural significance and is typically adorned during special occasions such as weddings and festivals. The Pachela often complements other traditional jewelry pieces, contributing to the rich heritage and vibrant aesthetic of Punjabi attire.
Aliband	: refers to a traditional ornament or decorative band worn on the forehead by women, often as part of bridal or festive attire.
Puddles	: a small pool of liquid, especially of rainwater on the ground.

Sin	: an offense against religious or moral law
Naïve:	showing a lack of experience, wisdom, or judgement.
Ecstasy	: a state of extreme happiness, especially when feeling pleasure
Resilient	: able to be happy, successful, etc. again after something difficult or bad has happened
Dough	: a thick, malleable mixture of flour and liquid, used for baking into bread or pastry.
Plasticity	: capacity for being moulded or altered
Languor	: tiredness or inactivity, especially when pleasurable.
Euclid	: An ancient Greek mathematician; the founder of the study of geometry.
Weed	: a wild plant growing where it is not wanted and in competition with cultivated plants
Siesta	: an afternoon rest or nap, especially one taken during the hottest hours of the day in a hot climate.
Crooning	: hum or sing in a soft, low voice, especially in a sentimental manner.
Trance	: a half-conscious state characterized by an absence of response to external stimuli, typically as induced by hypnosis or entered by a medium.
Mirth	: amusement, especially as expressed in laughter
Accursed	: used to express strong dislike of or anger at someone or something.

Comprehension:

I. Answer in a phrase or a sentence each:

1. What delayed Angoori and Prabhati's union for over five years?
2. What did Angoori's father do after Prabhati's first wife's cremation?
3. Why did Angoori take pride in regarding her jewellery?
4. What is the "weed" mentioned in the story?
5. Why did Angoori refrain from learning to read despite being curious?
6. How did Angoori describe the effect of the "weed" in her village?
7. Who was Ram Tara, and how was he connected to Angoori's daily routine?
8. How did Angoori respond when asked if she had consumed the "weed"?

II. Answer in about a page each:

1. What did Angoori's song about the change of seasons signify?
2. Discuss the significance of Prabhati's first wife's death and its impact on his subsequent marriage to Angoori.
3. Write a note on the Indian patriarchal social system as reflected in the story.
4. Analyze the symbolism behind Angoori's father drying Prabhati's towel after the cremation.
5. What was the significance of Angoori not having tea for three days?
6. Discuss the ending of the story and its implications for Angoori's future.

III. Answer in about two pages each:

1. "The Weed is a realistic portrayal of a village woman in modern society" Discuss.
2. What does Angoori's perspective on reading and education reveal about gender roles and societal norms in her village?
3. How does Angoori's understanding of marriage differ from the narrator's perception? Discuss their conversations about marriage in detail.
4. Explore the theme of societal expectations and the concept of sin in Angoori's village. How does it influence her behaviour and decisions?

About the text:

The short story "The Weed", translated from Punjabi, is a story about Angoori, a young girl married off to an old man Prabhati who was the servant of the narrator's neighbour's neighbour. The story throws light on the condition of women in rural India - the marriage, their sexuality as well as their emotions. Though the short story 'The Weed' is translated from a regional vernacular Panjabi, the story maintains a natural flow as well as the humour and the seriousness which are intertwined in its flavour. The concept of love is stifled and termed unnatural. The story is relevant in the present context where the issues related to a woman's sexuality, the repressive culture in which they grow up and the patriarchal system that is prevalent has been well portrayed.

Suggested Reading:

- The Quilt by Ismat Chughtai
- The Stench of Kerosene by Amrita Pritam
- The Housewife by Mahasweta Devi
- The Loom by Shashi Deshpande
- The Yellow Wallpaper by Charlotte Perkins Gilman
- Interpreter of Maladies by Jhumpa Lahiri

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- https://en.wikipedia.org/wiki/Amrita_Pritam

4. THE ADVANCE

HENRI LOPÈS

Translated by Andrea Leskes

Pre-Reading:

- Discuss on the concepts of ethics and integrity in both personal and professional contexts.
- Research on the historical and social context of post-colonial African societies, focusing on common challenges such as corruption, economic development, and the legacy of colonialism.
- How do cultural practices shape people's decisions?

About the Author:



Henri Lopès, born on September 12, 1937, in Léopoldville (now Kinshasa), is a renowned Congolese writer, diplomat, and politician. A prominent figure in African literature, Lopès is known for his profound and evocative storytelling that often explores themes of identity, post-colonialism, and the African experience.

His works, written primarily in French, reflect his deep engagement with the social and political landscapes of Africa. Educated in France, Lopès began his career as an educator before delving into the literary and political arenas. He gained international acclaim with his novels such as "Le Pleurer-rire" (The Laughing Cry) and "Sans tam-tam" (Without Drumbeat), which earned him prestigious literary awards, including the Grand Prix de la Francophonie from the Académie Française.

In addition to his literary achievements, Lopès has had a distinguished diplomatic career, serving as a representative of the Republic of the Congo to UNESCO and holding various governmental positions, including Prime Minister and Minister of Foreign Affairs. His dual roles as a writer and diplomat have made him a vital voice in both the cultural and political spheres, contributing significantly to the discourse on African identity and sovereignty.

"NO GOOD," THE LITTLE GIRL SAID, SCREWING UP HER face.

"Yes it is, Francoise. Look." Carmen herself swallowed a mandarin section, then closed her eyes. The little girl looked at her, impassively.

"Eat it all up."

Like a priest proffering the host, Carmen offered her the orange quarter. Haughtily, the little girl turned her head away. It was already seven o'clock. Carmen was eager to finish up her work, especially since she had not yet asked the mistress...

She spoke more sharply and looked stern.

"If you don't eat, Francoise, I'm going to tell your mother." Still the little girl did not relent.

The mistress of the house was in the living room, together with her husband, entertaining friends they had invited over for bridge. She had already warned Carmen several times not to bother her when she was, as she said, "with company." Did Carmen dare to interrupt the happy group anyway? She did not fear being yelled at. People raise their voices mostly to relieve their own tensions. And since, according to Ferdinand the watchman, Madam's husband beat her, she took her revenge out on the servants. Why feel resentful? It was far better to just accept it philosophically. But to be taken to task in front of others, strangers, that was worse than being slapped. So Carmen preferred to wait.

Also, Madam had the annoying habit of speaking to her daughter as if she were an adult.

"Francoise, sweetheart, what did you have to eat?" And little Francoise, while reciting for her mother, would delight in explaining that she had not eaten any dessert because the mandarins Carmen wanted to give her were rotten. And Madam would reproach Carmen for not having told her about it. Especially since she had already explained that without dessert the child might not get a well-balanced meal, and so on and so forth. Carmen would usually listen to it all, seriously. In her village, and over in Makélékélé, what mattered was that a child had a full belly and did not go hungry. If, in addition, they had to worry

about a balanced diet, there would never be an end to it. Besides, Carmen must not forget to ask her mistress...

There was only one solution. Do as her own mother had done to get her to eat. With one hand she opened the child's mouth and with the other shoved in the piece of fruit. As expected, Francoise howled. She cried and choked with rage. From the hallway came hammerlike sounds on the tile floor- the footsteps of Madam who came running. Carmen had won.

"What's going on in here?"

"She doesn't want to eat, Madam,"

"Oh, don't force her, poor little thing. Get her some grapes from the refrigerator. She likes grapes."

Madam took the little girl's head in her hands and kissed her several times. Carmen went to get the European-style dessert. As she was returning, she crossed Madam in the hall and almost broached the subject that was on her mind. But it did not seem like quite the right moment.

Francoise ate the grapes with relish. They must be good because instead of being her usual, talkative self, she remained calm and quiet as she ate the fruit. One day Carmen would have to swipe some of them and see what they tasted like.

While the little girl ate, Carmen wiped the tears from her cheeks. In her heart she cared a great deal for this child. Carmen had been with her since she was two months old and had practically brought her up. Francoise was as much her daughter as Madam's. Even if she quit her job, or Madam fired her, she would not be able to resist returning from time to time to see how Francoise had grown.

Then Carmen took the little girl to spend a penny, changed her, and put her to bed. By then it was 7:30. Night had fallen and she would still have an hour's walk to reach Makélékélé. But Francoise did not want her maid to leave. She clung to her annoying routine of wanting Carmen to sing her to sleep with a song.

"Nguè kélé mwana ya mboté,

Sleep baby sleep,

Sleep baby sleep."

After that she had to sing another. Usually the child would fall asleep during the second song but that evening it took three. While Carmen sang, her thoughts were elsewhere. She thought about Francoise whom she loved as much as her son, a child of the same age yet so different. Francoise was the picture of health. while her son had come close to death several times already. Nothing intimidated Francoise, she was comfortable speaking with grown-ups, ordered about the servants and already showed a certain fussiness in her choice of clothes. Her Hector did not dare to speak. He was shy and withdrawn with strangers. His unhappiness already showed in his eyes. Yet both children were of the same generation. They spoke the same language but would they be able to understand each other? Carmen did not think this jealously. No, she would like Hector to be "well brought up," but how could that possibly be? Society and human nature would have to change.

That morning she had been very tempted to stay home from work. All night long the poor little fellow had cried. He complained of a stomachache. He had diarrhea and vomited at least three times. The first time seemed to relieve him, but the last brought something greenish up from his little stomach. Then his stomach continued to contract spasmodically and nothing more came up. The child was clearly in pain. His breathing was labored, his forehead covered with sweat. She was very frightened and thought of the two children she had already lost. She even panicked. She had almost awakened her mother, asleep in the same compound. But she restrained herself. Her mother would have taken him immediately to the fetishist. That was how it happened with the other two. And they died. Yet each time she paid the equivalent of her own earnings. And after their deaths it was worse. The fetishist concluded she kept losing her children because for five years she had been refusing to marry the man her parents had chosen for her. And, in addition to her grief, she was obliged to suffer the nonsense of a relentless succession of old hags who harped on the subject, and tried to pressure her into yielding and giving in to either the will of God, the ancestors, the spirits or her poor children. She should marry Kitonga Flavien and then everything would be all right again. Wasn't he a good catch? Besides his job as a government chauffeur, he was his own boss after work. He owned four taxis, a shop and a bar in Ouenze-

Indochina. Kitonga would support her, she wouldn't have to work any longer. Besides, he already had two wives. One at Bacongo and the other who ran the bar at Ouenze.

While she contemplated all this, her son called. He wanted to sleep on her mat. He was afraid to be alone. Would he last until morning? When some children are sick their parents can immediately pick up the phone, dial a number and go straight to the doctor who does whatever is needed, or reassures them. But not poor people! The closest dispensaries are closed at night. And at the hospital we are received by a nurse who is rude and makes a fuss because we dared to wake him. As for going to a doctor, well, folks who live in the better parts of town won't open their doors at night to just anyone. Besides, she is letting her imagination run wild. A visit to a private doctor costs money.

Finally, at dawn, the child fell asleep. As for Carmen, she had to get up and go to work. Every day she must walk two hours from Makélékélé to Mipla. Since her mistress wants her to be there before 7:30, it's easy to calculate...

Despite her exhaustion she did not want to stay in bed. But neither did she want to go to work that morning. She would have preferred to go to the hospital and find out exactly what was wrong with Hector. Whenever he was ill, Carmen did not like to leave him alone. Her heart was not at ease. Once she tried to take him along to work, but Madam had made it plain that she was not being paid to care for her own son but for Francoise. Carmen knew that her mother and the other female relatives would take him to see a doctor. The tribal family is large and a child, no matter what happens, is never alone. But nonetheless, she believed that a child is best off being brought up by its mother. And those we have brought into the world need us most of all when they are sick.

But if she had devoted the day to her son, she would have been fired and then how would they manage? She had already missed work twice that month. The first time she really had been sick and had spent two feverish days on her mat. The second time was for a funeral. Madam was very angry.

"Carmen, I have had just about enough! Each time I need you, you aren't here. It almost seems as if you do it on purpose. You choose to stay home the very days I've made plans. My dear woman, I'm warning you now. If you miss one more day this month, you'll have to look for work elsewhere."

How could she explain? Carmen tried her best. But white people, they think that whenever we don't come to work, it's because we're lazy.

And today she came to work despite Hector being so ill. At noon her sister sent word that the doctor had prescribed some medicine. It was always the same old story. How would she pay for it? Yet Hector must be cured.

And that evening, there she was, singing for a little girl who had everything, and whose parents were playing cards with other ladies and gentlemen.

When Francoise had fallen asleep, Carmen went to wait in the kitchen until the guests had finished their game of bridge. She spent the time talking to Ferdinand, the old watchman. Those were moments she generally enjoyed. It lightened her spirits, eased her worry. They exchanged gossip on the shortcomings of their employers. Usually when Ferdinand described things he had seen, he would mimic them and Carmen would laugh. That evening, however, she remained serious and Ferdinand remarked on it.

Finally Madam came into the kitchen.

"Haven't you left yet, Carmen?"

It was the most difficult moment. "Madam, I need some money."

"Again? But I paid you only ten days ago."

"My son is sick. He needs medicine."

"Listen to that, just listen to that! So I am now the public welfare fund. They have children without a husband and then they can't manage to take care of them!"

"Madam, white people say that."

"So your child is sick? Well, it's because you don't listen to me. I've told you again and again that you must feed him properly. Did you do it?"

"No, Madam."

"No, of course not. It's easier to fill his stomach with your rotten old manioc."

What could Carmen answer? That she had tried the diet Madam suggested but it was beyond her means. It seemed that Madam did not realize how in one week she spent three times Carmen's monthly salary just to feed her husband, her daughter, herself and their cat. If the maid had reminded her of that, she would have been fired for insolence.

"But anyway, I don't have any cash at home this evening. When will you natives understand that money doesn't grow on trees? When will you learn to put money aside and save?"

And Madam continued speaking like that for a long time. Carmen did not understand all she said. When people speak French too rapidly, she doesn't have time to translate it all in her mind, so she just tunes out and nods her head, as she did at that moment. Had that perhaps softened Madam? In any case, she gave her some aspirin and promised her 500 francs the following day.

So finally black Carmen left. She walked all the way back to Makélékélé. It was far from Mipla to Makélékélé. As far as from her native village to where she was sent to school. It left plenty of time for thought.

Carmen wanted to run, she felt so strongly that Hector needed her. But after not having slept the whole night, and eating nothing but a slice of manioc for lunch, she could not run. Suddenly she felt that Hector was calling her.

Poor little thing. "When he grows up, will he love me? To support us both I must leave him alone all day long. Maybe he'll resent it. I regret having left him without medical care so long. But I had faith in the white man's medicine and in his goodwill. If Mamma suggests I take him to the fetishist tonight, I won't be able to refuse any longer."

And she thought about all Madam had said. They would never really understand each other. Carmen spent more time with her mistress than with her own son. Madam entrusted her daughter to Carmen in complete confidence. And yet Carmen could not understand Madam's reactions nor could Madam imagine what was going on in her maid's head, or the difficulties of her world. She considered Carmen an irresponsible and frivolous girl.

How does she expect me to save money on 5000 francs a month. Last month she only paid me 4000. For six months now she has been keeping back 500 francs a month to help repay the cost of the watch I bought. It was my only extravagance. Then I had to give 1000 francs to the tontine of our community, 1000 francs to my mother. 1000 francs to pay for the trip home of my aunt and cousins who had moved in with us for a month. I had only 1000 francs left. And what is 1000 francs? Madam spends that much on food every day.

Cars passed by in the poorly lit streets. Those that came toward Carmen blinded her with their headlights. Those that arrived from behind barely missed hitting her. And no one stopped to give her a lift. Yet she knew that at least half of the cars were driven by blacks like herself. In today's world, each to his own.

Oh, if only Madam would remember to give her money for the medicine tomorrow.

As she approached Biza Street, the cry of women's voices raised in the night reached her:

"Murana mounou mē kouenda hé!

Hector hé,

Mwana mounou mē kouenda hé."

She understood that medicine or fetishist, it was too late.

"Oh, my son has gone away!

Oh, my Hector,

Oh, my son has gone away."

Glossary:

Mandarin : a type of fruit, orange.

Proffering : to put forward something to someone for acceptance.

Relent : to agree to something that was refused prior.

Bridge : a type of card game, poker.

Resentful : feeling angry because you have been forced to accept someone or something that you do not like.

Delight : something that gives pleasure, joy.

Admonish : to tell somebody that you do not approve of something that he/she has done.

Howled : to make a loud sound

Broached : to start talking about a particular subject, especially one which is difficult or embarrassing.

Relish : to have something with great enjoyment.

Penny : a small coin

Spasmodically: occurring for short periods of time and not in a regular way.

Fetishist : a person who uses objects, supernatural powers or magic to cure illness.

Chauffeur : a person employed to drive a car.

Dispensaries: a place where medicine are prepared and given out, often in a hospital.

Manioc : a starch made by leaching and drying the root of the cassava plant.

Francs : a unit of money.

Tontine : community-based method of saving every-month, each participant contributes a fixed sum. The entire amount is handed over monthly, in turn, to one of the members.

Comprehension:

I. Answer in a phrase or a sentence each:

1. How does Francoise initially react to Carmen's attempts to feed her the orange quarter?
2. What concerns does Carmen have about interrupting the mistress of the house?
3. What strategy does Carmen ultimately use to get Francoise to eat the fruit?
4. What thoughts occupy Carmen's mind as she sings Francoise to sleep?
5. Why does Carmen feel conflicted about prioritizing her son's health over her job?
6. How does Carmen feel about leaving Hector alone when he is sick?
7. How does Madam react when Carmen asks for money for Hector's medicine?

II. Answer in about a page each:

1. What is Carmen's relationship with Francoise?
2. Describe the differences between Francoise and Carmen's son Hector.
3. What financial challenges does Carmen face in obtaining medicine for Hector?

4. Why does Carmen contemplate marrying Kitonga Flavien?
5. Describe Carmen's daily routine and the challenges she faces in balancing work and caring for her son.
6. Describe Carmen's thoughts and emotions as she walks back to Makélékélé after leaving Madam's house.
7. How does Carmen perceive the cultural difference in approaches to medicine, comparing the doctor's visit and the idea of visiting the fetishist?
8. Explain Carmen's financial situation and her comparison of expenses between herself and Madam.

III. Answer in about two pages each:

1. How does the contrast between Carmen's caregiving for Françoise and her worries about Hector highlight social and economic disparities?
2. What reflections does Carmen have on the societal divide represented by the passing cars on the poorly lit streets?
3. How does the cry of the women's voice affect Carmen's perception of her son's situation?
4. Comment on Carmen's thoughts about her son potentially resenting her absence and her belief in a mother's role in a child's life reflect her personal values and struggles?

About the text:

"The Advance" by Henri Lopès is a compelling short story that delves into the complexities of human relationships and societal expectations. The narrative revolves around a protagonist who is navigating the intricacies of personal and professional life in a post-colonial African society. Through the protagonist's experiences, Lopès explores themes of ambition, integrity, and the often-conflicting demands of tradition and modernity.

Suggested Reading:

- *The Healers* by Ayi Kwei Armah
- *The Sacrificial Egg* by Chinua Achebe
- *In the Fog of the Seasons' End* by Alex La Guma
- *A Meeting in the Dark* by Ngũgĩ wa Thiong'o
- *The Collector of Treasures* by Bessie Head

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- <https://wordsbeyondborders.blogspot.com/2012/01/two-good-short-stories-by-tayeb-salih.html>
- https://en.wikipedia.org/wiki/Henri_Lopes

5. EXCERPTS FROM MACBETH (Opening Scene and Murder Scene)

WILLIAM SHAKESPEARE

Pre – reading

- All the world's a stage, and all the men and women merely players: they have their exits and their entrances; and one man in his time plays many parts, his acts being seven ages. Discuss
- Do the supernatural elements exist?
- Do you believe in fate or that people control their destiny? Why?
- Is being ambitious a positive trait, Elaborate.

A NOTE ON THE PLAYWRIGHT



William Shakespeare (1564-1616) is known as the world's greatest dramatist, Shakespeare was an English poet, playwright and actor. He is often called the Bard of Avon and is England's national poet. His extant works, including collaborations, consist of some 39 plays, 154 sonnets, two long narrative poems and a few other verses, some of uncertain authorship. His plays have been translated into every major living language and are being performed more often than those of any other playwright. Born and raised in Stratford-upon-Avon, he began a successful

career in London as an actor, writer, and part-owner of a playing company called the Lord Chamberlain's Men, later known as the King's Men. At the age of 49, he appears to have retired to Stratford, where he died three years later. Few records of Shakespeare's private life survive; this has stimulated considerable speculation about such matters as his physical appearance, his sexuality, his religious beliefs, and whether the works attributed to him were written by others. His early plays were primarily comedies and histories and are regarded as some of the best works produced in these genres. Until about 1608, he wrote mainly tragedies and among them, Hamlet, Othello, King Lear, and Macbeth, are considered to be among the finest works in the English language. Ben Jonson, the English poet and playwright aptly describes Shakespeare as "not of an age, but for all time."

CHARACTERS OF THE PLAY

DUNCAN – King of Scotland.

MACBETH – Thane of Glamis and Cawdor, a general in the King's army.

LADY MACBETH – Wife of Macbeth.

THREE WITCHES.

BANQUO – Thane of Lochaber, a general in the king's army.

FLEANCE – Son of Banquo.

MALCOLM – Elder son of Duncan.

DONALBAIN – Younger son of Duncan.

MACDUFF – Thane of Fife, a nobleman of Scotland.

LADY MACDUFF – Wife of Macduff.

ABOUT THE PLAY

The play begins with the brief appearance of a trio of witches and then moves to a military camp, where the Scottish King Duncan hears the news that his generals, Macbeth and Banquo, have defeated two separate invading armies—one from Ireland, led by the rebel Macdonwald, and one from Norway. Following their pitched battle with these enemy forces, Macbeth and Banquo encounter the witches as they cross a moor. The witches prophesy that Macbeth will be made thane (a rank of Scottish nobility) of Cawdor and eventually King of Scotland. They also prophesy that Macbeth's companion, Banquo, will beget a line of Scottish kings, although Banquo will never be king himself.

The witches vanish, and Macbeth and Banquo treat their prophecies skeptically until some of King Duncan's men come to thank the two generals for their victories in battle and to tell Macbeth that he has indeed been named thane of Cawdor. The previous thane betrayed Scotland by fighting for the Norwegians and Duncan has condemned him to death. Macbeth is intrigued by the possibility that the remainder of the witches' prophecy—that he will be crowned king—might be true, but he is uncertain what to expect. He visits with King Duncan, and they plan to dine together at Inverness, Macbeth's

castle, that night. Macbeth writes ahead to his wife, Lady Macbeth, telling her all that has happened.

Lady Macbeth suffers none of her husband's uncertainty. She desires the kingship for him and wants him to murder Duncan in order to obtain it. When Macbeth arrives at Inverness, she overrides all of her husband's objections and persuades him to kill the king that very night. He and Lady Macbeth plan to get Duncan's two chamberlains drunk so they will black out; the next morning they will blame the murder on the chamberlains, who will be defenceless, as they will remember nothing. While Duncan is asleep, Macbeth stabs him, despite his doubts and a number of supernatural portents, including a vision of a bloody dagger. When Duncan's death is discovered the next morning, Macbeth kills the chamberlains—ostensibly out of rage at their crime—and easily assumes the kingship. Duncan's sons Malcolm and Donalbain flee to England and Ireland, respectively, fearing that whoever killed Duncan desires their demise as well.

Fearful of the witches' prophecy that Banquo's heirs will seize the throne, Macbeth hires a group of murderers to kill Banquo and his son Fleance. They ambush Banquo on his way to a royal feast, but they fail to kill Fleance, who escapes into the night. Macbeth becomes furious: as long as Fleance is alive, he fears that his power remains insecure. At the feast that night, Banquo's ghost visits Macbeth. When he sees the ghost, Macbeth raves fearfully, startling his guests, who include most of the great Scottish nobility. Lady Macbeth tries to neutralize the damage, but Macbeth's kingship incites increasing resistance from his nobles and subjects.

Frightened, Macbeth goes to visit the witches in their cavern. There, they show him a sequence of demons and spirits who present him with further prophecies: he must beware of Macduff, a Scottish nobleman who opposed Macbeth's accession to the throne; he is incapable of being harmed by any man born of woman; and he will be safe until Birnam Wood comes to Dunsinane Castle. Macbeth is relieved and feels secure, because he knows that all men are born of women and that forests cannot move. When he learns that Macduff has fled to England to join Malcolm, Macbeth orders that Macduff's castle be seized and, most cruelly, that Lady Macduff and her children be murdered. When news of his family's execution reaches Macduff in England, he is stricken with grief and vows revenge. Prince Malcolm, Duncan's son, has succeeded in raising an army in England, and Macduff joins him as he rides to Scotland to challenge Macbeth's forces. The invasion has the support of the Scottish nobles, who are appalled and frightened by Macbeth's tyrannical and murderous behaviour. Lady Macbeth, meanwhile, becomes plagued with fits of sleepwalking in which she bemoans what she believes to be bloodstains on her hands. Before Macbeth's opponents arrive,

Macbeth receives news that she has killed herself, causing him to sink into a deep and pessimistic despair. Nevertheless, he awaits the English and fortifies Dunsinane, to which he seems to have withdrawn in order to defend himself, certain that the witches' prophecies guarantee his invincibility. He is struck numb with fear, however, when he learns that the English army is advancing on Dunsinane shielded with boughs cut from Birnam Wood. Birnam Wood is indeed coming to Dunsinane, fulfilling half of the witches' prophecy.

In the battle, Macbeth hews violently, but the English forces gradually overwhelm his army and castle. On the battlefield, Macbeth encounters the vengeful Macduff, who declares that he was not "of woman born" but was instead "untimely ripped" from his mother's womb (what we now call birth by caesarean section). Though he realizes that he is doomed, Macbeth continues to fight until Macduff kills and beheads him. Malcolm, now the King of Scotland, declares his benevolent intentions for the country and invites all to see him crowned at Scone.

Act I
Scotland and England
Scene I (Opening Scene)

(A deserted place Thunder and Lightning. Enter three Witches.)

FIRST WITCH: When shall we three meet again? In thunder, lightning, or in rain?

SECOND WITCH: When the hurly-burly's done, When the battle's lost and won.

THIRD WITCH: That will be ere the set of sun.

FIRST WITCH: Where the place?

SECOND WITCH : Upon the heath.

THIRD WITCH: There to meet with Macbeth.

FIRST WITCH: I come, Graymalkin!

SECOND WITCH: Paddock calls.

THIRD WITCH: Anon.

ALL : Fair is foul, and foul is fair; Hover through the fog and filthy air.

Exeunt

ACT – II

SCENE II (Murder Scene)

[Macbeth castle, near the bedrooms. Enter Lady Macbeth]

LADY MACBETH: That which hath made them drunk hath made me bold;
What hath quenched them hath given me fire.

Hark! Peace!

It was the owl that shrieked, the fatal bellman, which gives the stern'st good-night. He is about it: The doors are open, and the surfeited grooms

Do mock their charge with snores: I have drugged their possets,

That death and nature do contend about them

Whether they live or die.

MACBETH: *(within- offstage)* Who's there? what, ho!

LADY MACBETH: Alack, I am afraid they have awaked, And 'tis not done. Th' attempt and not the deed Confounds us. Hark! I laid their daggers ready; He could not miss'em. Had he not resembled My father as he slept, I had done't.

(Enter Macbeth with bloody daggers)

My husband?

MACBETH : I have done the deed. Didst thou not hear a noise?

LADY MACBETH: I heard the owl scream and the crickets cry.

Did not you speak?

MACBETH: When?

LADY MACBETH: Now.

MACBETH: As I descended?

LADY MACBETH: Ay.

MACBETH: Hark! Who lies i' the second chamber?

LADY MACBETH: Donalbain.

MACBETH: This is a sorry sight.

(Looking on his hands)

LADY MACBETH: A foolish thought, to say a sorry sight.

MACBETH : There's one did laugh in's sleep, and one cried 'Murder!' That they did wake each other. I stood and heard them: But they did say their prayers, and address'd them.

Again to sleep.

LADY MACBETH : There are two lodged together.

MACBETH: One cried 'God bless us' and 'Amen' the other; As they had seen me with these hangman's hands, Listening their fear, I could not say 'Amen,' When they did say 'God bless us!'

LADY MACBETH: Consider it not so deeply.

MACBETH : But wherefore could not I pronounce 'Amen'? I had most need of blessing, and 'Amen' Stuck in my throat.

LADY MACBETH: These deeds must not be thought After these ways; so, it will make us mad.

MACBETH: Me thought I heard a voice cry 'Sleep no more! Macbeth does murder sleep', the innocent sleep, Sleep that knits up the ravell'd sleeve of care, The death of each day's life, sore labour's bath, Balm of hurt minds, great nature's second course, Chief nourisher in life's feast.

LADY MACBETH: What do you mean?

MACBETH: Still it cried 'Sleep no more!' to all the house: 'Glamis hath murder'd sleep, and therefore Cawdor Shall sleep no more. Macbeth shall sleep no more.'

LADY MACBETH: Who was it that thus cried? Why, worthy thane,

You do unbend your noble strength. to think So brainsickly of things. Go get some water And wash this filthy witness from your hand. Why did you bring these daggers from the place? They must lie there: go carry them; and smear The sleepy grooms with blood.

MACBETH: I'll go no more: I am afraid to think what I have done; Look on't again I dare not.

LADY MACBETH : Infirm of purpose! Give me the daggers: The sleeping and the dead Are but as pictures: 'tis the eye of childhood That fears a painted devil. If he do bleed, I'll gild the faces of the grooms withal;

For it must seem their guilt.

(She exits with the daggers)

(Knocking within)

MACBETH: Whence is that knocking? How is't with me, when every noise appals me? What hands are here? ha! they pluck out mine eyes. Will all great Neptune's Ocean wash this blood Clean from my hand? No, this my hand will rather The multitudinous seas in incarnadine, Making the green one red.

Re-enter Lady Macbeth.

LADY MACBETH: My hands are of your colour; but I shame, To wear a heart so white.

(Knocking within)

I hear a knocking At the south entry: retire we to our chamber; A little water clears us of this deed: How easy is it, then! Your constancy Hath left you unattended.

(Knocking within)

Hark! more knocking.

Get on your nightgown, lest occasion call us, And show us to be watchers. Be not lost So poorly in your thoughts.

MACBETH: To know my deed, 'twere best not know myself.

(Knocking within)

Wake Duncan with thy knocking! I would thou couldst !

Exeunt

GLOSSARY:

Hurlyburly	- a disorderly outburst
Upon the heath	- upon the barren patch of land
Graymalkin	- a Gray cat
Paddock	- hedgehog
Anon	- immediately
Hover	- remain in one place in the air
Hath	- has
Surfeited grooms	- Duncan's officers, satiated with drink
Possets	- British hot drink made of milk curdled with wine or ale
Alack	- expression of sadness or disappointment
Cricket	- an insect related to the grasshoppers but with shorter legs
Brainsickly	- mentally disordered
Multitudinous	- vast, very numerous
Incarnadine	- pinkish red colour or a bright crimson
Constancy	- the quality of being faithful and dependable

Comprehension:

I. Answer the following question in a phrase or sentence:

1. Fill in the blank: Fair is ____, and ____ is fair;
2. Who are the characters in the opening scene, and what are they planning?

3. What is the setting of the opening scene?
4. What does the weather in the opening scene symbolize?
5. What does Macbeth imagine hearing after the murder?
6. What does Lady Macbeth say about washing hands after the murder?

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

1. Describe the significance of the opening scene in *Macbeth*. How does it set the tone for the play?
2. Fair is foul, Foul is fair. Elaborate.
3. Explore the use of blood as a symbol of guilt ("Will all great Neptune's ocean wash this blood clean from my hand?").
4. What are the symbols used in Act I, Scene 1 of the play?

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

1. What is the role of the witches in the opening scene?
2. How does Shakespeare use imagery and symbolism in the murder scene to heighten the tension?
3. Compare and contrast Macbeth and Lady Macbeth's reactions to Duncan's murder.

Reference:

<https://www.history.com/topics/european-history/william-shakespeare>

<https://www.folger.edu/explore/shakespeares-works/macbeth/read/1/1/>

<https://www.folger.edu/explore/shakespeares-works/macbeth/read/2/2/>

Extended Reading:

- Hamlet
- Othello
- Julius Caesar

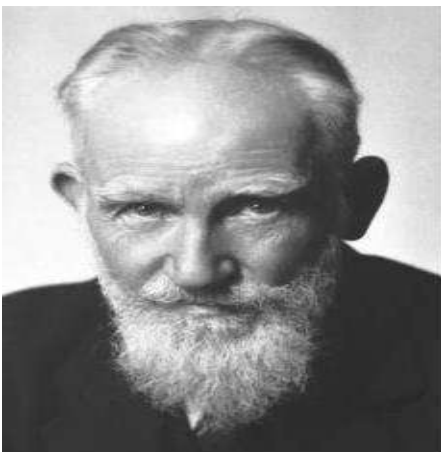
6. HOW WEALTH ACCUMULATES AND MEN DECAY

George Bernard Shaw

Pre-Reading

- Do you think there is a conflict between accumulating wealth and maintaining human values such as compassion, creativity, and community? How does the pursuit of wealth impact these values?
- “The pursuit of wealth leads to moral corruption.” Discuss
- Can society accumulate wealth without causing harm? How?
- Does the accumulation of wealth benefit society as a whole or only a select few?

About the Author



George Bernard Shaw (1856-1950) was an Irish playwright, critic, novelist, short story writer, polemicist and political activist. Renowned as one of the greatest dramatists of the modern era, Shaw's influence on western theatre, culture and politics spanned from the 1880s to his death and beyond. Born in Dublin, moved to London in 1876, where he became a leading music and theatre critic and became a key member of the Fabian Society. Shaw started his career as a novelist but soon turned to writing plays. He was one of the first to use drama to discuss important issues like sexism, social inequality, and different ideas about life. His creative style influenced later types of theatre, such as Symbolist drama and the Theater of the Absurd. He wrote more than sixty plays, including major works such as *Arms and the Man* (1894), *Man and Superman* (1902), *Pygmalion* (1912) and *Saint Joan* (1923). With a range incorporating both contemporary satire and historical allegory, he became the leading dramatist of his generation, and in 1925, he was awarded the Nobel Prize for Literature. Shaw believed that society could improve gradually through

what he called the "Life Force." He was a socialist by conviction but did not believe in revolutions.

I want to stress this personal helplessness we are all stricken with in the face of a system that has passed beyond our knowledge and control. To bring it nearer home, I propose that we switch off from the big things like empires and their wars to more familiar little things. Take pins for example! I do not know why it is that I so seldom use a pin when my wife cannot get on without boxes of them at hand; but it is so; and I will therefore take pins as being for some reason specially important to women.

There was a time when pin makers would buy the material; shape it; make the head and the point; ornament it; and take it to the market, and sell it and the making required skill in several operations. They not only knew how the thing was done from beginning to end, but could do it all by themselves. But they could not afford to sell you a paper of pins for the farthing. Pins cost so much that a woman's dress allowance was calling pin money.

By the end of the 18th century Adam Smith boasted that it took 18men to make a pin, each man doing a little bit of the job and passing the pin on to the next, and none of them being able to make a whole pin or to buy the materials or to sell it when it was made. The most you could say for them was that at least they had some idea of how it was made, though they could not make it. Now as this meant that they were clearly less capable and knowledgeable men than the old pin-makers, you may ask why Adam Smith boasted of it as a triumph of civilisation when its effect had so clearly a degrading effect. The reason was that by setting each man to do just one little bit of the work and nothing but that, over and over again, he became very quick at it. The men, it is said, could turn out nearly 5000 pins a day each; and thus pins became plentiful and cheap. The country was supposed to be richer because it had more pins, though it had turned capable men into mere machines doing their work without intelligence and being fed by the spare

food of the capitalist just as an engine is fed with coals and oil. That was why the poet Goldsmith, who was a farsighted economist as well as a poet, complained that 'wealth accumulates, and men decay'.

Nowadays Adam Smith's 18 men are as extinct as the diplodocus. The 18 flesh-and-blood men have been replaced by machines of steel which spout out pins by the hundred million. Even sticking them into pink papers is done by machinery. The result is that with the exception of a few people who design the machines, nobody knows how to make a pin or how a pin is made: that is to say, the modern worker in pin manufacture need not be one-tenth so intelligent, skilful and accomplished as the old pin maker; and the only compensation we have for this deterioration is that pins are so cheap that a single pin has no expressible value at all. Even with a big profit stuck on to the cost-price you can buy dozens for a farthing; and pins are so recklessly thrown away and wasted that verses have to be written to persuade children (without success) that it is a sin to steal, if even it's a pin.

Many serious thinkers, like John Ruskin and William Morris, have been greatly troubled by this, just as Goldsmith was, and have asked whether we really believe that it is an advance in wealth to lose our skill and degrade our workers for the sake of being able to waste pins by the ton. We shall see later on, when we come to consider the Distribution of Leisure, that the cure for this is not to go back to the old free for higher work than pin-making or the like. But in the meantime the fact remains that the workers are now not able to make anything themselves even in little bits. They are ignorant and helpless, and cannot lift their finger to begin their day's work until it has all been arranged for them by their employers who themselves do not understand the machines they buy, and simply pay other people to set them going by carrying out the machine maker's directions.

The same is true for clothes. Earlier the whole work of making clothes, from the shearing of the sheep to the turning out of the finished and washed garment ready to put on, had to be done in the country by the men and women of the household, especially the women; so that to this day an

unmarried woman is called a spinster. Nowadays nothing is left of all this but the sheep shearing; and even that, like the milking of cows, is being done by machinery, as the sewing is. Give a woman a sheep today and ask her to produce a woollen dress for you; and not only will she be quite unable to do it, but you are likely to find that she is not even aware of any connection between sheep and clothes. When she gets her clothes, which she does by buying them at the shop, she knows that there is a difference between wool and cotton and silk, between flannel and merino, perhaps even between stockinet and other wefts; but as to how they are made, or what they are made of, or how they came to be in the shop ready for her to buy, she knows hardly anything. And the shop assistant from whom she buys is no wiser. The people engaged in the making of them know even less; for many of them are too poor to have much choice of materials when they buy their own clothes.

Thus the capitalist system has produced an almost universal ignorance of how things are made and done, whilst at the same time it has caused them to be made and done on a gigantic scale. We have to buy books and encyclopedias to find out what it is we are doing all day; and as the books are written by people who are not doing it, and who get their information from other books, what they tell us is twenty to fifty years out of date knowledge and almost impractical today. And of course most of us are too tired of our work when we come home to want to read about it; what we need is cinema to take our minds off it and feel our imagination.

It is a funny place, this world of capitalism, with its astonishing spread of education and enlightenment. There stand the thousands of property owners and the millions of wage workers, none of them able to make anything, none of them knowing what to do until somebody tells them, none of them having the least notion of how it is made that they find people paying them money, and things in the shops to buy with it. And when they travel they are surprised to find that savages and Esquimaux and villagers who have to make everything for themselves are more intelligent and resourceful! The wonder would be if they were anything else. We should die of idiocy through

disuse of our mental faculties if we did not fill our heads with romantic nonsense out of illustrated newspapers and novels and plays and films. Such stuff keeps us alive, but it falsifies everything for us so absurdly that it leaves us more or less dangerous lunatics in the real world.

Excuse my going on like this; but as I am a writer of books and plays myself, I know the folly and peril of it better than you do. And when I see that this moment of our utmost ignorance and helplessness, delusion and folly, has been stumbled on by the blind forces of capitalism as the moment for giving votes to everybody, so that the few wise women are hopelessly overruled by the thousands whose political minds, as far as they can be said to have any political minds at all, have been formed in the cinema, I realise that I had better stop writing plays for a while to discuss political and social realities in this book with those who are intelligent enough to listen to me.

Glossary:

Allowance	: A sum of money paid regularly to a person
Boast	: To brag; to talk with excessive pride about one's accomplishments
Capitalist	: a wealthy person who supports the principles of capitalism (a system where trade and industry are controlled by private owners rather than by the state).
Degrade	: lower the character or quality of something; to lessen the value of something; To treat with contempt; to breakdown; to deteriorate
Delusion	: a mistaken or unfounded opinion or idea
Deterioration	: the process of becoming worse, decay
Diplodocus	: a large herbivorous dinosaur
Esquimaux	: the plural form of the word 'Eskimo' (earlier spelt Esquimaux)
Extinct	: died out
Farthing	: a former unit of currency in UK, equal to quarter of a penny.
Flannel	: a kind of soft-woven fabric, made of wool or cotton
Folly	: the quality of being foolish

Merino : a soft woolen (or wool and cotton) material

Shear : to cut the wool of a sheep

Spinster : an unmarried woman

Stockinet : a soft, loosely knitted stretch fabric, used especially for underclothing

Stricken : seriously affected by an undesirable condition

Weft : the thread on a loom over and under which other threads are passed to make cloth

About the Text:

“How Wealth Accumulates and Men Decay” is an essay by G. B. Shaw, which was published as a chapter in his book “Intelligent Woman’s Guide to Socialism and Capitalism” written in 1928. This is a sharp critique of the world’s socioeconomic conditions. The author clearly highlights the biggest flaw of the capitalist system: it alienates people from their surroundings. Workers have no control over what they produce, leading to a feeling of disconnection from their work. This results in individuals lacking a sense of dignity as valuable members of society; instead, they feel like mere cogs in a vast, unstoppable machine. Shaw argues that this loss of identity has led to colonialism, imperialism, wars, and other crises of our time. At the root of these ongoing problems is the relentless pursuit of profit, which has eroded our human values.

Comprehension:

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

1. What system was Adam Smith a proponent of?
2. Where does the title of the essay come from?
3. What was the development that troubled thinkers like John Ruskin and William Morris?
4. What has been the main result of the system of capitalism?
5. What is Shaw trying to convey through the analogy of pin making?
6. When and how did an unmarried woman acquire the name of ‘Spinster’?

II. Answer the following in about a page each:

1. Shaw uses a cluster of images that are associated with women. Discuss the relevance of these images with reference to Shaw's essay.
2. What are the reasons for the decline of intelligence and innovation in modern civilization with the proliferation of machinery?
3. How does the author's argument about "ignorance and helplessness" critique the democratic process?
4. How does the metaphor of the "sheep and woollen dress" encapsulate the alienation caused by capitalism?
5. What connections does the author make between the division of labour, industrialization, and the rise of capitalism?

III. Answer the following in about two pages each:

1. 'Capitalism spreads ignorance'. How does Shaw's essay elaborate on this statement?
2. Discuss the contradictions of life that the advent of machinery has led to, with examples from the essay.
3. Does the essay suggest that wealth accumulation is inherently destructive? Why or why not?
4. What is the role of "romantic nonsense" in preserving mental faculties under capitalism, according to the author?
5. What parallels can be drawn between the ignorance of production processes and the reliance on cinema and mass media for escapism?

Suggested Reading:

1. *"The Wealth of Nations"* by Adam Smith
2. *"The Communist Manifesto"* by Karl Marx and Friedrich Engels
3. *"Unto This Last"* by John Ruskin
4. *"The Death of Ivan Ilyich"* by Leo Tolstoy
5. *"The Overcoat"* by Nikolai Gogol

7. BETTER LATE

R. K. Narayan

Pre-reading activity

- How punctual are you in your work? What kind of excuses do people find for their unpunctuality or delayed work completion?
- Discuss the proverb "*Better Late Than Never*".
- How quick are you in making decisions?
- Recall any incident that you have been appreciated for being very punctual with your work.

About the Author:



Rasipuram Krishnaswami Narayanaswami (10th Oct 1906 – 13th May 2001) is a well-known Indian Writer in English who became famous with the publication of his *Malgudi days*. *Guide*, *Mr. Sampath* and *The Painter of Signs* are some of his novels and he has also written innumerable short stories. The gentle wit, the simple sentences, the easy assumption of the inevitabilities of the tolerant Hindu social and philosophical system, the characteristically straightforward plotting, were all hallmarks of Narayan's charm and helped make many of his novels and stories interesting and often pleasurable. He is also known for his work set in the fictional South Indian town of Malgudi.

A young student who habitually went late to his class, when asked to explain his conduct, answered breezily, displaying the latest piece of learning, 'Better late than never, sir,'- and needless to say got what he deserved. The teacher, of course, stressed the point that he would not hesitate to make it rather "Never" than "Late". It would be an interesting pastime to analyze and

catalogue activities that may, with impunity, be performed late and those that must be dropped altogether. There are certain things that cannot survive unpunctuality, there are certain things that are in fact all the better for a little delay and the consequent ripening. Personally speaking, I feel under normal circumstances, most things can survive a little delay. One ought not to develop into a watch-gazer all one's waking hours. This is a purely personal philosophy. I don't expect anyone to agree with me, at any rate, not the man who has been kept waiting for an engagement.

I know a gentleman who refuses to talk to anyone that arrives late for an appointment. He has classified it under the head of wantonness, villainy, and like qualities. The gentleman owns a very expensive and accurate watch, and I fear he often looks at it sternly in order to know whether it is itself behaving properly. But unfortunately, he is in the wrong country for this attitude. In a country like ours, the preoccupation is with eternity, and little measures of time are hardly ever noticed. A wrist-watch becomes a mere ornament and not a guiding factor.

I have no wish to mend this state of affairs. I think the ideal time-indicator is one on which you cannot read the particular time in a hurry, such as a lady's watch. Except for setting right a fracture or catching a train or the post, I feel that one might conveniently live with a certain margin of well-regulated unpunctuality, without much damage to oneself or to one's surroundings. This is the safest attitude to develop in our country: otherwise, one will be inviting shocks of all kinds. The gentleman I mentioned trusts all the promises made by trades-people and artisans, and is chagrined whenever he finds things not arriving in time. When you expect too much from others, even the most innocent carpenter can give you a shock. If you ask him when he will deliver the article, he will reply without any hesitation, "Of course, tomorrow," but he has said the same thing to a lot others. You should not take him literally. The way to meet the situation is to give everyone an unasked-for margin of fifteen days with possibility of extension, and keep up regular visits to see how things are going. Sooner or later the man will have done his job-for his delay is unplanned and his intentions are always to get

through the job and earn a living. Only he is not able to keep time; such an attitude is inborn and we can do nothing about it. We must take it with resignation, as one must, all national and international traits.

Wisdom is a thing that dawns habitually late; and no one can force its pace. How often that stinging reply, or the crushing rejoinder, or the brilliant repartee occurs fifteen minutes after the occasion, when it is past all stage of real utility and the person to whom it is to be addressed is no longer there. Even in practical affairs, I suffer from delayed wisdom. There is no man who has faced greater hardship than one through lack of on-the-spot judgement. Sometimes it seems to me that a blind, unvarying denseness is preferable to the wisdom that torments us by its late arrival. Every practical transaction for me is a painful ordeal." I can't say "No" easily. I can't say "Yes" to anything without a legal expert looking through what I have done, and saying later to me, "This is a pretty bad case. No harm in your saying anything you like orally, but whatever made you write all that down and sign it?"

I suddenly find myself in a position in which I can go neither backward nor forward, nor stand at ease. When I said "Yes" and appended my signature, it never occurred to me that I was signing away my peace of mind, and my liberty of action. I signed it because I felt that the man before me might otherwise feel hurt. It might spoil the genial air all around; the air was full of smiling confidence and the utterances of mutual regard. If I showed finickiness in giving him my autograph where indicated, I feared I might look mean and calculating. I admired him when he declared: "Do you think that if this does not turn out to our mutual satisfaction, I'll be going to a court to enforce it? Not at all. I'd be the first to tear it up. It's after all, a gentleman's agreement". I have not the wit to ask at that moment why all the elaborate conditions and terms and stamped receipt and what not, between real gentlemen. The question occurs to me very much later in the day, long after the event has passed. Fortunately for me, I've been on the brink of various involvements, but have always been pulled back in time. Fortunately, in actual life, no situation is irremediable although in theory it may be so. Otherwise, I shudder to think where I should have gone by now.

There are many checks and balances to fill the time till wisdom should dawn, before decision is made. It is conveniently done, mostly in joint families, by referring to someone who is not there, may be an elder brother, or an aunt or a 'distant' cousin. The man who wants to mark time explains: "I'll speak to my brother. Not that he is going to say 'No'. In fact, he does not interfere in our affairs at all, but still, as a matter of courtesy, I like to tell him and then proceed in all our family matters. It's a general courtesy in our family, you know." And then it turns out that this man is not easily met, and several days pass-time given for initial enthusiasms to cool, and cold reason to take its place. Reference to an absentee relative is one of the traditional methods of putting off a decision; it may pertain to the leasing of a house, loan, marriage, contract, or anything. The implication is that one needs time for a correct judgement, and neither a "yes" nor a "no" could be precipitately uttered. In business firm it is done by referring to a partner: the absent one is ever the grumpy and cautious one, who has to be propitiated before anything can be done; this is a well-known business principle, but conjunction of partners proves, at crucial times, as hard as the conjunction of desirable planets.

In municipal, government or democratic organizations, time (for wisdom to dawn) is gained through the forming of committees. By the time the personnel are settled, correspondence got through, agenda drawn up, luncheons eaten, and the report is ready-passions have cooled and the burning question has lost its heat. *Luncheons* are the most effective sub-device for achieving delay. I'm not a certain advisory body, where the tiffin forms the most impressive item in the agenda.

Nearly two hours of the meeting-time is taken in attacking the fare on the table. When we have managed to leave the cups and plates empty, and chewed the beeda, we are in such a festive and forgiving mood that all burning questions begin to look silly, and some violent remark that one intended to make it just said in a generous, "advisory" manner, which is further emasculated in the reported version popularly known as "minutes."

It'd be ungracious to call such a highly evolved condition by the name of delaying tactics. It is only a recognition of the fact that wisdom comes late.

Glossary

Impunity	: without fear of consequences
watch-gazer	: one who is conscious of time
wantonness	: Thoughtlessness
Chagrined	: Annoyed
Repartee	: ready and witty retort
Denseness	: dullness of the mind
Genial	: Friendly
finickiness	: being fussy about trifles
a gentleman's agreement	: an agreement wherein the spirit rather than the legal aspect is emphasized
irremediable	: cannot be remedied or set right
precipitately	: bringing to a state of suspension
emasculated	: rendered mild
Luncheons	: a formal usually midday meal as part of a meeting or for entertaining a guest

About the Text:

In this essay, R. K. Narayan shows how many things coming rather late in life need not necessarily be regretted. With a chain of amusingly convincing illustrations, he ends up with the conclusion that most often wisdom does come late. In a world punctuated by the tick of the clock, the essay strikes as an extraordinary plea for the late and the unpunctual. He speaks about punctuality in the Indian Context.

Comprehension

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

1. What was the first reaction of the student, when he was asked about his late arrival?

2. Why does a man who owns an expensive watch, often looks at it sternly?
3. What becomes a mere ornament than a guiding factor according to the author?
4. Whose watch does the author refer to as unreadable time in hurry?
5. Who is the protagonist in "Better Late," and what is his main problem?
6. What would be torn off, if not arrived to any set of satisfaction?
7. What will be the obvious reply of the carpenter?
8. What dawns habitually late in a person?
9. What is the most effective sub-device for overcoming delay?
10. Nearly _____ hours of the meeting-time is taken in attacking the fare on the table.
 - a. Three
 - b. Two
 - c. five

II. Answer the following in a page each:

1. Why shouldn't one be a watch-gazer?
2. Why does the author say that the gentleman who goes by his accurate watch is in the wrong country?
3. What are the occasions when we have to be punctual?
4. What is the reason for people not keeping up time?
5. What does the author say about his own lack of on-the-spot judgement?
6. Why does the author feel that he is fortunate?
7. What do people generally do to mark time?
8. How is correct judgement arrived at in a business firm?
9. How is time gained in government or democratic organizations?
10. How does R.K. Narayan use humor to explore the theme of punctuality in "Better Late"?

III. Answer the following in about two pages each:

1. How does R. K. Narayan defend the plea for unpunctuality?
2. What are his views on our decision-making habits that is illustrated with examples in the essay?
3. Elaborate on the Government organizations' reactions on handling threats and situations as discussed in the essay.
4. How does R.K. Narayan use humor to critique societal attitudes toward punctuality and procrastination?
5. How does Narayan's self-deprecating tone affect the reader's understanding of his perspective on time management?
6. What is the significance of the title "Better Late"?

Suggested Reading/ Activity:

- *Assign any work to the two groups of students and ask one set of students to finish the task in a particular time frame and other without any time frame. Examine the work done by both the groups meticulously to check who has done better.*
- *Watch the film **3 idiots** (Hindi-2009) to understand the fact about achieving things with perfection rather than to fall in the race of life.*
- *An Apology for Idlers by Robert Louis Stevenson*
- *The Art of Procrastination by John Perry*
- *In Praise of Idleness by Bertrand Russell*

GRAMMAR COMPONENT

1. READING COMPREHENSION-II

Objectives

- To Develop the ability to read texts fluently and understand their meaning
- To Encourage skimming and scanning techniques for better grasp of key ideas and details.

Introduction:

Reading skills refer to an individual's ability to read, interpret, analyse and decipher written language and texts. Extensive reading can help to understand and respond to written discourse such as masterpieces in any discipline, any kind of writing, emails, text messages, letters, and other written messages. Further, Reading is the process of comprehending the meaning of written symbols and letters by looking at them. Along with hearing, speaking and writing, reading is one of the four language skills that help to develop a deeper sense of the given discourse. After listening and speaking, reading is usually the third language skill that helps to master the language. If reading strategies are adequately imparted to the students, they can understand any discourse sensibly. Hence, the knowledge of different types of comprehension is inevitable in learning the language and acquiring wisdom too.

Guidelines for Effective Reading Comprehension

1. Decoding

The stage of decoding is crucial in the reading process. Children use this talent to sound out words they have heard but haven't seen or written down. This ability is the foundation for all other reading abilities and comprehending the written discourse. In this regard, decoding begins with individual sounds that are linked to 1 letter in decoding its comprehension. For example, to read the word 'sun', children must understand that the letter, 's' generates the /s/ sound. The process of understanding the relationship between a letter or a set of letters is decoding in comprehension. Proper

decoding of letters, phrases, or sentences always paves the way to comprehend the given written text.

2. Fluency

To read effectively, students must be able to recognise words quickly, even if they can't sound them out. Fluency improves a person's ability to read and comprehend text at a faster rate. It also helps in recognition of the words and making them familiar.

3. Vocabulary

To comprehend what the one reads, one must comprehend most of the textual words. Reading comprehension relies heavily on having a large vocabulary. Everyone's experience can also add to one's vocabulary building. Vocabulary can be taught to the students through reading aloud, giving instruction and by word recognition. To comprehend what specifically the reader is reading, one must recognise most of the textual words.

4. Sentence Construction and Cohesion

Understanding the structure of a sentence appears to be a written talent in writing. Cohesion refers to the process of connecting ideas within and between phrases. Understanding how concepts connect at the sentence level aids the reader in making sense of passages and completing the texts. It also maintains unity and connectivity in a sentence, leading to something known as coherence or the capacity to connect ideas in a larger piece of writing. However, these abilities are also necessary for reading comprehension.

5. Reasoning and Conclusion

The readers usually relate what they have read to what they know. As a result, a good reader should have the background or prior knowledge about the world when they read. They must be able to "read between the lines" and pull out meaning even when it's not literally spelled out.

For Example, a learner is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what's happening in the story. The learner can use that background knowledge to make inferences and draw conclusions.

6. Working Memory and Attention

When a reader is paying attention to the text, they are able to extract information from it. Working memory enables people to retain that information and use it to make sense of and learn from what they are reading. It is also linked to the ability to self-monitor while reading.

Types of Comprehension

➤ Global comprehension

Global comprehension means understanding the general meaning of the given written discourse while reading it. It can be compared to selective comprehension, which means understanding specific information in the text and detailed comprehension, which means proper understanding of the written discourse. Activities that test global comprehension include:

- Reading a story
- Sorting out a jumbled text
- Summarize
- Answering comprehension questions that test general understanding, such as true or false statements.
- Suggest titles for a text.

➤ Inferential comprehension

Inferential comprehension means understanding implied information and reading between the lines. It requires the reader to think about the text and draw a conclusion. In this comprehension, the reader goes beyond the text rather than the vocabulary or phrases or sentences used in the discourse. Activities that test inferential comprehension include:

- Making predictions
- Drawing conclusions
- Identifying the underlying themes of the passage

➤ Factual Comprehension

Factual comprehension expresses information forthright and directing about a distinct subject. Usually, the language and the style are simple and obvious. Factual passages may give instructions or descriptions or reports of an event or a new finding with facts and figures in the given written discourse.

Exercise 1

Read the following passage and answer the questions set below.

I have often thought it would be a blessing if each human being was stricken blind and deaf for a few days at some time during his adult life. Darkness would make him more appreciative of sight, silence would teach him the joy of sound. Now and then I have tested my seeing friends to discover what they see. Recently I asked a friend, who had just returned from a long walk in the woods, what she has observed. "Nothing in particular," she replied.

How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note. I, who cannot see find hundreds of things to interest me through mere touch. I feel the delicate symmetry of leaf. I pass my hands lovingly about the smooth skin of a silver birch or the rough, shaggy bark of a pine. In spring I touch the branches of trees hopefully in search of a bud, the first sign of awakening nature after her winter's sleep. Occasionally if I am fortunate and place my hand gently on a small tree and feel the happy quiver of a bird in full song.

At times my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight? And I have imagined what I would like to see if I were given the use of my eyes, say, just for three days.

I should divide the period into three parts. On the first day, I want to see the people whose kindness, gentleness and companionship have made my life worth living. First, I would like to gaze upon the face of my dear teacher, Ms. Anne Sullivan Macy. She came to see me when I was a child. She opened the other world for me.

1. According to the author, what did the friend observe during her walk in the woods?
 - a) The delicate symmetry of leaves
 - b) The happy quiver of a bird in full song
 - c) Nothing in particular
2. What could the writer feel even though she was blind?
 - a) symmetry of a leaf

- b) face of the person
 - c) cool breeze
3. Who has made the writer's life worth living?
- a) The writer's neighbours have made her life worth living.
 - b) The compassionate and kind people in her life.
 - c) The students of the writer
4. Who does the author want to see first if she was given the ability to see for three days?
- a) her friend
 - b) nature
 - c) Ms. Anne Sullivan Macy.
5. Suggest a suitable title for the passage.

Exercise 2

Read the following passage and answer the questions set below.

The choices we make on a daily basis—wearing a seatbelt, lifting heavy objects correctly or purposely staying out of any dangerous situation—can either ensure our safety or bring about potentially harmful circumstances.

You and I need to make a decision that we are going to get our lives in order. Exercising self-control, self-discipline and establishing boundaries and borders in our lives are some of the most important things we can do. A life without discipline is one that's filled with carelessness.

We can think it's kind of exciting to live life on the edge. We like the image of "Yeah! That's me! Living on the edge! Woo-hoo!" It's become a popular way to look at life. But if you see, even highways have lines, which provide margins for our safety while we're driving. If we go over one side, we'll go into the ditch. If we cross over the line in the middle, we could get killed. And we like those lines because they help to keep us safe. Sometimes we don't even realize how lines help to keep us safe.

I'm not proud of this, but for the first 20 years of my life at work, I ignored my limits. I felt horrible, physically, most of the time. I used to tell myself, "I know I have limits and that I've reached them, but I'm going to ignore them and see if or how long I can get by with it." I ran to doctors, trying to make

myself feel better through pills, vitamins, natural stuff and anything I could get my hands on. Some of the doctors would tell me, "It's just stress." That just made me mad. I thought stress meant you don't like what you do or can't handle life, and I love what I do. But I kept pushing myself, travelling, doing speaking engagements and so on - simply exhausting myself. Finally, I understood I was living an unsustainable life and needed to make some changes in my outlook and lifestyle.

You and I don't have to be like everyone else or keep up with anyone else. Each of us needs to be exactly the way we are, and we don't have to apologize for it. We're not all alike, and we need to find a comfort zone in which we can enjoy our lives instead of making ourselves sick with an overload of stress and pressure.

1. What does the author suggest is essential for getting our lives in order?

2. Which three qualities are mentioned as important for getting our lives in order?

3. What realization did the author come to after 20 years of work?

4. What does the author believe each person needs to find in their life?

5. Suggest a suitable title for the passage.

Exercise 3

Francis Bacon, a renowned philosopher and statesman, is often credited with developing the essay form in English literature. One of his most famous essays is “Of Truth,” which explores the nature and importance of truth in human life. In “Of Truth,” Bacon begins by questioning why people have a natural inclination to lie. He suggests that people often prefer lies because they find them more pleasing than the harsh reality of truth. Bacon argues that truth is like a bright light that can be blinding, but it is essential for guiding human actions and decisions.

Bacon also discusses the value of truth in various aspects of life. He believes that truth is the foundation of all virtues and that it brings peace and stability to society. According to Bacon, those who seek and uphold the truth are like “angels of light,” bringing clarity and understanding to the world.

Furthermore, Bacon contrasts the pursuit of truth with the pursuit of pleasure. He asserts that while pleasure is fleeting and often leads to moral decay, truth is enduring and leads to genuine happiness. He concludes by emphasizing that the love of truth is the highest form of human aspiration and that it should be cultivated and cherished. “Of Truth” remains a timeless piece that encourages readers to reflect on the significance of truth in their own lives and to strive for honesty and integrity in all their endeavours.

1. What does the essay, “Of Truth” explore?

2. According to Bacon, why do people often prefer lies over the truth?

3. What does truth bring to society according to the writer?

4. How does Bacon contrast the pursuit of truth with the pursuit of pleasure?

5. Suggest a suitable title for the passage.

Exercise 4

Many people are afraid of flying in airplanes, but they shouldn't be. Flying is actually one of the safest ways to travel. In fact, when measured per mile, flying is actually far safer than driving, or travelling by train.

Not only is flying the safest mode of transport, but it is also the fastest. Just a hundred years ago if you wanted to travel from China to the United States, you would have to travel by boat for many weeks. Now, you can get there in less than 24 hours. Airplanes are also quite comfortable and often offer in-flight entertainment, such as movies. This helps explain why travelling by plane is now the preferred choice for long-distance journeys. Of course, that doesn't stop some people from being afraid of flying. The idea of hurtling through the atmosphere at hundreds of miles per hour can be intimidating for many. One of the main reasons that people are afraid to fly is that passengers lack any control over the airplane, and have to place their trust in the hands of the pilots. Many people would prefer to remain in control!

"Really?", you ask.

Comparing the number of deaths caused by cars, trains, and aeroplanes is very difficult. Many more people drive than fly. The easiest way to compare deaths is per billion kilometres. This means, how many people will die per billion kilometres travelled? Motorcycles, for example, are very dangerous and 108.9 people will die per every billion kilometres travelled. Cars are less dangerous, with 3.1 people dying per billion kilometres.

Trains are quite safe, with only 0.6 people dying per billion kilometres travelled. Subway and metro rails are even safer, with only 0.24 people dying per billion kilometres travelled. Do you know what's even safer? Air travel! Only 0.05 people were killed per billion kilometres. This is far lower than most other forms of transportation.

Commercial flying is especially safe. When a commercial aircraft crashes, it gets a lot of attention. Sometimes, hundreds of people can die in a single crash. Yet part of the reason these crashes get so much attention is because they are so rare. In fact, aviation accidents involving civilian aircraft carrying 19 or more people have actually declined over the years. In 1972, there were more than 40 accidents. In 2014, there were fewer than ten. This is especially reassuring given that there are far more people flying now than there were in 1972. Most crashes that do occur actually involve smaller personal planes, which lack the advanced features found in modern commercial aircraft.

Another reason people fear flying is "terrorist attacks". Terrorist attacks are extremely rare, however. You are far more likely to die of the common flu, than you are to die from a terrorist attack. Furthermore, increased security at airports and on airplanes makes it even less likely that a terrorist attack will bring down an airplane. The safest place to be. When it comes to traveling, flying is arguably the safest, fastest, and most comfortable way to travel. While the concept may seem scary, the modern aviation industry takes safety very seriously and modern aircraft are now extremely safe. You would be more likely to die travelling by bicycle or even on foot.

So don't worry!

1. What is one of the main reasons people are afraid of flying?

2. How many people will die per every billion kilometres travelled on motorcycles?

3. Why do commercial aircraft crashes receive a lot of attention?

4. What measures have been taken to reduce the risk of terrorist attacks on aeroplanes?

5. Suggest a suitable title for the passage.

Exercise 5

Sunita Williams, an Indian-origin American astronaut and retired U.S. Navy officer is known for her record-setting spacewalks (seven) and contributions to NASA. Currently, Sunita Williams is part of NASA's Artemis program, which aims to return humans to the Moon and eventually send astronauts to Mars. She is also celebrated for bringing cultural items aboard the ISS, having brought a copy of the 'Bhagavad Gita,' a packet of 'samosas,' and an idol of Lord Ganesh to the International Space Station, reflecting her deep connection to her Indian heritage. She continues to inspire young people to pursue careers in STEM fields through her ongoing work and dedication.

NASA astronauts Sunita Williams and her colleague Butch Wilmore are currently in the midst of an eight-month mission aboard the International Space Station (ISS). What was supposed to be a quick eight-day mission to the International Space Station (ISS) turned into an eight-month ordeal for the NASA astronauts due to technical issue in the space. Due to the malfunction, NASA deemed it too risky for the astronauts to return on Starliner. The SpaceX-launched rescue mission will bring the stranded astronauts home next year (early 2025).

Their extended time in the microgravity environment presents unique challenges and health concerns, including a condition known as space anaemia. This occurs when astronauts experience a rapid reduction in red blood cells due to the body's accelerated destruction of these cells in the absence of gravity.

Physical Changes in Space

In a previously aired interview, Williams shared intriguing insights about how the human body adapts to the space environment. She noted that astronauts experience several physical changes while in space. "Calluses on your feet disappear because you don't walk, and your fingernails and hair grow faster," Williams explained.

"Without gravity, some wrinkles on your face might temporarily smooth out due to fluid shifting upwards. Your spine also expands because there's no pressure on the cartilage between your vertebrae, making you slightly taller in space." However, she emphasized that these changes reverse upon returning to Earth. "You shrink back to your normal height, and your back might ache a bit as gravity reasserts itself," she added.

Bone Density and Muscle Mass Concerns

Williams also highlighted the significant concern of bone density and muscle mass loss in space. "In microgravity, bones lose density quickly," she said. To combat this, astronauts engage in rigorous exercise routines using specialized equipment. "We run on treadmills with harnesses to simulate gravity and lift weights to maintain muscle mass, particularly in the hips and legs. We also use exercise bikes for cardiovascular fitness," she explained.

Radiation Exposure

Despite NASA's efforts to mitigate these effects, radiation remains a persistent challenge. Cosmic rays and other forms of radiation penetrate the spacecraft, exposing astronauts to levels far exceeding those experienced on Earth. This exposure increases the risk of developing cancer and can lead to acute radiation sickness.

1. What notable items did Sunita Williams bring to the International Space Station to reflect her Indian heritage?

2. What health condition is described that astronauts may experience due to the microgravity environment?

3. How do astronauts' bodies physically change in space, according to Williams?

4. Astronauts can experience temporary height increases in space due to spinal expansion. True or False?

5. What type of exercise do astronauts use to simulate gravity and maintain muscle mass?

2.VOCABULARY

Objectives

- ☐ To enhance language precision and flexibility
- ☐ To develop contextual understanding of vocabulary
- ☐ To improve lexical diversity in writing and speech
- ☐ To engage in practical exercises

Introduction:

A vocabulary is a set of familiar words within a person's language. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language - Wikipedia

Vocabulary is a crucial component of language learning and communication. It encompasses the words we use to express our thoughts, feelings, and ideas. A strong vocabulary allows us to communicate more effectively, comprehend texts with greater ease, and engage in conversations with confidence.

Understanding different aspects of vocabulary such as synonyms, antonyms, homonyms, homophones, affixes, and collocations enriches our language skills. These elements not only help in expanding our word bank but also enhance our ability to use words accurately in various contexts. This section aims to provide a comprehensive overview of these key vocabulary concepts, along with practical exercises to reinforce learning.

SYNONYMS

Synonyms are words with similar or identical meanings that can often be used interchangeably without altering the overall meaning of a sentence. They add variety to language and help avoid repetition.

List of some Synonyms:

1. Amazing: Astonishing, Incredible, Marvelous, Remarkable, Wonderful
2. Angry: Enraged, Furious, Irritated, Mad, Upset
3. Bad: Awful, Dreadful, Poor, Terrible, Unpleasant
4. Beautiful: Attractive, Gorgeous, Lovely, Pretty, Stunning
5. Begin: Commence, Initiate, Launch, Start, Undertake

6. Big: Enormous, Gigantic, Huge, Large, Massive
7. Brave: Courageous, Fearless, Heroic, Valiant, Bold
8. Calm: Peaceful, Placid, Quiet, Serene, Tranquil
9. Cold: Chilly, Cool, Freezing, Icy, Frigid
10. Dangerous: Hazardous, Perilous, Risky, Treacherous, Unsafe
11. Dark: Dim, Dull, Gloomy, Murky, Shadowy
12. Easy: Effortless, Simple, Straightforward, Uncomplicated, Undemanding
13. Famous: Celebrated, Distinguished, Eminent, Renowned, Well-known
14. Fast: Brisk, Quick, Rapid, Speedy, Swift
15. Funny: Amusing, Comical, Entertaining, Hilarious, Humorous
16. Happy: Cheerful, Content, Glad, Joyful, Pleased
17. Hard: Challenging, Difficult, Laborious, Tough
18. Important: Crucial, Essential, Necessary, Significant, Vital
19. Kind: Benevolent, Compassionate, Generous, Gentle
20. Lazy: Idle, Indolent, Lethargic, Sluggish
21. Old: Aged, Ancient, Elderly, Mature, Senior
22. Rich: Affluent, Prosperous, Wealthy, Well-off, Opulent
23. Smart: Bright, Clever, Intelligent, Sharp, Wise
24. Strong: Durable, Firm, Powerful, Sturdy, Tough
25. Weak: Delicate, Feeble, Fragile, Frail, Vulnerable

Exercise- 1

Choose the correct synonym for the words given below:

- 1.Foreigner: (Alien, Local, National)
- 2.Verbose: (Talkative, Natural, Effortless)
- 3.Cardinal: (Divine, Champion, Basic)
- 4.Composure: (Tranquility, Restlessness, Liberty)
- 5.Anomalous: (Discordant, Irregular, Different)
- 6.Incursion: (Attack, Interruption, Capture)
- 7.Precarious: (hazardous, strong, secure)
- 8.Mammoth: (gigantic, small, minute)
- 9.Jingoism: (extreme nationalism, internationalism, unbiased)
10. Dissenter: (Nonconformist, believer, conformer)

Exercise 2

Fill in the blanks with the right synonym provided in brackets:

1. The teacher asked the students to the text. (summarize, condense)
2. He tried to his friend to join the gym. (persuade, convince)
3. The weather was for the picnic. (ideal, perfect)
4. The manager was with the team's performance. (satisfied, pleased)
5. She the dress that she liked the most. (chose, selected)
6. The movie was so that everyone was glued to their seats. (exciting, thrilling)
7. After the long journey, they were completely (exhausted, fatigued)
8. He was to hear the news. (astonished, amazed)
9. The cake was and everyone enjoyed it. (delicious, tasty)
10. They the old house and built a new one in its place. (demolished, destroyed)

Exercise- 3

Replace the word in bold by choosing another word which has a similar meaning given in brackets:

1. The teacher **praised** the student for his excellent performance. (complimented, applauded)
2. The company **offered** a discount on all its products. (provided, presented)
3. The scientist **invented** a new device to measure temperature. (created, developed)
4. She **whispered** a secret to her friend. (murmured, muttered)
5. The soldiers **defended** their country bravely. (protected, guarded)
6. The artist **depicted** the scene with great skill. (illustrated, portrayed)
7. The committee **approved** the proposal unanimously. (accepted, endorsed)
8. The child **observed** the butterfly with fascination. (watched, noticed)
9. The manager **delegated** tasks to his team members. (assigned, distributed)
10. The doctor **examined** the patient thoroughly. (inspected, checked)

ANTONYMS

Antonyms are words that have opposite meanings. They are used to describe words that convey opposite ideas or concepts. Using antonyms can add contrast and highlight differences in writing.

List of some Antonyms:

1. Absent - Present
2. Accept - Reject
3. Accurate - Inaccurate
4. Brave - Coward
5. Bright - Dull
6. Clever - Foolish
7. Complicated - Simple
8. Dangerous - Safe
9. Expand - Contract
10. Fortunate - Unfortunate
11. Genuine - Fake
12. Happy - Sad
13. Include - Exclude
14. Increase - Decrease
15. Interesting - Boring
16. Kind - Cruel
17. Major - Minor
18. Mature - Immature
19. Optimistic - Pessimistic
20. Permanent - Temporary
21. Polite - Rude
22. Regular - Irregular
23. Respect - Disrespect
24. Success - Failure
25. Victory – Defeat

How to Form Antonyms

Using Prefixes:

Many antonyms can be formed by adding a prefix to the base word.

Common prefixes used to form antonyms include:

- **un-:** Adding "un-" to a word often creates an antonym.
Example: happy → unhappy
- **in-, im-, ir-:** These prefixes often indicate negation.
Example: Visible → invisible
Example: possible → impossible
Example: rational → irrational
- **dis-:** This prefix is used to form an antonym by implying the opposite.
Example: agree → disagree
- **non-:** Adding "non-" to a word can create an antonym.
Example: fiction → nonfiction

Using Suffixes:

Sometimes, antonyms are formed by changing the suffix of a word.

- **-less:** Adding "-less" to a word often forms an antonym by indicating the lack of something.
Example: hope → hopeless
Example: end → endless
- **-ful:** In some cases, adding "-ful" can also create an antonym.
Example: harmful → harmless (though this involves changing the suffix).
Example: careful → careless

Changing the Word Entirely:

Some antonyms are formed by using completely different words.

Example: good → bad

Example: hot → cold

Example: young → old

Contextual Antonyms:

In some cases, the antonym depends on the context in which the word is used.

Example: light (in weight) → heavy

light (in brightness) → dark

Soft (in texture) → hard: The pillow is soft

Soft (in sound) → loud: The music was soft.

Understanding Word Pairs:

Some antonyms come in pairs that are commonly known together. Learning these pairs can make it easier to understand and use them in sentences.

Example: day → night

Example: come → go

Example: tall → short

Exercise 1

Choose the correct antonym for the words given below:

1. Restive: (patient, rigorous, deceptive)
2. Persistent: (broken, constant, enduring)
3. Emerge: (fade, come out, appear)
4. Clamour: (Peace, Uproar, enduring)
5. Imponderable: (less important, iconic, allow)
6. Imminent: (close, distant, Iconic)
7. Backdrop: (focus, scenery, new)
8. Relic: (new, antique, remains)
9. Invoke: (banish, appeal, enforce)
10. Reconcile: (disagree, harmonize, conciliate)

Exercise 2

Choose the correct antonym for the underlined word:

1. The politician was known for his honest behavior.

- | | |
|----------------|--------------|
| a) Trustworthy | b) Deceitful |
| c) Sincere | d) Upright |

2. The instructions were explicit and easy to follow.

- | | |
|----------|----------|
| a) Clear | b) Vague |
|----------|----------|

- c) Detailed d) Accurate
3. The town was prosperous during the gold rush.
- a) Wealthy b) Thriving
c) Impoverished d) Flourishing
4. The storm intensified as it moved closer to the shore.
- a) Strengthened b) Weakened
c) Magnified d) Heightened
5. The doctor advised a balanced diet for good health.
- a) Even b) Equitable
c) Imbalanced d) Proportional

Exercise 3

Fill in the blanks with words that are opposite in meaning to the given words, after adding suitable affixes:

1. The students felt _____ after the discouraging feedback from their teacher. (motivated)
2. The _____ files made it difficult to find important documents. (organized)
3. His _____ in calculations led to significant errors in the report. (accuracy)
4. She was _____ from the project due to her lack of interest. (connected)
5. The _____ tone of the letter made it feel less genuine. (personal)
6. The teacher was disappointed by the student's _____ attendance. (regular)
7. The _____ report did not provide all the necessary information. (complete)
8. The engineer demonstrated his _____ in handling the complex machinery. (competence)
9. The _____ behavior at the formal event was unacceptable. (proper)
10. Despite her _____ demeanor, she was very helpful. (friendly)

HOMONYMS

(Homo-same; nym-name)

Definition: *Homonyms are words that share the same spelling and pronunciation but have different meanings.*

Characteristics of Homonyms:

Spelling: Homonyms have identical (similar) spelling.

Pronunciation: Homonyms have similar pronunciation.

Meaning: Each homonym has a distinct meaning.

Common Examples of Homonyms:

1. Bark: The sound a dog makes.
The outer covering of a tree.
2. Bat: A flying mammal.
A piece of sports equipment used in baseball or cricket.
3. Bow: To bend forward in respect.
A weapon used to shoot arrows.
4. Can: A container for holding liquids.
To be able to do something.
5. Current: A flow of water or air.
Happening now.
6. Fair: Just and equitable.
A public event with rides and games.
7. Lie: To recline or rest.
To speak falsely.
8. Match: A contest or game.
A small stick that produces a flame.
9. Pen: A writing instrument.
10. Right: Correct or true.
The opposite of left.
11. Rose: A type of flower.
Past tense of "rise."
12. Spring: A season of the year.
A coiled device that returns to its shape after being compressed.

13. Suit: A set of clothing.
To be appropriate or fitting.
14. Tie: To bind or fasten.
A piece of clothing worn around the neck.
15. Well: In good health.
A deep hole from which water is drawn.
16. Wave: A movement of the hand as a greeting.
A moving ridge on the surface of water.
17. Seal: A marine animal.
A mark or emblem.
18. Bear: A large mammal.
To carry or support.
19. Park: A public area with trees and grass.
To bring a vehicle to a stop and leave it.
20. Light: Something that makes things visible,
Not heavy.
21. Bank: A financial institution.
The side of a river.
22. Letter: A character in the alphabet.
A written message sent to someone.
23. Nail: A small metal spike.
A hard growth at the tip of a finger or toe.
24. Watch: A device for telling time.
To observe something closely.
25. Drop: A small amount of liquid.
To let something fall.

Exercise

Construct two sentences each for the homonyms listed:

- Course:

- Press:

- Long:

- Notice:

- Minute:

- Wave:

- Fair:

HOMOPHONES

(Home: same; phone: sound)

Definition:

Homophones are words that sound the same but have different meanings and may be spelled differently. They can cause confusion in writing and speaking because their pronunciation is identical, but their meanings and spellings vary.

Characteristics of Homophones:

Pronunciation: Homophones have the same pronunciation.

Spelling: Homophones have different spellings.

Meaning: Each homophone has a distinct meaning, which is clarified through context.

Common Examples of Homophones:

- *Accept vs. Except*

Accept: To agree to receive or do something.

Except: To exclude or leave out.

- *Affect vs. Effect*

Affect: A verb meaning to influence something.

Effect: A noun meaning the result of a change.

- *Brake vs. Break*

Brake: A device used to stop a vehicle.

Break: To separate into pieces or pause.

- *Cell vs. Sell*

Cell: A small room or basic unit of life.

Sell: To exchange goods for money.

- *Flour vs. Flower*

Flour: A powder used in baking.

Flower: The reproductive part of a plant.

- *Hear vs. Here*

Hear: To perceive sound.

Here: In this place or location.

- *Knight vs. Night*

Knight: A medieval soldier or title of honor.

Night: The time between sunset and sunrise.

- *Pair vs. Pare vs. Pear*

Pair: Two items that go together.

Pare: To trim or peel.

Pear: A type of fruit.

- *Principal vs. Principle*

Principal: The head of a school or main element.

Principle: A fundamental truth or law.

- *Stationary vs. Stationery*

Stationary: Not moving.

Stationery: Writing materials like paper and envelopes.

Exercise 1

Choose the correct homophone to complete each sentence:

1. The teacher asked us to _____our homework on time.
a) Accept
b) Except
2. The company will _____a new policy next month.
a) Affect
b) Effect
3. Please _____ the car before you start driving.
a) Brake
b) Break
4. He decided to _____ his old car for a new one.
a) Sell
b) Cell
5. I need to _____a letter to my friend.
a) Write
b) Right

Exercise 2

Identify and correct the homophones in the following sentences:

1. I will meat you at the corner of Main Street.
2. She needs to brake the news gently to him.

3. The night rode his horse through the forest.
4. The whether will affect how the picnic goes.
5. He bought a new pare of shoes yesterday.

Exercise 3

Construct sentences using the following homophones:

1. Berth: _____
Birth: _____
2. Complement: _____
Compliment: _____
3. Dual: _____
Duel: _____
4. Feat: _____
Feet: _____
5. Grate: _____
Great: _____
6. Heal: _____
Heel: _____
7. Die: _____
Dye: _____
8. Great: _____
Grate: _____
9. Heel: _____
Heal: _____
10. Buy: _____
By: _____

HOMOGRAPHS

Definition:

Homographs are words that are spelled the same but have different meanings. They may or may not be pronounced differently. They are a type of homonym, which refers to words that share the same spelling or pronunciation but have different meanings.

Characteristics of Homographs:

Spelling: Homographs have identical spelling.

Meaning: Each homograph has a distinct meaning.

Pronunciation: Homographs may be pronounced differently, though not always.

Examples and Explanations:

- Lead

Verb /led/ – To guide or direct.

Example: She will lead the team through the project.

Noun /li:d/ – A type of metal.

Example: The pipes are made of lead.

- Tear

Noun /tɪər/ – A drop of liquid from the eye.

Example: A tear fell from her eye as she watched the movie.

Verb /teər/ – To rip or damage by pulling apart.

Example: He accidentally tore the page.

- Bow

Noun /boʊ/ – A tied ribbon or a weapon for shooting arrows.

Example: She wore a red bow on her dress.

Example: The archer used a bow and arrow.

Verb /baʊ/ – To bend forward as a gesture of respect.

Example: The actor took a bow after the performance.

- Row

Noun /roʊ/ – A line of things or people.

Example: The chairs were arranged in a single row.

Verb /raʊ/ – To argue

Example: They row about how to spend holiday, each wanting a different destination.

- Wound

Noun /wu:nd/ – An injury to the body.

Example: The soldier had a serious wound on his arm.

Verb /waʊnd/ – Past tense of wind, meaning to twist or turn.

Example: She wound the clock before going to bed.

Context and Usage

The meaning of a homograph is determined by the context in which it is used. Proper understanding of homographs relies on recognizing the sentence or situation in which they appear.

EXERCISE 1

Identify the homographs in the following sentences and state their different meanings.

1. Lead the team effectively or avoid the lead pipes in old houses.
2. The company had to contract with a new supplier to meet demand, and his muscles began to contract from the cold.
3. She had to tear the paper to fit it into the frame and a tear ran down her cheek.
4. He used a bow to shoot arrows and gave a polite bow to the audience.
5. The technician had to fine the equipment for better performance and the engine was running too fine.

EXERCISE 2

Write sentences using each of the following homographs in their different contexts:

1. Tire: _____

2. Object: _____

3. Sewer: _____

4. Conduct: _____

5. Minute: _____

AFFIXES

Introduction:

In the English language, words can be modified or expanded by adding certain elements known as affixes. Affixes are groups of letters that attach to a base or root word to create a new word or alter the word's meaning. The ability to understand and use affixes is crucial in expanding vocabulary, improving comprehension, and enhancing writing skills.

Affixes can change the meaning of a word, its grammatical function, or its form, allowing for more precise and varied expression in language.

Affixes are divided into two main categories:

- ☐ Prefixes
- ☐ Suffixes

Understanding how prefixes and suffixes work is a key step in mastering the intricacies of English vocabulary and grammar.

BASE WORD/ROOT WORD: A base word is the simplest form of a word that can stand on its own and carry meaning. It serves as the foundation to which prefixes and suffixes can be added to create new words. The base word is also referred to as the root word and it is the part of the word that provides the core meaning.

For example:

- In the word “unhappiness,” the base word is “happy.” The prefix “un-” and the suffix “-ness” are added to modify its meaning.

Base words can exist independently without any affixes, but when combined with prefixes and suffixes, they can form a variety of words with different meanings or grammatical functions.

PREFIXES

A prefix is a group of letters that is added to the beginning of a base word, altering its meaning or creating a new word. Prefixes can negate a word, show repetition, indicate a number, or denote time and position.

Extended Examples with Sentences:

Un-:

- Unhappy – She was unhappy with her test results.

- Unbelievable – The magic trick was unbelievable.

Functions of Prefixes:

- Negation: Indicates the opposite or negative meaning.
- Repetition or Intensity: Shows the frequency or intensity of an action.
- Position: Indicates spatial or temporal relationships.
- Number: Specifies the number or quantity.

LIST OF COMMON PREFIXES		
PREFIX	MEANING	EXAMPLES
Anti-	Against, opposite	<i>Antibiotic, Antisocial, Antifreeze</i>
Auto-	Self	<i>Automatic, Autograph, Autobiography</i>
Bi-	Two, twice	<i>Bicycle, Bilingual, Bimonthly</i>
Co-	Together, with	<i>Cooperate, Coexist, Coworker</i>
Contra-	Against, opposite	<i>Contradict, Contravene, Contrary</i>
De-	Opposite, remove, reduce	<i>Defrost, Deactivate, Degrade</i>
Dis-	Not, opposite of	<i>Disagree, Dislike, Disconnect</i>
Ex-	Out of, away from, former	<i>Exclude, Exhale, Ex-husband</i>
Il-	Not, without	<i>Illegal, Illogical, Illegible</i>
Im-	Not, without	<i>Impossible, Immoral, Immobile</i>
In-	Not, without	<i>Invisible, Incapable, Indecent</i>
Inter-	Between, among	<i>Interact, International, Interchange</i>
Ir-	Not, without	<i>Irregular, Irresponsible, Irrelevant</i>
Mis-	Wrongly, badly	<i>Misunderstand, Mislead, Mistake</i>
Multi-	Many, much	<i>Multicolored, Multitask, Multinational</i>
Non-	Not, without	<i>Nonstop, Nonfiction, Nonviolent</i>
Over-	Too much, excessive	<i>Overcook, Overconfident, Overload</i>
Post-	After	<i>Postgraduate, Postpone, Postwar</i>

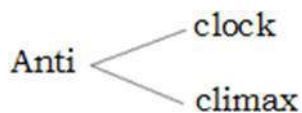
Pre-	Before	<i>Preview, Prehistoric, Prepare</i>
Pro-	For, forward	<i>Promote, Proceed, Proactive</i>
Re-	Again, back	<i>Rewrite, Return, Recycle</i>
Sub-	Under, below	<i>Submarine, Subway, Substandard</i>
Super-	Above, beyond	<i>Superhuman, Superimpose, Supernatural</i>
Trans-	Across, beyond	<i>Transport, Transatlantic, Translate</i>
Tri-	Three	<i>Triangle, Tricycle, Trilingual</i>
Un-	Not, opposite of	<i>Unhappy, Unfair, Unseen</i>
Under-	Too little, beneath	<i>Underestimate, Underdeveloped, Underground</i>
Uni-	One, single	<i>Unicycle, Uniform, Unilateral</i>

EXERCISE 1**Rewrite as directed.****(Use the correct root with a prefix to answer the question)**

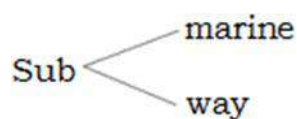
1. What do you call a writing which cannot be read easily?



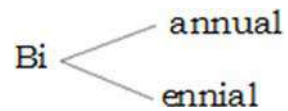
2. What is the situation that comes after something exciting called?



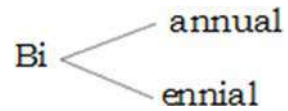
3. One can use to cross the road safely.



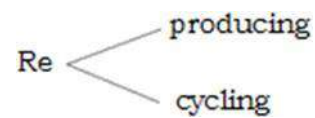
4. What do you call things that take place twice in a year?



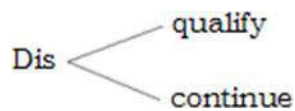
5. What do you call things that take place once for two year?



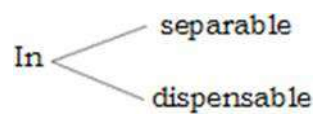
6. What is the process called in which an object is used all over again?



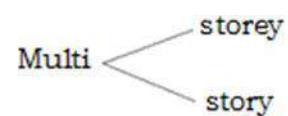
7. You a sports person who violates rules of the game.



8. Something which is absolutely essential is called



9. A building with many floors is called Building.



10. What do you use to destroy harmful bacteria?



SUFFIXES

A suffix is a group of letters added to the end of a base word or root word, altering its meaning or changing its grammatical function. Suffixes can turn a word into a noun, adjective, verb, or adverb, allowing for greater flexibility in language use.

Examples with Sentences:

-ness:

- Sadness – The movie filled her with sadness.
- Illness – His illness kept him home from school.

Functions of Suffixes:

- Noun Formation: Converts adjectives or verbs into nouns.
- Adjective Formation: Converts nouns or verbs into adjectives.
- Verb Formation: Converts nouns or adjectives into verbs.
- Adverb Formation: Converts adjectives into adverbs.

LIST OF COMMON SUFFIXES		
SUFFIX	MEANING	EXAMPLES
-able	Capable of being	<i>Comfortable, Lovable, Usable</i>
-al	Pertaining to	<i>Natural, Cultural, Personal</i>
-ance	State or quality of	<i>Performance, Resistance, Importance</i>
-ary	Related to, place for	<i>Dictionary, Military, Library</i>
-ation	Action or process	<i>Information, Celebration, Preparation</i>
-ed	Past tense	<i>Worked, Played, Jumped</i>
-ence	State or quality of	<i>Independence, Persistence, Excellence</i>
-er	One who, that which	<i>Teacher, Writer, Runner</i>
-est	Most (used for superlative)	<i>Biggest, Fastest, Strongest</i>
-ful	Full of	<i>Beautiful, Helpful, Joyful</i>

-hood	State, condition, quality	<i>Childhood, Neighborhood, Parenthood</i>
-ic	Pertaining to, like	<i>Heroic, Artistic, Scientific</i>
-ify	To make, cause to be	<i>Simplify, Clarify, Identify</i>
-ing	Present participle, action	<i>Running, Jumping, Singing</i>
-ion	Action, condition	<i>Celebration, Action, Opinion</i>
-ish	Having the quality of	<i>Childish, Foolish, Selfish</i>
-ism	Doctrine, belief	<i>Realism, Socialism, Criticism</i>
-ist	One who	<i>Artist, Scientist, Pianist</i>
-ity	State or quality of	<i>Ability, Activity, Simplicity</i>
-ive	Having the nature of	<i>Creative, Supportive, Sensitive</i>
-ize	To make, cause to become	<i>Modernize, Organize, Realize</i>
-less	Without	<i>Hopeless, Fearless, Careless</i>
-ly	In the manner of, like	<i>Quickly, Happily, Clearly</i>
-ment	Action or process	<i>Development, Enjoyment, Agreement</i>
-ness	State, condition, quality	<i>Happiness, Darkness, Kindness</i>
-ous	Full of, having	<i>Dangerous, Famous, Nervous</i>
-ship	State, condition, quality	<i>Friendship, Leadership, Citizenship</i>
-sion	State or condition	<i>Tension, Conclusion, Extension</i>
-tion	Action or state	<i>Education, Relation, Reaction</i>
-y	Characterized by, like	<i>Sunny, Funny, Happy</i>

EXERCISE 2

Rewrite the sentences using the suffix given in brackets.

1. Most of the politicians want to be popular. (ity)
2. My friend thinks so much about money that she doesn't want to waste even one rupee for SMS. (minded)
3. All depressions can be easily maintained. (able)
4. One should always avoid the factors which link with stress.(related)
5. This watch is not affected by water. (proof)
6. That family is full of superstitions. (ridden)
7. The results can be predicted. (able)
8. People are very much worried about money. (minded)
9. The watch that doesn't absorb water. (proof)
10. Most of the goods in the market today are not taxed. (free)
11. In India, you can see a large number of people who have no homes.(less)
12. Most of the awkward situations that we face in our life can be avoided. (able)
13. A life without aim is useless. (less)
14. It was a story with full of glory. (ious)
15. They were travelling during night with great terror. (ible)
16. He had a crown made of gold. (en)
17. My aunt lives in a country where there is no tax. (-free)
18. I bought a jacket which doesn't absorb water. (-proof)
19. The essential requirements and necessities of schools can be identified. (-able)
20. One of my students gave me a basket filled with flowers. (-ful)
21. The area in which I live is without smoke.(free)
22. Fruit juice is full of potassium. (rich)
23. Shashi is a man who is always seen working on something or the other. (aholic)
24. Mr. shashi is a person who can be accessed easily. (ible)
25. We have to attend the meeting that is held every month.(ly)

FORMATION OF AFFIXES

Affixes are groups of letters that attach to a base word or root word to create a new word or alter the word's meaning. Affixes can change the meaning of a word, its grammatical function, or its form, allowing for more precise and varied expression in language.

Examples:

Disappointment

- Prefix: Dis- (opposite of)
- Root word: appoint (assign a job or role)
- Suffix: -ment (action or process)
- Meaning: The feeling of dissatisfaction or letdown.

LIST OF AFFIXES APPLIED TO VARIOUS PARTS OF SPEECH				
PREFIX	BASE WORD	PARTS OF SPEECH	SUFFIX	EXAMPLE WITH AFFIX
Anti-	Bacterial	Adjective	-ial	<i>Antibacterial</i>
Auto-	Biography	Noun	-ical	<i>Autobiographical</i>
Co-	Operate	Verb	-ive	<i>Cooperative</i>
Contra-	Dict	Verb	-ion	<i>Contradiction</i>
De-	Motivate	Verb	-ing	<i>Demotivating</i>
Dis-	Honest	Adjective	-ly	<i>Dishonestly</i>
En-	Large	Adjective	-ment	<i>Enlargement</i>
Ex-	President	Noun	-ial	<i>Ex-presidential</i>
Il-	Logical	Adjective	-ity	<i>Illogicality</i>
Im-	Mature	Adjective	-ity	<i>Immaturity</i>

In-	Sane	Adjective	-ity	<i>Insanity</i>
Inter-	Act	Verb	-ion	<i>Interaction</i>
Mal-	Function	Noun	-ing	<i>Malfunctioning</i>
Mis-	Judge	Verb	-ment	<i>Misjudgment</i>
Multi-	Task	Verb	-ing	<i>Multitasking</i>
Non-	Essential	Adjective	-ity	<i>Nonessentiality</i>
Over-	Achieve	Verb	-ment	<i>Overachievement</i>
Post-	Graduate	Noun	-ion	<i>Postgraduation</i>
Pre-	View	Verb	-ing	<i>Previewing</i>
Pro-	Test	Verb	-ion	<i>Protestation</i>
Re-	Align	Verb	-ment	<i>Realignment</i>
Semi-	Circle	Noun	-ar	<i>Semicircular</i>
Sub-	Merge	Verb	-ion	<i>Submersion</i>
Super-	Human	Adjective	-ity	<i>Superhumanity</i>
Trans-	Form	Verb	-ing	<i>Transforming</i>
Un-	Necessary	Adjective	-ily	<i>Unnecessarily</i>
Under-	Line	Verb	-ing	<i>Underlining</i>
Up-	Hold	Verb	-er	<i>Upholder</i>

EXERCISE 1

For each of the following words, identify the prefix and/or suffix, and then write the base word.

1. Unbelievable
Prefix: _____
Suffix: _____
Base word: _____
2. Disconnection
Prefix: _____
Suffix: _____
Base word: _____
3. Irresponsibility
Prefix: _____
Suffix: _____
Base word: _____
4. Prearrangement
Prefix: _____
Suffix: _____
Base word: _____
5. Misinterpretation
Prefix: _____
Suffix: _____
Base word: _____

EXERCISE 2

Form a new word by adding a suitable affix to the given base word. Use the hint provided.

1. Happy (opposite)
New word: _____
2. Complete (action)
New word: _____
3. Child (state or condition)
New word: _____

4. Understand (wrongly)
New word: _____
5. Justice (related to)
New word: _____

EXERCISE 3

Match the affix on the left with the correct base word on the right to form a meaningful word.

AFFIX	BASE WORD
<i>Under-</i>	a) <i>view</i>
<i>-ment</i>	b) <i>qualify</i>
<i>Dis-</i>	c) <i>estimate</i>
<i>Re-</i>	d) <i>connect</i>
<i>Un-</i>	e) <i>do</i>

EXERCISE 4

Choose the correct affix to complete the word:

1. The word “____use” means to use something wrongly.
a) Dis-
b) Mis-
c) Re-
d) Un-
2. The word “joy____” means full of joy.
a) -ment
b) -ful
c) -less
d) -ness
3. The word “____national” means between nations.
a) Super-

- b) Pre-
 - c) Inter-
 - d) Sub-
4. The word “hope_____” means without hope.
- a) -less
 - b) -ful
 - c) -able
 - d) -ment
5. The word “_____place” means to put something back in place.
- a) Pre-
 - b) Dis-
 - c) Re-
 - d) Un-

EXERCISE 5

Fill in the blanks with suitable words given in the brackets.

1. The _____(construct) of the new bridge was completed ahead of schedule. The engineers were _____(skill) and ensured that every detail was taken care of. The project manager was pleased with the _____(efficient) of the team. This new bridge is expected to _____(connect) two major cities, reducing travel time significantly.
2. She felt _____(hope) after hearing the news about her promotion. The _____(announce) was made during the company meeting. Her hard work and _____(dedicate) to the job paid off. Now, she is _____(excite) to take on new challenges in her role.
3. The students were _____(interest) in the lecture on ancient history. The professor was known for his _____(knowledge) in the subject, and his lectures were always _____(inform). He believed that _____(educate) was the key to understanding the present by studying the past.
4. The _____(organize) of the charity event took several weeks. The volunteers were _____(enthuse) and worked tirelessly to ensure its success. The _____(donate) from the community were generous, helping to raise funds for a _____(worth) cause.
5. The _____(discover) of the new species was a breakthrough in the field of biology. The _____(research) spent years studying the environment before making this finding. This _____(remark)

achievement was published in several scientific journals. The team is now planning to _____(investigate) further into the habitat of the species.

COLLOCATIONS

Collocation is a familiar grouping of words which appear together because of their habitual use. These are combinations of words that are frequently used together in a language. These combinations sound natural to native speakers and are often preferred over other word combinations. Understanding collocations helps learners sound more fluent and natural when speaking or writing in English.

Collocations can include:

Adjective + Noun (e.g., strong coffee)

Verb + Noun (e.g., make a decision)

Noun + Noun (e.g., a surge of anger)

Verb + Adverb (e.g., run quickly)

Adjective + Preposition (e.g., afraid of)

Verb + Preposition (e.g., depend on)

Types of Collocations

1. Adjective + Noun

This is one of the most common types of collocations, where an adjective is paired with a noun to convey a specific meaning.

Examples:

Strong coffee (not “powerful coffee”)

Heavy rain (not “strong rain”)

Fast car (not “quick car”)

Usage in Sentences:

I need a strong coffee to wake up in the morning.

The forecast predicts heavy rain this afternoon.

He drives a fast car on the highway.

2. Verb + Noun

In this collocation, a verb is naturally paired with a specific noun.

Examples:

Make a decision (not “do a decision”)

Take a break (not “have a break”)

Give a speech (not “make a speech”)

Usage in Sentences:

She needs to make a decision before the end of the day.

Let’s take a break after this meeting.

The CEO gave a speech at the conference.

3. Noun + Noun

This type of collocation involves the pairing of two nouns that are often used together.

Examples:

A surge of anger (not “a wave of anger”)

A pack of wolves (not “a group of wolves”)

A round of applause (not “a clap of applause”)

Usage in Sentences:

He felt a surge of anger when he saw the damage.

The documentary showed a pack of wolves hunting in the wild.

The performer received a round of applause for her outstanding act.

4. Verb + Adverb

Here, a verb is combined with an adverb to express how an action is performed.

Examples:

Run quickly (not “run fastly”)

Whisper softly (not “whisper quietly”)

Argue heatedly (not “argue intensely”)

Usage in Sentences:

She had to run quickly to catch the bus.

He whispered softly so no one else could hear.

They argued heatedly about the decision.

5. Adjective + Preposition

This collocation involves an adjective that naturally pairs with a particular preposition.

Examples:

Afraid of (not “afraid for”)

Interested in (not “interested on”)

Good at (not “good in”)

Usage in Sentences:

She’s afraid of the dark.

He’s interested in learning new languages.

I’m good at solving puzzles.

6. Verb + Preposition

In this collocation, a verb is combined with a specific preposition.

Examples:

Depend on (not “depend of”)

Look after (not “look for”)

Participate in (not “participate on”)

Usage in Sentences:

We depend on each other for support.

She has to look after her younger brother.

Many students participate in extracurricular activities.

Common Collocations in English

Here is a list of some commonly used collocations:

- Break a promise: (not “destroy a promise”)
- Catch a cold: (not “get a cold”)
- Keep a secret: (not “hold a secret”)
- Save time: (not “keep time”)
- Pay attention: (not “give attention”)
- Do homework: (not “make homework”)
- Go bankrupt: (not “become bankrupt”)

EXERCISE 1

Each sentence contains an incorrect collocation. Identify the incorrect collocation and correct it by replacing it with the appropriate collocation.

1. She decided to make a good impression during the interview.
2. He gave a detailed explanation for his actions.
3. They had to make a decision about the new policy.

4. The teacher emphasized the importance of doing your homework regularly.
5. We need to make a review of the project's progress.
6. She is looking forward to meet her friends this weekend.
7. The company is working to improve their customer service quality.
8. He has a strong commitment to achieving his career goals.
9. They promised to provide a clear understanding of the new regulations.
10. She took a risk when she started her own business.

EXERCISE 2

Identify the proper collocation in the following pairs:

1. Thick wall / stout wall
2. Drooping neck / drooping shoulder
3. Ride a bicycle / drive a bicycle
4. Take a speech / give a speech
5. Conduct an experiment / make an experiment
6. Round the clock / round the watch
7. Prepare food / make food
8. Door service / house service
9. Big house / large house
10. Empty cheque / blank cheque
11. Service charge / service bill
12. Head pain / head ache
13. Stomach ache / stomach pain
14. Table the bill / put the bill
15. Describe the poem / explain the poem
16. Narrate the story / describe the story
17. Tea party / coffee party
18. Relieve from duty / discharge from duty
19. Relieve the patient / discharge the patient
20. Time bound / period bound

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4. Bhatia, M P. A Handbook of Applied Grammar and Composition. M I Publications, Agra.

3. SENTENCE STRUCTURE

Objectives:

- To Strengthen understanding of the fundamental components of a sentence, such as subject, predicate, object, and modifiers
- To empower students to transform sentences to express the same idea in multiple ways
- To Equip students with the ability to identify and interpret different sentence structures

Definition of sentence structure:

Sentence structure refers to the way words, phrases, and clauses are arranged to form a sentence. It determines the order of subjects, verbs, and objects in a sentence and how they relate to one another.

Kinds of sentence structures:

- i. Simple
- ii. Compound
- iii. Complex
- iv. Compound - Complex

1. Simple sentence

Definition: It contains one independent clause (a subject and a predicate) that expresses a complete thought.

Examples:

1. She sings beautifully.
2. The cat slept all day.
3. He enjoys reading novels.
4. They went to the park.
5. The sun sets in the west.
6. Water boils at 100 degrees Celsius.
7. We watched a movie.
8. The children are playing outside.
9. She baked a cake for her friend.
10. My phone rang during the meeting, startling everyone.

11. The dogs were barking.
12. Do you know all the spellings?
13. I am sorry.
14. Are you happy?
15. Nancy likes fantasy novels, especially those with magical creatures.
16. Where are you now?
17. This is wonderful.
18. Alex likes listening to music.
19. My friends are coming home.
20. Matty, Cyril, and Kendall work together.

2. Compound Sentence:

Definition: It consists of two or more independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or a semicolon.

Examples:

1. She likes coffee but he prefers tea.
2. I wanted to go to the party so I finished my homework early.
3. He studied hard yet he didn't pass the exam.
4. We went to the beach and they stayed home.
5. I forgot my keys so I couldn't get into the house.
6. She is a talented singer and she also plays the guitar.
7. The train was delayed but we still arrived on time.
8. He read the book and then he watched the movie.
9. You can go by car or you can take the bus.
10. I don't eat meat nor does she.
11. All the employers have been requesting a change in working hours for many months now but the company has not made any changes yet.
12. My parents want me to become an IAS officer but I want to become a teacher.
13. My brother was too tired yet he cleaned the home.
14. My father is back home but we don't know when he will leave again.
15. Study well or you will not pass.
16. Nobody was prepared for the test yet the teacher conducted the test.
17. He ate too much so he fell ill.

18. We are happy you made a contribution to the people affected by floods and any amount will be appreciated.
19. Shall we start class now or should we wait for the rest of them?
20. I have a dog and his name is Tommy.

3. Complex Sentence:

Definition: It contains one independent clause and at least one dependent (subordinate) clause that does not express a complete thought by itself.

Examples:

1. Although it was raining, they continued the match.
2. She moved to the city because she got a new job.
3. Whenever I see her, I feel happy.
4. If he works hard, He will succeed.
5. Since we missed the bus, we had to walk home.
6. I bought a new phone after mine broke.
7. As soon as she arrived, the meeting began.
8. He left early because he wasn't feeling well.
9. Even though she was tired, she stayed up late.
10. While I was cooking, the phone rang.
11. After I finish my work, I will be meeting my friend.
12. Since you helped out, we completed everything in time.
13. As soon as the initial introduction is over, we will have the prayer song.
14. The children were asked to go home because it was too late.
15. The teacher, who taught us French, was the reason we decided to take French in college as well.
16. If you want to reach on time, you better start immediately.
17. Although she did not have much interest in learning English, she somehow made it a point to do it.
18. In the event of you being elected the Chairperson of the Students Union, what will you do for the benefit of the student community?
19. The place, where we first met, will always be my favourite spot.
20. Unless you make up your mind, nothing can be done.

4.Compound – Complex Sentence:

Definition: It combines elements of compound and complex sentences, with at least two independent clauses and one or more dependent clauses.

Examples:

1. Kate doesn't like cartoons because they are loud, so she doesn't watch them.
2. She studied hard because she wanted to pass, but she still felt nervous.
3. Whenever I travel, I take lots of pictures, and I write about the experience.
4. We wanted to go to the beach, but it started raining before we could leave.
5. After she finished her homework, she watched TV, and she called her friend.
6. Even though I love pizza, I didn't order it, but I made pasta instead.
7. He was running late because he missed the bus, so he took a taxi.
8. She cleaned the home before guests arrived, and then she prepared dinner.
9. Whenever they visit, they bring gifts, but they never stay long.
10. I will call you when I finish work, and we can decide where to meet.
11. Although I prefer tea, I drank coffee because it was all they had, and it surprisingly tasted good.
12. The dog barked loudly because it saw a stranger, and then it ran to the gate to investigate further.
13. While I was studying, my friends played games, but I didn't join them.
14. Because she was late, Mary missed the bus, and she had to walk to work.
15. He didn't like the movie, but he watched it because his friend recommended it, and he wanted to give it a chance.
16. I cleaned the home after I returned, and then I cooked dinner, but I was too tired to eat.
17. Since it was raining, we cancelled the picnic, but we decided to have a movie day instead.

18. The teacher explained the problem to the students who didn't understand, and they finally solved it correctly.
19. Even though he was tired, he finished his project and submitted it on time.
20. When the storm passed, we went outside to check for damage and found that our garden was flooded.

Exercises:

Fill in the blanks with the appropriate words given in the brackets:

Compound Sentences

1. She wanted to go to the movies _____she didn't have enough money.
(but, so)
2. I studied for the exam _____I passed it with flying colours. (and, or)
3. He can come to the party _____he must finish his homework first.
(but, so)
4. We could go hiking _____we could stay home and relax. (or, and)
5. I called her _____she didn't answer. (but, for)
6. She was tired _____she went to bed early. (so, but)
7. They went to the concert _____they didn't enjoy it. (but, for)
8. The restaurant was closed _____we decided to cook at home. (so, but)
9. I cleaned the home _____I did the laundry. (and, or)
10. The car broke down _____we had to walk. (so, or)
11. She baked a cake, _____ she didn't eat any of it. (but, so)
12. You can take the train, _____ you can drive to work. (or, so)
13. The book was interesting, _____the movie was boring. (but, and)
14. We wanted to play soccer, _____it started raining. (but, for)
15. I lost my keys, _____I couldn't enter the house. (so, or)
16. She practised every day, _____she won the championship. (and, so)
17. I love coffee, _____I don't like tea. (but, and)
18. He was late, _____ he missed the meeting. (so, for)
19. I could stay here, _____ I could leave early. (or, but)
20. The dog was barking loudly, _____nobody paid attention. (but, and)

Complex Sentences

1. I will call you ____I finish my work. (after, because)
2. ____he was tired, he kept working. (although, because)
3. We will go to the park ____it stops raining. (if, because)
4. She stayed home ____she was feeling unwell. (because, although)
5. ____you work hard, you will succeed. (If, although)
6. I didn't attend the meeting ____I had another appointment. (because, if)
7. They were happy ____they won the game. (because, although)
8. I will go shopping ____I finish my homework. (after, because)
9. He didn't pass the exam ____he didn't study enough. (because, although)
10. ____I was late, I missed the bus. (as, when)
11. ____she is very rich, she is not happy. (although, because)
12. I won't go out ____I finish this project. (until, because)
13. She was crying ____she lost her wallet. (as, when)
14. ____it rains, we will cancel the picnic. (If, because)
15. I will stay home ____it is too cold outside. (because, if)
16. ____he worked hard, he didn't get the promotion. (although, because)
17. ____he arrived late, he didn't miss the presentation. (although, because)
18. I will wait for you ____you arrive. (until, because)
19. ____you don't hurry, we will miss the train. (If, because)
20. We can start the meeting ____everyone is here. (when, because)

Compound-Complex Sentences

1. I wanted to go to the beach, ____it started raining, ____I stayed home.
(but, and; so, or)
2. She was tired ____she stayed up late, ____she finished her work.
(but, because; so, and)
3. We will go to the park ____it stops raining, ____we will go to the movies instead. (if, because; or, so)
4. He worked hard ____he was exhausted, ____he didn't finish on time.
(but, because; and, so)

5. I can cook dinner _____ I am hungry, _____ I could order takeout instead.
(but, because; or, so)
6. They studied all night _____ they were prepared, _____ the test was difficult. (because, although; but, so)
7. We could watch a movie _____ we are bored, _____ we could play a game.
(if, because; or, and)
8. She bought a dress _____ it was expensive, _____ she really liked it.
(but, even though; so, and)
9. I forgot my umbrella _____ it was raining, _____ I got wet.
(because, although; and, so)
10. He didn't attend the meeting _____ he was busy, _____ he sent an email instead. (because, as; and, so)
11. They wanted to go hiking _____ it was sunny, _____ they stayed indoors.
(although, because; but, so)
12. I studied hard _____ I could pass the exam, _____ it was more difficult than expected. (so, because; but, and)
13. She was late _____ her car broke down, _____ she called ahead to inform them. (because, although; but, so)
14. I was excited _____ I was nervous, _____ it was my first presentation.
(and, because; as, so)
15. We will go shopping _____ I finish work, _____ we might visit the mall.
(if, because; or, and)
16. The dog was barking _____ no one came to check, _____ the neighbours complained. (although, because; but, so)
17. He worked overtime _____ he needed extra money, _____ he missed the family dinner. (because, although; and, so)
18. I wanted to travel _____ I didn't have enough money, _____ I decided to save up. (but, because; and, so)
19. She enjoyed the book _____ the ending was disappointing, _____ she recommended it. (but, although; because, and)
20. They went to the restaurant _____ it was expensive, _____ the food was delicious. (although, because; but, and)

4. VERBAL AND NON-VERBAL COMMUNICATION

OBJECTIVES:

- Appreciate the value of verbal and non-verbal Communication.
- Differentiate verbal communication from non- verbal communication.

DEFINITION OF COMMUNICATION:

- “Communication is the imparting or exchange of facts, ideas, opinions or emotions by two or more people” – Oxford Dictionary.
- “Communication is transfer of information from one person to another, whether or not it elicits confidence. But the information transferred must be understandable to the receiver”– G.G. Brown.
- “Communication is the intercourse by words, letters or messages”- Fred G. Meyer.

TYPES OF COMMUNICATION:

- Verbal Communication
- Non- Verbal Communication

VERBAL COMMUNICATION:

Verbal communication: In this type of communication, words are employed to transmit ideas or information. This can be done in the form of verbal interactions or through written or text messages such as letters, e-mails, telegrams, SMS and other contemporary modes of transmission.

Types of Verbal Communication:

- Oral Communication
- Written Communication

Oral Communication:

It implies communication through words. It includes individuals conversing with each other, be it direct conversation or telephonic conversation.

Speeches, presentations, and discussions are all forms of oral communication.

Advantages of Oral Communication:

Following are the advantages of oral communication

- Quickness in Exchange of Ideas
- Immediate Feedback
- Flexibility
- Economic Sources
- Personal Touch
- Effective Source
- Saves Time and Increases Efficiency

Disadvantages of Oral Communication:

- Some disadvantages of oral communication
- Unfit for Lengthy Message
- Unfit for Policy Matters
- Lack of Written Proof
- Expensive Method
- Lack of Clarity
- Misuse of Time

Written Communication:

Written communication refers to the process of exchanging information or messages through written words. It can take many forms, including emails, letters, articles, social media posts, and even text messages. In written communication, the sender conveys a message to the receiver using written language, which can be understood and interpreted by the recipient.

This mode of communication is usually used when the sender and receiver are physically distant, or when a record of the communication is needed for future reference.

Advantages of Written Communication:

- Permanent record
- Clarity and precision
- Accessibility
- Documentation
- Professionalism

Disadvantages of Written Communication:

- Lack of immediate feedback
- Lack of personal touch
- Time-consuming
- Language barriers
- Lack of nonverbal cues

NON-VERBAL COMMUNICATION:

Non-verbal communication is the widely used method in the communication process where a person does not use a single word or language to pass his/her message or information to other people.

Here visual cues such as facial expressions, gestures, eye contact, posture, body language, tone of voice is used to express the feelings or to convey the message. Non-verbal communication skills cannot be learned: they are peculiar to individuals and they reflect the personal attitude towards life and other people.

Classification of non-verbal communication:

Non-verbal communication is the exchange of messages between people. It includes wordless signs, symbols, gestures, facial expressions, colours, setting of the surroundings, time, and so on. The non-verbal communication can be categorised as:

- Kinesics (body language)
- Proxemics (space language)
- Chronemics (time language)
- Paralanguage (voice modulation)
- Sign language(perception)

1. Kinesics (Body Language):

Kinesics is the broad field of non-verbal communication solely concerned with the interpretation of non-verbal behaviours that are associated with body movement gestures, posture, facial expression and eye contact. Kinesics is most closely connected with what is popularly referred to as body language. Kinesics is the scientific study of body language.

Body language includes:

i. Facial expressions:

Face is one of the most important organs which can convey several kinds of messages. Therefore, it is said “face is the index of mind”. The feelings deep inside is reflected on our faces such as surprise, confusion, happiness, fear, anger, sadness, astonishment etc.

ii. Eye contact:

The eyes play an important role in face-to-face communication. The eyes along with eyebrows, eyelids and the size of the pupils convey our innermost feelings. Eye contact builds rapport between the listeners and the speaker.

- Raised eyebrows and eyelids express surprise
- Frowned eyebrows tell us anger
- Direct eye contact of more than 10 sec will create discomfort and anxiety

iii. Gestures:

Gestures are the physical movements of arms, legs, hands and head, to help express thought or to emphasize speech. They play a very important role.

- Nodding the head up and down – “I’m able to understand”
- Yawning – “I’m bored”
- Shrugging shoulders – “I don’t know”

iv. Head:

We are often told to hold our head high, which is a sign of honour, self-respect, and confidence. A head held stiffly or drawn too far backwards could point to arrogance. While listening, nodding the head indicates we are attentive and is also a sign that encourages the speaker.

v. Posture:

What we think about ourselves and how we relate to others is reflected in our posture. Posture can reflect emotions, attitudes and intentions. Drooping shoulders are suggestive of failure, hurt and lack of confidence.

vi. Appearance:

Appearance includes clothing, hair, jewellery, cosmetics etc. All these may seem unrelated to body language but on having a closer look we find that

they are very meaningful. A positive appearance exudes confidence nonverbally.

2. Proxemics (Space/distance):

The physical space around us communicates in a unique manner. Communication experts have made serious studies of this dimension and termed it Proxemics. It is concerned with studying how we communicate using space around us. It is also called 'space language'. Experts demarcate distance between us and the person/s with whom we wish to communicate.

- Intimate zone – 0 to 2 feet
- Personal zone – 1.5 to 4 feet.
- Social zone – 4 to 12 feet.
- Public zone – 12 feet and beyond.

3. Chronemics (Time language):

Chronemics is the study of the use of time in nonverbal communication. The way we perceive time, structure our time and react to time is a powerful communication tool, and helps set the stage for the communication process. Time perception plays a large role in the nonverbal communication process across cultures. Time perceptions include punctuality, willingness to wait, and interactions. Most jobs and tasks assigned to us have time frames called "deadlines". TMI (Time Management International) is one of the most important American consultancy companies. It renders valuable advice to business organizations in respect of optimal use of time.

4. Para Language (voice quality):

The word 'Para' implies 'like'. So, we can infer paralanguage is 'like language'. It's a systematic study of how a speaker verbalizes his words/speech. It includes, articulation, pronunciation, rate, pitch, volume, pauses and other vocal qualities.

Vocal messages are made up of two components:

- a) What is said (content).
- b) How it is said (tone, volume etc).

The two main categories of paralanguage are:

- a. Vocal characteristics are the pitch (the variations in tone), volume (how loudly or softly you speak), rate (the speed at which you speak)

and voice quality (how pleasant or unpleasant your voice sound). Each of these characteristics play a part in the impression you have on others. For example, a loud voice is usually associated with aggressiveness; people who speak quickly are said to be nervous.

b. Vocal interferences are the sounds and words we use when we hesitate or are not sure of the right word. We all use the occasional “uh”, “er”, “well”, and “you know” to indicate that we are searching for the right word. But such interferences may become a problem when they pop up too frequently as they can interrupt your listener’s concentration and comprehension.

5. Sign Language:

From time immemorial man has been using signs and symbols mutually understood between at least two persons, and more usually among people belonging to a group or tribe, or trade. These signs, symbols, signals and indicators have generally been of two types-visual and audio or sound signals. Smell, touch and taste also communicate because sensory perception and impressions are a necessary part of human existence. But the most powerful or effective of them is the visual element. The proverb "A picture is worth a thousand words" conveys the significance of visual communication.

i. Visual Signs:

The importance of visual element in communication is very significant. It is a means of conveying data and information using various visual mediums, for instance, graphic design, diagrams, text, prints, charts, illustrations, typography, infographic, signs, expressions, drawings, images, colour, and animation.

ii. Audio/Sound Signals:

Audio or sound signals have always been in use since the very beginning of civilization and have very conveniently been adopted by the world of business. For example, different kinds of drumbeats were used by people living in jungles in olden times and in modern times it is used to convey or share different kinds of messages on different occasions.

iii. Touch:

This mode of communication is the earliest means of making contact with others. It has become essential to human development. For example, touch plays an important role in the well-being of a child. Similarly, the gesture of touch shows tenderness, affection, encouragement, and a gamut of emotions.

Types:

- Intimate touch: A child and mother usually touch each other to shower affection. Two friends/brothers meet each other after a long gap is also an intimate touch.
- Friendly touch: When two people meet, they touch their shoulders and back to show their warmth.
- Professional touch: Doctors examining patients.
- Social touch: Handshake is one of the commonest forms of this kind of touch. Elders blessing the young ones is another kind of social touch.

EFFECTIVE COMMUNICATION:

It includes a number of crucial components, such as:

- Be clear and concise
- Prepare ahead of time
- Be mindful of non-verbal communication
- Watch your tone
- Practice active listening
- Build your emotional intelligence
- Feedback and response

Answer the following questions:

1. Define Communication?
2. What is verbal communication?
3. What is oral communication? Give two examples.
4. What is non-verbal communication?
5. Mention any two advantages of written communication.
6. Name the types of non-verbal communication.
7. What is Kinesics? Give an example.

8. Why is direct eye contact important?
9. Define Proxemics.
10. What is Chronemics? Give an example.
11. How can we improve non - verbal communication?
12. Mention any two components of effective communication.

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Extended Reading:

- Mr. Bean (Film Series)
- A Thousand words (2012)

5. DIALOGUE WRITING

Objectives:

- To learn the basic components of a dialogue (e.g., speaker tags, punctuation, and formatting).
- To Understand the role of dialogue in advancing the plot and communication skills
- To Maintain logical flow and consistency in conversations.

Dialogue writing is the craft of creating spoken exchanges between characters in written form. It involves constructing conversations that not only convey information and advance the plot but also reveal the personalities, emotions, and relationships of the characters. Effective dialogue writing captures the natural flow of speech, incorporates appropriate use of dialogue tags and action beats, and reflects the context and culture of the characters. This form of writing is essential in various literary genres, including novels, short stories, plays, and screenplays, as it brings characters to life and engages the reader or audience.

Every dialogue should be short, crisp, and meaningful. When writing dialogue, it is essential to use different punctuation marks like exclamation marks and question marks. The dialogues are enclosed with quotation marks. Plato, the famous philosopher from Greece, was the first one to use dialogues.

Points to Write Good Dialogues in English

Dialogue Writing can be confusing unless understood properly. Various things need to be kept in mind when writing dialogues. The following points will help you in writing good dialogues –

- Dialogues should be short
- If you write lengthy dialogues, the readers might get confused
- Proper tenses should be used in each dialogue
- Use simple English that all can understand
- Always remember to include two or more people for dialogue writing

Dialogues can not be written for one person

- The dialogues should be divided among the speakers, and the paragraphs should be changed for each dialogue
- Always use punctuation marks like question marks and exclamation marks
- Quotation marks are very important when writing dialogue
- Open quotation marks should be placed when the dialogue begins and closing quotation marks should be placed at the end
- Punctuation marks are placed inside the quotation marks
- Always add a comma to separate the dialogue from the tags
- You should always use the voice of the dialogue in a proper way
- You can include character traits of each speaker to make the readers recognise the speaker on their own

Format of Dialogue Writing:**1. New Paragraph for Every Speaker**

Every speaker gets a new paragraph. Each time a speaker says something, you have to put in a fresh paragraph, even if it is just one word.

2. Punctuations Come under Quotation Marks

All the punctuations used with dialogue must be put under the quotes.

3. Remove End Quote if the Paragraph is Long

If the paragraph of dialogue is too long and you need to change the paragraph, then there is no need to put end quotes.

4. Dialogue Tags

Dialogue tags i.e. He says/she says are always written outside the dialogue and is separated by a comma. When dialogue ends in a question or exclamation mark, tags that follow start in lower case.

For example- He says, "We should start our own business."

5. Use Single Quotation Mark to Quote Something with a Dialogue

If you have to quote something within a dialogue, we should put single quotes as double quotes are already enclosing the main dialogue.

For example- Bill shouted, " 'boo!' you lost the game.

6. The Dialogue Ends with an Ellipsis

If the Dialogue ends with an ellipsis, we should not add a comma or any other punctuation.

For example- She stared at the sunset. "I guess you'll go back to doing what you do and I will..." her voice drifted off.

Sample 1

Write a dialogue between *Ravi* and his friend, *Ravish*, about vacation plans.

Ravi : Hi *Ravish*. How are you doing? I have been waiting for an hour for you. Where have you been?

Ravish : Hey! I am fine, and I'm so sorry I got a little late because of the jam-packed road.

Ravi : Never mind. Sanitise your hands now and tell me how everything at the office is?

Ravish : Oh yes! Thanks for reminding me. Well, I am not very happy doing this job. They make me work a lot and do not pay on time. I feel so tired.

Ravi : I guess this is the same for each one of us. Deadlines are short, and payment is late. I feel like going away from this boring and bustling life.

Ravish : I feel the same, to be honest. Oh! I have an idea!

Ravi : What is it? You sound very happy.

Ravish : We are going to get a week off this month. So why don't we plan a vacation?

Ravi : This sounds superb. We can probably ask Muskan, Avi and Tanya too. All of us can go on a trip and enjoy it together.

Ravish : Yes. We'll be away from all the stress for at least a week. I think we should go to Shimla or Mussoorie. It is snowing over there.

Ravi : What an idea! And I have a friend in Shimla who can help us find a budget-friendly and comfortable hotel.

Ravish : I am in! Let us fix it as soon as possible so that we can book the tickets for the destination and hotels too.

Ravi : Let's go home and do a conference call with the others.

Ravish : Perfect! See you then.

Ravi : See you, friend.

Sample 2

Write a dialogue between a Police man and a Senior Citizen Complaining about Noise Pollution.

Senior Citizen: Officer, I'm glad you're here. The noise from that construction site is unbearable!

Policeman: I understand, ma'am. Can you tell me how long this has been going on?

Senior Citizen: It's been over a month now. They start early in the morning and go on until late at night.

Policeman: That sounds disruptive. Have you spoken to the construction manager about it?

Senior Citizen: Yes, several times. They always promise to keep it down, but nothing changes.

Policeman: I'm sorry to hear that. Do you know if they have a permit for the hours they're working?

Senior Citizen: I don't know about any permits, but it's just too much. I can't even hear my TV!

Policeman: I'll check into their permits and see if they're complying with noise regulations.

Senior Citizen: Thank you, Officer. I just want some peace and quiet. It's affecting my health.

Policeman: I understand, ma'am. We'll take appropriate action to ensure the noise is kept within legal limits.

Sample 3

Read the given situation and construct the dialogue between two students: Anoop starts his conversation with his fellow classmate Rita about the choice of course that they should be studying, but after listening to his classmate callous response, he guides him about how making right choice becomes important at that point in time.

Anoop: Hey Rita, have you decided which course you're going to study next semester?

Rita: Not really, I'm just going with whatever seems easy. Why bother overthinking it?

Anoop: Well, your choice now can really impact your future career path.

Rita: I guess so, but I don't want to stress about it.

Anoop: It's not about stressing, but making an informed decision. It's important.

Rita: Yeah, I suppose you're right. What are you thinking of studying?

Anoop: I'm leaning towards computer science. It aligns with my interests and future goals.

Rita: That sounds logical. Maybe I should think more about what I really want to do.

Anoop: Definitely. It's about finding something that excites you and matches your skills.

Rita: I've been thinking about that. I need to explore my options more seriously.

Anoop: Exactly. It's worth taking the time now to ensure you're on the right path.

Sample 4

Varun starts his conversation with his colleague Surya about the disasters of time management that they should be cautioned with.

Varun: Hey Surya, have you ever felt overwhelmed by poor time management?

Surya: All the time! I never seem to get everything done.

Varun: It's tough, right? It affects productivity and adds unnecessary stress.

Surya: Tell me about it. I'm always rushing to finish things at the last minute.

Varun: I used to be like that too until I started planning my day more effectively.

Surya: How do you manage it? I could use some tips.

Varun: I prioritize tasks and set realistic deadlines for myself.

Surya: That makes sense. I tend to take on too much at once.

Varun: It's important to delegate when possible and learn to say no sometimes.

Surya: I struggle with saying no. I don't want to let anyone down.

Varun: It's about balancing commitments and setting boundaries for your own well-being.

Surya: I should start doing that. It sounds like it would really help.

Varun: Absolutely. It's all about finding what works best for you and sticking to it.

Surya: Thanks for the suggestion, Varun.

Varun: I'm Glad I could help.

Exercise - 1

Complete the following Dialogues:

Task 1- Roopa calls up Yukthi to make a plan for cycling. Complete the dialogue between Roopa and Yukthi by filling in the gaps.

Roopa: Hi Yukthi! How about we go cycling this weekend?

Yukthi: Hey Roopa! That sounds like a great idea..... ?

Roopa: I was thinking we could explore the trail near the lake. It's supposed to have beautiful views.

Yukthi: Oh,! It sounds perfect for a relaxing ride.

Roopa: Great! Shall we aim for Saturday morning?

Yukthi: Saturday works for me ?

Roopa: How about 8:00 am? We can beat the heat and enjoy the morning freshness.

Yukthi: Should we bring anything specific?

Roopa: Just water, sunscreen, and maybe a light snack. We can stop somewhere for breakfast afterward.

Yukthi: Perfect! Looking forward to it, Roopa!

Roopa: Me too, Yukthi! It's going to be a refreshing start to the weekend.

Task 2- Shreya calls her Vet for an appointment as her dog is ill. Complete the dialogue between Shreya and the Veterinary doctor by filling in the gaps.

Shreya: Hello, is this Veterinary Hospital? I'd like to schedule an appointment for my dog, he's been feeling unwell.

Veterinary Doctor: Hello, this is the Veterinary Hospital..... ?

Shreya: He's been vomiting and not eating well for the past day. I'm a bit worried.

Veterinary Doctor: I understand. Can you bring him in tomorrow morning?

Shreya: Yes, tomorrow works.....?

Veterinary Doctor: How about 10:00 am? We'll have a thorough check-up and run some tests if needed.

Shreya: 10:00 am is fine.....?

Veterinary Doctor: Just bring any medical records you have and a stool sample if possible. We'll take care of the rest.

Shreya: Alright, Thank you, Doctor.

Veterinary Doctor: You're welcome, Shreya. See you tomorrow then. Take care of your dog until then.

Shreya: Thank you, Doctor. Goodbye.

Exercise – 2

Read the following paragraph carefully and construct a dialogue

A Teacher asks her student Komal to take up the initiative to organise a cultural fest in their college, but Komal is hesitant and says he isn't prepared to take up such responsibility.

Exercise – 3

Compose a dialogue between friends about the advancements in technology that will affect their daily lives in the next decade.

(Hints): discuss concerns about humanity, where one friend persuades the other that its sheer development, like reducing man power and stress, also warn him against loss of jobs and its repercussion that is to be faced.

Reference:

- ✚ Wren, P.C, Martin, H. High School English Grammar & Composition. Blackie ELT Books. New Delhi. 2017
- ✚ <https://jerichowriters.com/writing-dialogue/>
- ✚ <https://www.vedantu.com/english/dialogue-writing>

6. Active-Passive voice

Objectives

- To Help students recognize the roles of subject, verb, and object in sentences.
- To Encourage students to identify and analyze the use of voice in different contexts.
- To quip students to comprehend and use passive constructions commonly found in academic texts, manuals, and professional documents.

Introduction to Active and Passive Voice

In English grammar, **voice** refers to the relationship between the subject and the action of a sentence. The two primary types of voice are **active voice** and **passive voice**.

1. What is Active Voice?

In an active voice sentence, the subject performs the action expressed by the verb. It is direct, clear, and usually the preferred choice for most forms of communication.

Structure:

Subject + Verb + Object

Examples:

- The teacher explained the lesson.
- The dog chased the cat.

Here, the subject (teacher, dog) is actively doing the action (explained, chased).

2. What is Passive Voice?

In a passive voice sentence, the action is performed **on** the subject. The focus shifts from the doer of the action to the action or the receiver of the action.

Structure:

Object of Active Sentence + Verb (to be) + Past Participle + [by + Subject]

Examples:

- The lesson was explained by the teacher.
- The cat was chased by the dog.

Here, the subject (lesson, cat) is the receiver of the action, and the focus is on the action itself rather than who performed it.

Key Differences Between Active and Passive Voice

Aspect	Active Voice	Passive Voice
Focus	On the subject (doer).	On the action or receiver.
Structure	Subject + Verb + Object.	Object + Verb (to be) + Past Participle.
Clarity	Clear and direct.	Can be less direct or formal.
Usage	Everyday communication, stories.	Formal writing, scientific reports.

When to Use Active and Passive Voice**Active Voice:**

Use it when you want to emphasize the subject performing the action, making your writing clear and concise.

Passive Voice:

Use it when:

- The doer of the action is unknown or unimportant.
Example: The window was broken.
- You want to emphasize the action or the receiver of the action.
Example: The experiment was conducted successfully.

Rules Governing Active and Passive Voice

Understanding the rules for constructing sentences in **active** and **passive voice** is crucial for clear and effective communication. Here is a comprehensive guide to the rules for both:

General Structure

Active Voice:

Subject + Verb + Object

Example: The cat chased the mouse.

Passive Voice:

Object of the Active Sentence + Verb (to be) + Past Participle + [by + Subject]

Example: The mouse was chased by the cat.

2. Rules for Changing Active Voice to Passive Voice

Rule 1: Identify the Subject, Verb, and Object

- In active voice, the subject performs the action, and the object receives it.
- Swap the positions of the subject and object to form passive voice.

Active: The teacher praised the student.

Passive: The student was praised by the teacher.

Rule 2: Use the Correct Form of "To Be"

- Insert the appropriate tense of the verb "**to be**" based on the tense of the original sentence.
 - Present Simple: am, is, are
 - Past Simple: was, were
 - Future Simple: will be
 - Present Perfect: has been, have been
 - Past Perfect: had been
 - Future Perfect: will have been

Examples:

Active: He writes a letter.

Passive: A letter is written by him.

Active: She will complete the project.

Passive: The project will be completed by her.

Rule 3: Use the Past Participle of the Main Verb

In passive voice, the main verb must be in its **past participle** form.

Active: They paint the walls.

Passive: The walls are painted by them.

Rule 4: Omit the Subject (Optional)

In passive voice, you can omit the subject if it is unknown, unnecessary, or implied.

Active: Someone broke the window.

Passive: The window was broken.

Rule 5: Maintain the Original Tense

The tense of the verb does not change when switching between active and passive voice.

Examples:

Present Continuous:

Active: She is reading a book.

Passive: A book is being read by her.

Past Perfect:

Active: They had finished the work.

Passive: The work had been finished by them.

Rule 6: Only Transitive Verbs Can Be Used in Passive Voice

Passive voice requires a verb with a direct object (transitive verbs).

Correct: The dog was fed by John.

Incorrect: She sleeps early. (*No object; cannot be passive.*)

Rules for Active Voice

- Ensure the sentence clearly identifies the subject performing the action.
- Use the base form or conjugated form of the main verb based on the tense and subject.

Example: The children play in the park.

- Keep the sentence direct and concise, focusing on the doer of the action.

The usage of **active and passive voice** varies across different types of sentences:

Samples 1(Assertive Sentence):

Active Voice to Passive Voice:

1. Active: The chef cooks the meal.
Passive: The meal is cooked by the chef.
2. Active: The teacher grades the papers.
Passive: The papers are graded by the teacher.
3. Active: The company will launch the new product.
Passive: The new product will be launched by the company.
4. Active: The artist painted the mural.
Passive: The mural was painted by the artist.
5. Active: The team is conducting the research.
Passive: The research is being conducted by the team.
6. Active: The manager made the decision.
Passive: The decision was made by the manager.
7. Active: The writer wrote the novel.
Passive: The novel was written by the writer.
8. Active: The gardener waters the plants.
Passive: The plants are watered by the gardener.
9. Active: The scientist discovered the cure.
Passive: The cure was discovered by the scientist.
10. Active: The musician composed the symphony.
Passive: The symphony was composed by the musician.

Samples 2:

Passive Voice to Active Voice:

1. Passive voice: The ball was thrown by John.
Active voice: John threw the ball.
2. The play was written by Shakespeare.
Active voice: Shakespeare wrote the play.
3. Passive voice: The cake is being baked by my mother.
Active voice: My mother is baking the cake.
4. Passive voice: The new policies have been implemented by the management.
Active voice: The management has implemented the new policies.

5. Passive voice: The package was delivered to the wrong address.
Active voice: Someone delivered the package to the wrong address.
6. Passive voice: The research was being conducted by a team of scientists.
Active voice: A team of scientists were conducting the research.
7. Passive voice: The painting was sold at an auction.
Active voice: Someone sold the painting at an auction.
8. Passive voice: The decision was made by the committee.
Active voice: The committee made the decision.
9. Passive voice: The award was given to the winner.
Active voice: Someone gave the award to the winner.
10. Passive voice: The music is being played by the orchestra.
Active voice: The orchestra is playing the music.

Samples 3(Questions/Interrogative sentences):

1. Who was the novel written by? (Asking for the person who performed the action)
2. What is being done to address the issue? (Asking for information or clarification)
3. Where was the package delivered to? (Asking for a location)
4. When was the decision made? (Asking for a time)
5. Why was the employee awarded the prize? (Asking for a reason or explanation)
6. How is the research being conducted? (Asking for a process or instructions)
7. Whose ideas were used in the project? (Asking for ownership or possession)
8. What time was the meeting scheduled for? (Asking for a specific time)
9. Can the report be translated into Spanish? (Asking for ability or capability)
10. How much was the company fined? (Asking for a price or amount)

Samples 4 (imperative sentence):

1. Write the report now. (Direct command)
Let the report be written now. (Indirect command)
2. Please close the door. (Polite request)
Let the door be closed, please. (Polite request)
3. Take a left turn at the corner. (Direction)
Let a left turn be taken at the corner. (Direction)
4. Make a copy of the document. (Instruction)
Let a copy of the document be made. (Instruction)
5. Call me tomorrow. (Request)
Let me be called tomorrow. (Request)

Samples 5 (in exclamatory sentences):

1. What a wonderful speech was given by the president! (Emphasis on the speech)
2. How beautifully the flowers were arranged! (Emphasis on the arrangement)
3. What a terrible mistake was made by the manager! (Emphasis on the mistake)
4. How quickly the news was spread! (Emphasis on the speed)
5. What a fantastic job was done by the team! (Emphasis on the job)
6. How loudly the music was playing! (Emphasis on the volume)
7. What a delicious cake was baked by the chef! (Emphasis on the cake)
8. How skilfully the surgery was performed! (Emphasis on the skill)
9. What a stunning view was seen from the top! (Emphasis on the view)
10. How carefully the package was wrapped! (Emphasis on the care)

Samples 6:

1. After the earthquake, aid was sent to the people of Haiti. (send)
2. The electricity was cut off because the bill hadn't been paid. (not pay)
1. Penicillin was discovered by Alexander Fleming in 1928. (discover)
2. Statements were taken from all the witnesses at this moment. (take)
3. Whales must be protected by an international ban on whaling. (must protect)
4. Both weddings are catered by Good Taste. (cater)

5. A Picasso had been stolen from the Metropolitan Museum of Art.(steal)
6. Was this washing machine made in Germany? (make)
7. Tea is grown in China. (grow)
8. When we reached the airport, we found that all the flights were cancelled due to the storm. (cancel)
9. The fax was not sent until tomorrow morning. (not send)
10. The soundtrack of a movie is always added after the filming is finished. (is/add)

Samples 7 (When subject is not important, we ignore the same):

- Active voice: People drink champagne on New Year's Eve.
Passive voice: Champagne is drunk on New Year's Eve.
- Active voice: Chefs use these machines to mix the ingredients.
Passive voice: These machines are used to mix the ingredients.
- Active voice: They renovated the restaurant in 2004.
Passive voice: The restaurant was renovated in 2004.
- Active voice: The teachers informed the students that the class had been cancelled.
Passive voice: The students were informed that the class had been cancelled.

Exercise 1:

1. Active: The marketing team creates the advertisements.

Passive: _____

2. Active: The new employee wrote the report.

Passive: _____

3. Active: The manager will conduct the meeting.

Passive: _____

4. Active: The students are solving the math problems.

Passive: _____

5. Active: The company has developed a new software.

Passive: _____

6. Active: The teacher is explaining the lesson.

Passive: _____

7. Active: The researchers have collected the data.

Passive: _____

8. Active: The artist paints beautiful landscapes.

Passive: _____

9. Active: The customer service team answers the phone calls.

Passive: _____

10. Active: The engineers designed the bridge.

Passive: _____

Exercise 2:

1. Passive: The play was written by Shakespeare.

Active: _____

2. Passive: The package is being delivered by the courier.

Active: _____

3. Passive: The research has been conducted by the team.

Active: _____

4. Passive: The painting was sold at an auction.

Active: _____

5. Passive: The decision was made by the committee.

Active: _____

6. Passive: The music is being played by the orchestra.

Active: _____

7. Passive: The award was given to the winner.

Active: _____

8. Passive: The report was submitted by the employee.

Active: _____

9. Passive: The new policy has been implemented by the management.

Active: _____

10. Passive: The experiment was conducted by the scientist.

Active: _____

Exercise 3:

1. The new employee was _____(train) by the HR department.
2. The package will be _____(deliver) to your doorstep tomorrow.
3. The research paper was _____(write) by a team of experts.
4. The beautiful painting was _____(paint) by a famous artist.
5. The decision was _____(make) by the CEO after careful consideration.
6. The music is _____(play) by a live band at the wedding.
7. The award was _____(give) to the best actor of the year.
8. The report was _____(submit) by the team leader on time.
9. The new policy has been _____(implement) by the management.
10. The experiment was _____(conduct) by a team of scientists.

Reference:

1. "The Elements of Style" by William Strunk Jr. and E.B. White (Chapter 5, "Words and Expressions Commonly Misused")
2. "Garner's Modern English Usage" by Bryan A. Garner (Entry on "passive voice")
3. "The Oxford English Grammar" by Sidney Greenbaum (Chapter 5, "Voice")
4. "Elementary Grammar" Wren and Martin.

7.DATA INTERPRETATION – BAR GRAPH, PIE CHART AND TREE DIAGRAM

Objectives

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

Introduction

“It is a capital mistake to theorize before one has data.”

~ ***Sherlock Holmes in “A Study in Scarlet” by Arthur Conan Doyle***

Data is the raw form of collected facts from various sources for analysis and interpretation. It can be stored in hard/soft copy format. The data stored in computers will be more effective for analysis using various software like MS, Excel, SPSS and so on.

Data and Information

Data is a collection of raw facts while information is processed data which is readily available for decision making in business and research. The differences between Data and Information can be understood from the table.

Data	Information
Collection of facts from sources	It is processed data
Data is an individual fact	It is formed with groups of data
Data may not carry any meaning	Information carries logical meaning
The decision cannot be taken only on Data	Information is a main source for decision making
E.g.: The COVID-19 test result of a single person	E.g.: A positive percentage rate of COVID-19 in a particular state in the years.

Data Interpretation: Data Interpretation is the process of making sense out of a collection of data that has been processed. Using diagrams and graphs for analysis of the data is more effective in understanding and concluding. Interpretation can and may be presented in various forms like **bar graphs, pie charts, tree diagrams**, etc.

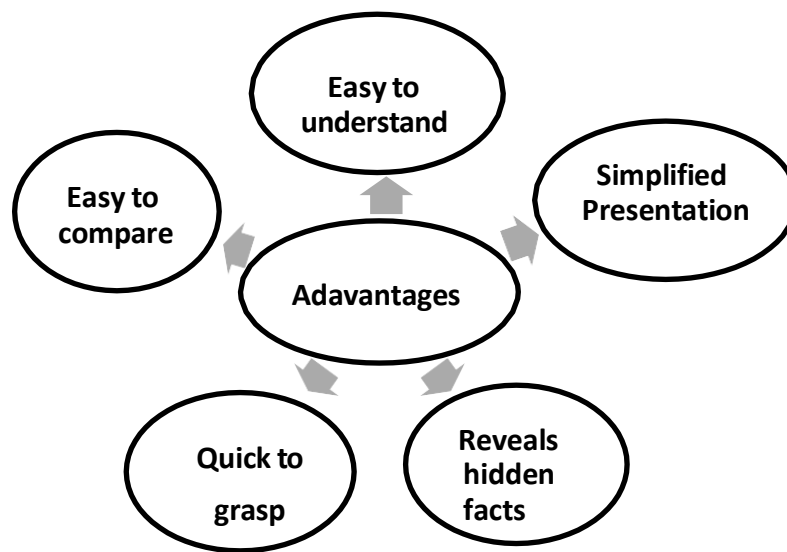
Useful tips for data interpretation:

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

Differences between Bar Graphs and Pie Charts:

Bar Graph	Pie hart
Bar graphs plot the absolute values.	Pie charts calculate the relative values by converting them to angles.
Can be classified as vertical, horizontal, multiple bars, or grouped bars.	Different dimensions with no classification.
Bar graphs offer more flexibility	Pie charts need more labelling.
Suitable for small and large data categories	Suitable for small data categories.
Bar graph can be quickly drawn.	Pie charts can take more time to determine the proportions.

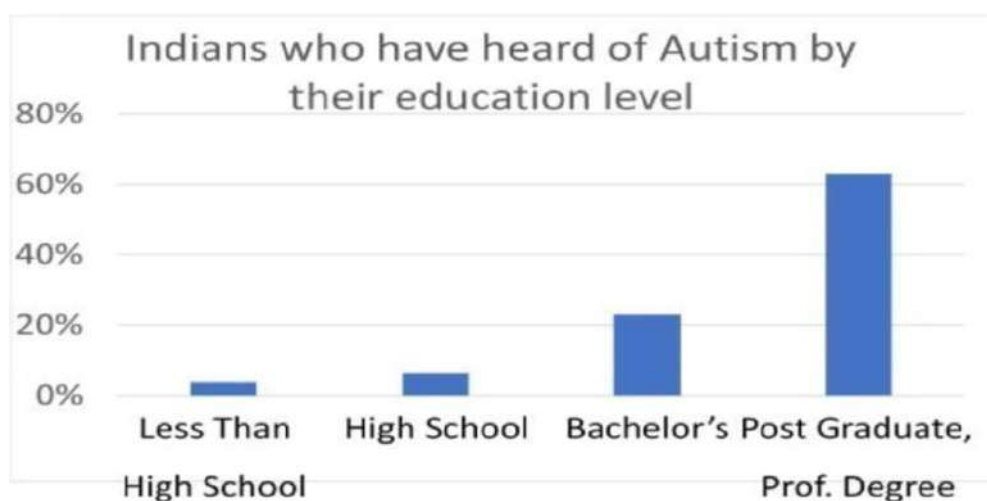
Advantages of using Charts and Diagrams in Data Analysis



1. Bar Graph

A Bar Graph is a pictorial representation of data in the form of parallel bars on a graph. A typical bar graph has a label or title, x-axis, y-axis, scales or increments for the axis, and bars. Some graphs may also have a legend that specifies what various colours represent, such as in a stacked bar graph. Bar graphs are ideal for comparing two or more values or values over time. Data is displayed either horizontally or vertically. Single bar graphs are used to convey discrete values of an item within a category.

Sample:



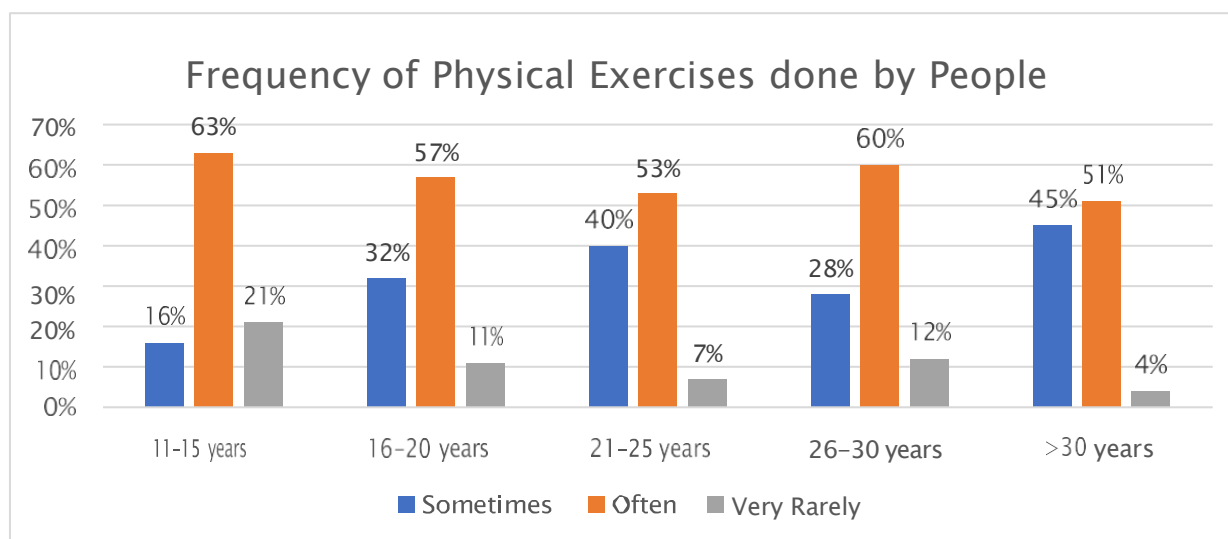
The bar graph titled “Indians who have heard of Autism by their education level” provides an insightful look into the awareness of Autism among different educational groups in India.

The data reveals that individuals with **less than a high school education** have the lowest awareness of Autism, as indicated by the shortest bar. Those with a **high school education** show a slight increase in awareness, but it remains relatively low. Interestingly, the awareness among individuals with a **Bachelor’s Degree** is significantly lower compared to other groups, suggesting a gap in knowledge at this education level. In contrast, individuals with a **Post Graduate or Professional Degree** exhibit the highest awareness, with a much taller bar indicating a greater percentage of people who have heard of Autism.

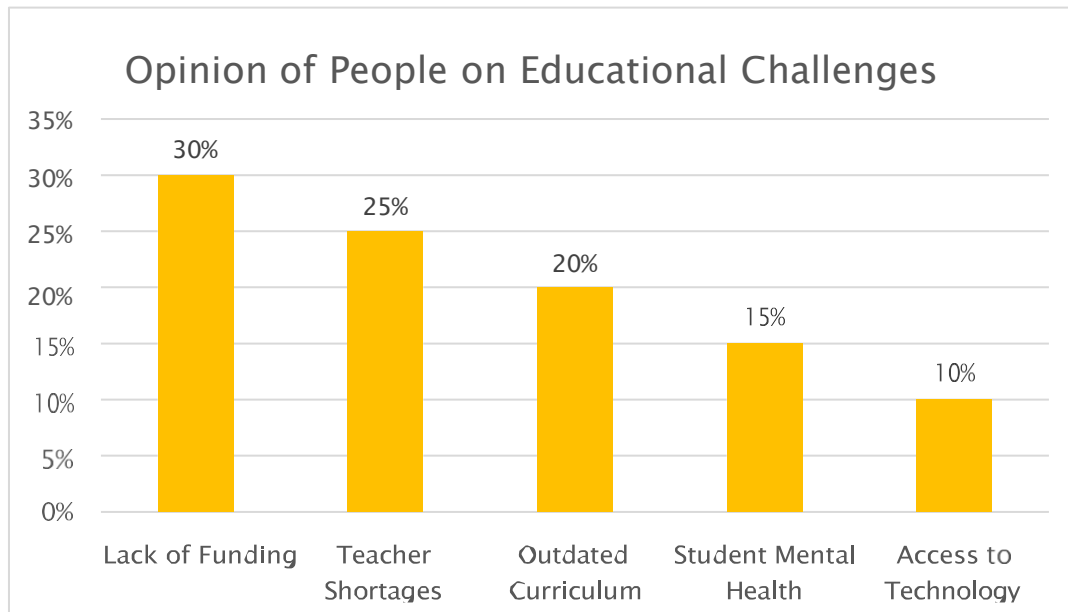
This graph highlights a clear correlation between higher educational attainment and increased awareness of Autism, suggesting that educational initiatives could play a crucial role in spreading awareness and understanding of Autism in India.

Exercises:

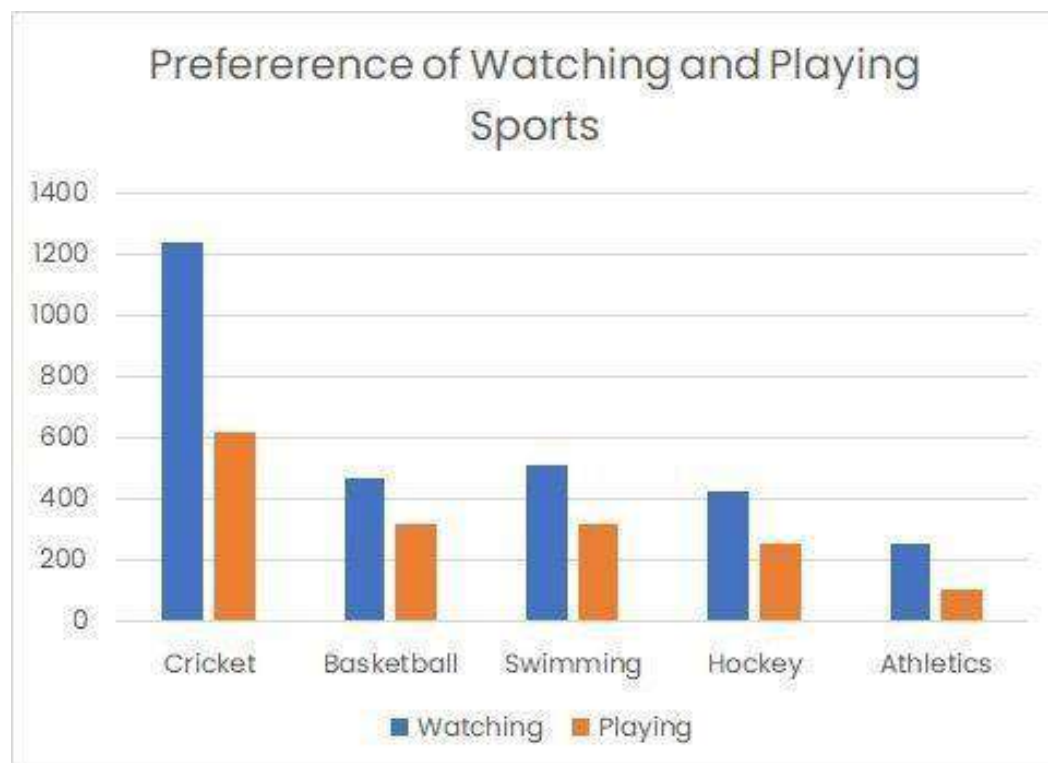
1. Using the graphical representation given below, write a paragraph analysing the Frequency of Physical Exercises of Five Different Age Groups of People.



2. Given bar graph below shows the opinion of the people on Educational Challenges. Write an interpretation on the bar graph.



3. The bar graph given below depicts people's preference of watching and playing sports. Write an interpretation based on the information provided.



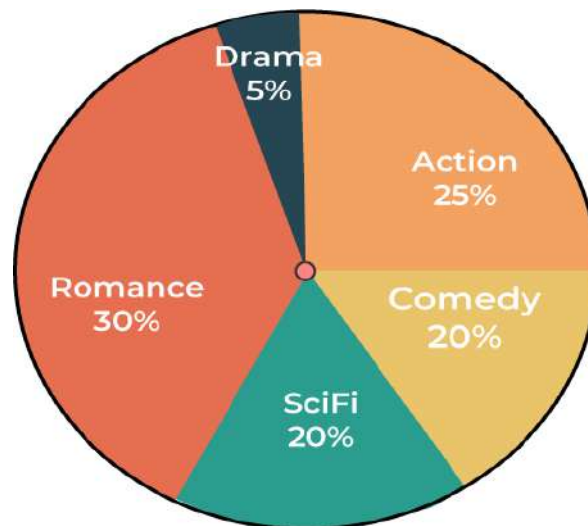
2. Pie Chart

A Pie Chart is a sort of graph that records data in a circular pattern and divides it into sectors to represent the data of a specific component of the entire statistical information. The proportionate component of the whole is reflected by each of these sectors or slices. Pie charts, also known as Pie diagrams, help in better analysis and processing of information. It can also be used to compare two sources of data.

A Pie Chart is a type of chart that visually displays the same data in a different circle. It is one of the most-used graphs to represent data using the attributes of circles, spheres, and angular data to represent real-world information.

Sample:

- 1) Imagine you've surveyed your friends to ascertain what types of films they adore. Explore the pie chart and deliberate about the meaning.



]In a recent survey, the distribution of movie genre preferences among a sample audience was analyzed. The results were visually represented in a pie chart, revealing intriguing insights into the audience's tastes.

The largest portion of the pie chart, at **30%**, was dedicated to **Romance** movies. This indicates a significant preference for love stories and emotional

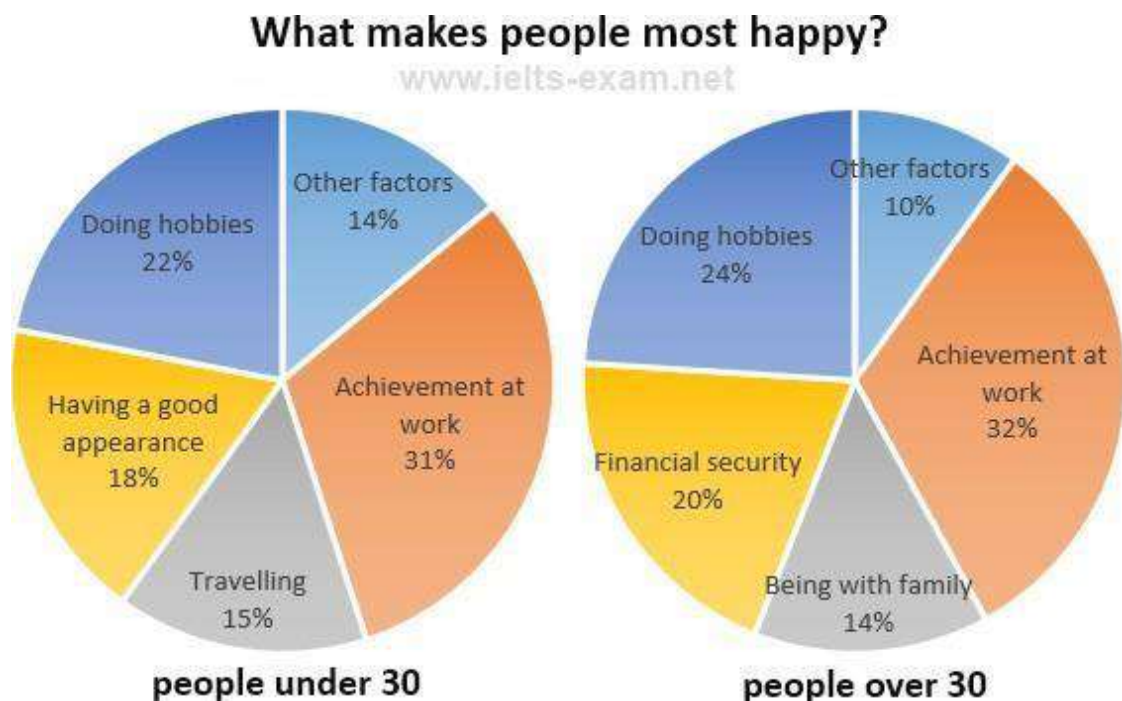
narratives among the audience. Following closely, **Action** movies occupied **25%** of the chart, showcasing a strong inclination towards thrilling and adrenaline-pumping films.

Interestingly, both **Comedy** and **Sci-Fi** genres shared an equal portion of the pie chart, each accounting for **20%**. This suggests that the audience enjoys a balanced mix of humour and futuristic, imaginative storytelling. Lastly, **Drama** movies made up the smallest section of the chart, with only **5%**. Despite being a smaller segment, it highlights a niche but dedicated audience for serious and realistic narratives.

Overall, the pie chart provides a clear and concise overview of movie genre preferences, helping filmmakers and marketers understand and cater to the diverse tastes of their audience.

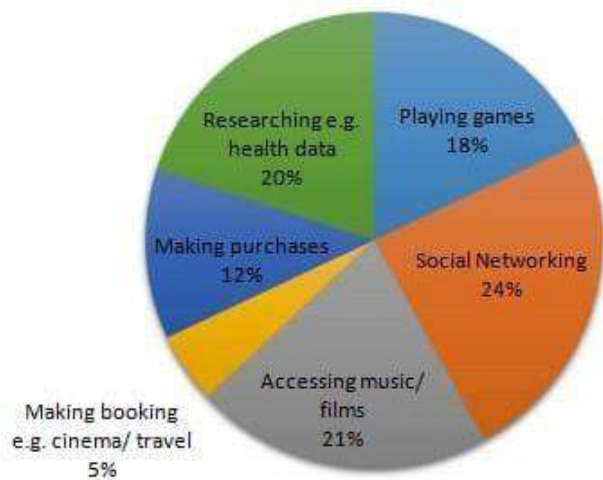
Exercises:

- 1) The pie chart given below is an abstract representation of what makes people under and over 30 most happy. Interpret the same in about 250-300 words.

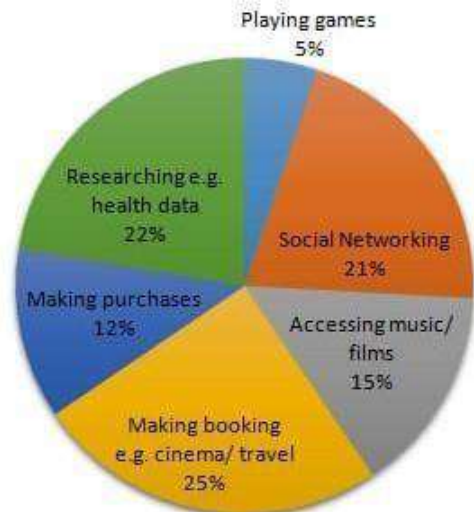


- 2) The pie chart given below is an abstract representation of the percentage of time spent on internet activities by people of two different age groups. Interpret the same in about 250-300 words.

Percentage of time spent on some internet activities (18-26 age group)



Percentage of time spent on some internet activities (60-70 age group)

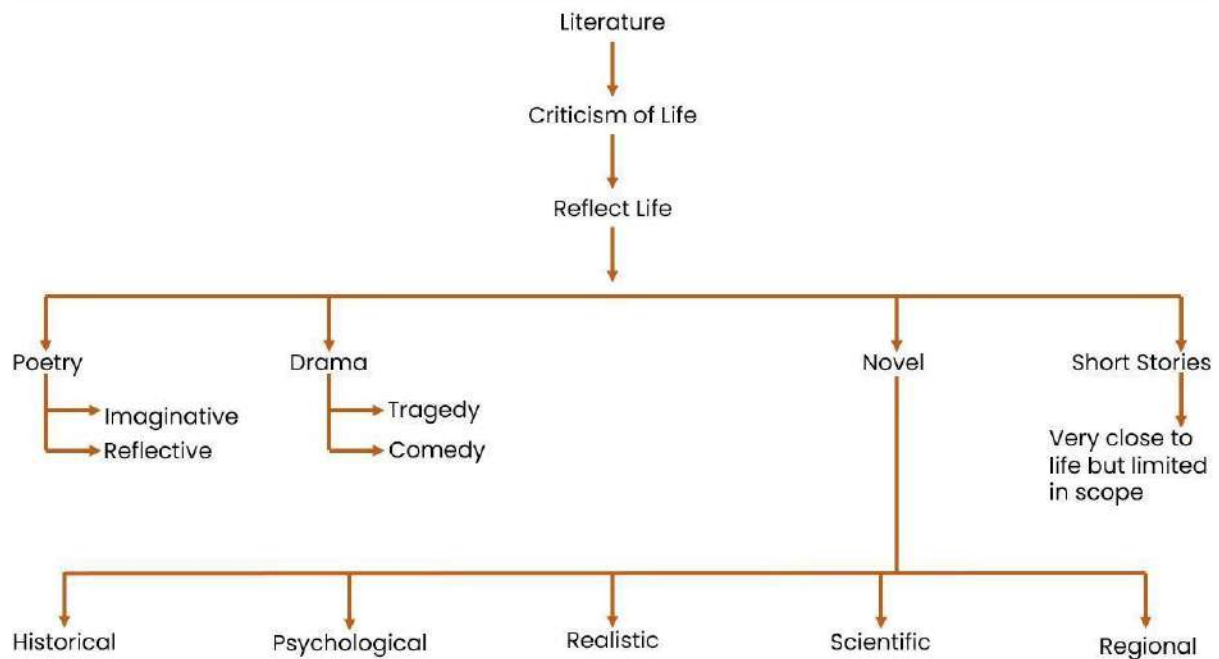


3. Tree Diagram

A tree diagram is a new management planning tool that depicts the hierarchy of tasks and subtasks to be completed with objectivity. It starts with one item that branches into two or more, each of which branches into two or more, and so on. The finished diagram bears a resemblance to a tree, with a trunk and multiple branches.

Sample:

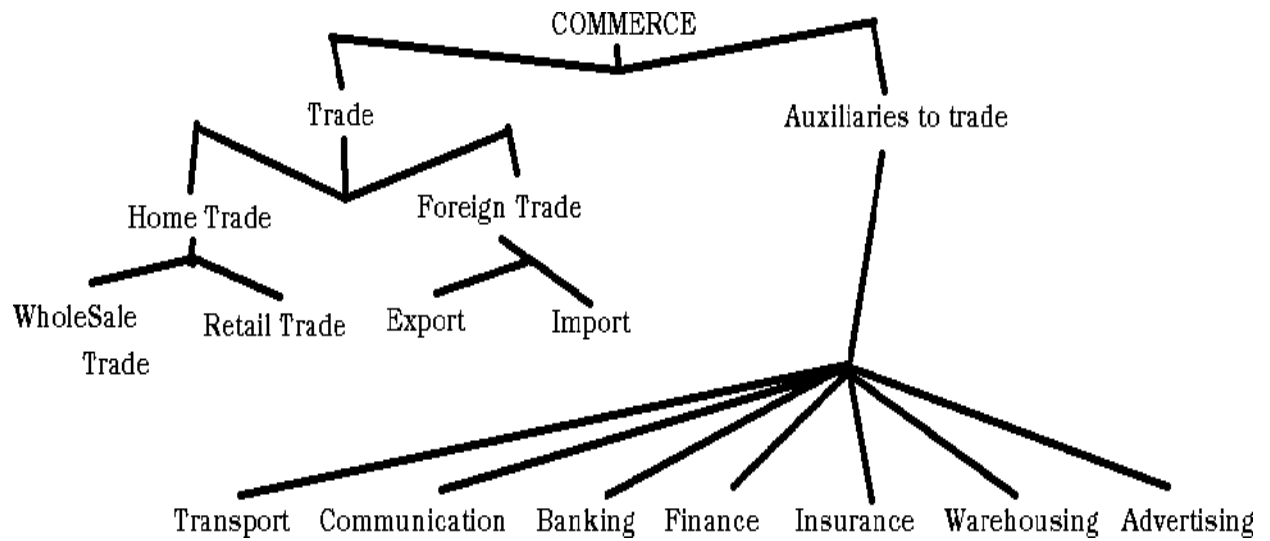
- 1) The tree diagram given below depicts the branches and sub-branches of the word literature. The same has been explained in detail. Use this as a reference.



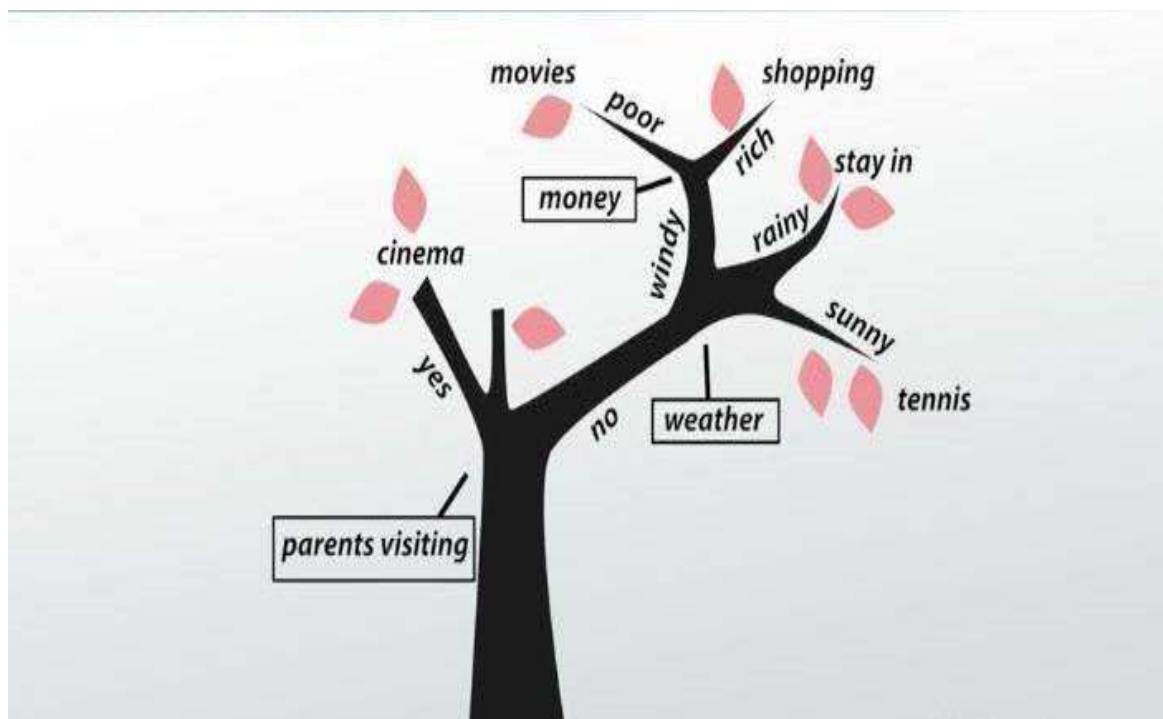
The word Literature is hard to define. Many interpretations have been made about the word, but all are incomplete as they reflect various human predicaments. Some opine that literature is the mirror of life; others say that it is the criticism of life. Though differences of opinions expressed may be the controversy about the word, we may say that literature is that which reflects life. The branches of literature are poetry, drama, novels, and short stories. Poetry is divided into two kinds, Imaginative and Reflective types. Similarly, Drama branches into Tragedy and Comedy. Moreover, the Novel category includes Historical, Psychological, Realistic, and Scientific novels. Lastly, Short Stories are noted for being very close to life but limited in scope. This hierarchical structure, therefore, provides a clear visual representation of how literature is organized based on thematic content and narrative approach.

Exercises

- 1) Write a paragraph focusing on the given tree diagram using cohesive devices/linkers.



- 2) Write a paragraph on the given tree diagram using cohesive devices/conjunctions.



Extended Activities:

1. Draw a pie chart, tree diagram, or bar graph with data to represent a day in a student's life.
2. An opinion poll was conducted by an agency in Bengaluru City about the use of hoardings and bill boards. Draw any of the charts to reflect the poll result.
3. Collect data on the population growth of India over the last five decades and analyse it using bar graph.
4. Write an interpretation on the quantity of chemicals available in your labs creating a pie chart.

QUESTION PAPER PATTERN**B.C.A. AND OTHER PROGRAMS UNDER THE FACULTY OF COMPUTER APPLICATIONS****II SEMESTER****Time: 3 hrs****Max Marks :80****SECTION- A****(Literary Component – 50 marks)**

(Questions to be set on both prose and poetry)

- I. Answer in two or three sentences. (ANY 5 out of 7 questions) 5x2=10
- II. Answer in about a page each. (ANY 4 out of 5 questions) 4x5=20
- III. Answer in about 2 pages. (ANY 2 out of 3 questions) 2x10=20

SECTION - B**(Grammar Component 30marks)**

- | | |
|---|---------|
| I. Reading Comprehension Level-2 | 5 marks |
| II. Vocabulary | 8 marks |
| III. Dialogue Writing | 3 marks |
| IV. Verbal and Non-Verbal Communication | 2 marks |
| V. Active – Passive Voice | 4 marks |
| VI. Data Interpretation | 3 marks |
| VII. Sentence Structure | 5 marks |

MODEL QUESTION PAPER**II SEMESTER B.C.A. Degree Examination****(As per SEP Model)****General English****Language English – I (ALCHEMY – II)****Time – 3 Hours****Max. Marks – 80*****Instructions: 1. Read all the instructions carefully and write answers.******2. Write the question number correctly.*****SECTION – A****(Literary Component – 50 Marks)****I. Answer any FIVE of the following in a sentence or two: (5 x 2 = 10)**

1. Who is the speaker in the poem, *My Last Duchess*?
2. What does Lady Macbeth do with the daggers after the murder?
3. Francoise in the story 'The Advance' is a _____ old child
 - (a) Two months
 - (b) Five months
 - (c) Six months
 - (d) Seven months
4. What does the speaker mean by the line "everything carries me to you" in the poem *If You Forget Me*?
5. What does the story *The Weed* deal with?
6. How did the modern worker become ignorant and helpless according to the author in the essay, *How Wealth Accumulates and Men Decay*?
7. Who is Carmen in the story *The Advance*?

II. Answer any FOUR of the following in a page each: (4 x 5 = 20)

1. How does Pablo Neruda portray the intensity of love in *If You Forget Me*?
2. Draw a character sketch of Angoori in *The Weed*. How does her character reflect the condition of women in rural India?

3. Analyze the relationship between Francoise and Carmen, focusing on the societal and class issues in *The Advance* by Henri Lopès.
4. How does Shakespeare show the change in Macbeth's character and mind before and after the murder of King Duncan?
5. How does R. K. Narayan justify the plea for unpunctuality in *Better Late*?

III. Answer any TWO of the following in two pages each: (2 x 10 = 20)

1. The tyranny, pride and greed of the Duke have been shown in sharp contrast to the good nature of the Duchess in *My Last Duchess*. Explain
2. Discuss the theme of guilt as portrayed in the murder scene. How do Macbeth and Lady Macbeth each respond to the act of murder?
3. Justify the title of the essay *How Wealth Accumulates and Men Decay*.

SECTION – B

(Workbook – 30 Marks)

IV. Read the following passage and answer the following questions:

(5 x 1 = 5)

The other day I received an unusual and very gratifying gift: I was given a tree or rather, I was given half a dozen trees which would be planted on my behalf. I had been invited to give a talk to an organization. After such events, the speaker is usually given a token gift. Sometimes the gift is that of a pen, or something useful. Often, the gift is in the form of a plaque or a similar token. However well-meant, such gifts are destined to gather dust in forgotten corners. Which is why I was agreeably surprised to be given a scroll which attested that, on a designated plantation established for the purpose, trees would be added in my name as part of the 'green' movement sponsored by the organization.

In an increasingly environment-conscious world, the gift of a living tree or plant makes for a perfect present. The tradition of giving and receiving gifts has increasingly become a highly evolved marketing exercise. Apart from festivals like Diwali, Holi, Christmas, Eid and others, a whole new calendar

of celebration events has been created to promote the giving of gifts: Mother's Day, Father's Day, Teacher's Day, Valentine's Day and so on.

What do you give to people — friends, relatives, spouses, children, parents, employees, clients, and well-wishers who more or less have everything or at least everything that you could afford to give them as a gift? Another box of chocolates? Another bottle of scent or after-shave? Another shirt or a kurta? Another another?

Thinking of unusual and pleasing presents which are also affordable is a full-time job. Like wedding planners and planners of theme parties, present planners—professionals who select and make up gift packages for you to give on occasions like marriages and corporate events—and doing increasingly good business.

However, the best-planned gifts of mine and thine go often awry. How often particularly during the so-called 'festive seasons' when gift giving and gift receiving reach epidemic proportions—have you had the embarrassing experience of getting back as a present a gift you yourself had given to someone who, having no use for it and not realising that it was you who had gifted it to begin with had unwittingly returned your gift to you? Like musical chairs, musical gifts only too often go round and round.

This is true not only at the individual but also at the level of the state. The diplomatic protocol also demands exchange of gifts according to culture and tradition. Such tokens like the numbers of crudely made miniature Taj Mahals that Sarkari India has presented into the reluctant hands of foreign guests must fill entire godowns across the globe.

How much more preferable is a living tree than a crude model of the Taj possibly made of marble from an unauthorized quarry? If the giving of tree saplings were to be institutionalized, it could lead to another green revolution in the lucrative and growing field of gift-giving, with a new, eco-friendly industry taking root in plantations and nurseries specially created for the purpose. People could feel good looking at the certificate that trees had been

planted in their names. Next birthday, give someone you love a tree one day the two of you might sit under the shade of the same tree.

1. What was the unusual gift received by the speaker?
2. What type of token gift is usually given to speakers after events?
3. In an increasingly _____ world, the gift of a living tree or plant makes for a perfect present.
4. What kind of tokens does diplomatic protocol demand for the exchange of gifts?
5. What could lead to a new green revolution in the field of gift-giving, according to the author?

V. Do as directed:

- 1. Choose the correct synonym for the word given below: (1)**

Gallant

- a) Rude b) Courageous c) Coward d) Discourteous

- 2. Choose the correct antonym for the word given below: (1)**

Extrovert

- a) Boaster b) Social c) Introvert d) Mixer

- 3. Frame two sentences using the given homonym: (1)**

Bark

- 4. Fill in the blanks with a suitable homophone given in the bracket : (1)**

- a. His eyes ____ up with fascination when he saw his idol standing in front of him. (Lit, Lite, Lye)

- 5. Identify the homograph in the given sentence and state their meanings (1)**

- a. The wind was so strong that I had to wind my scarf tightly around my neck.

- 6. Add a suitable affix to the word given in brackets and fill in the blanks: (2)**

1. Arun's _____ appearance impressed everyone. (delight)

2. Many people often _____ the word *honest* (pronounce)

7. Identify the right collocation:**(1)**

Make a decision/ Do a decision

VI. Complete the following dialogue appropriately:**(3)**

Naveen : I need a new raincoat, father.

Father : But you already _____.

Naveen : No father, it has a few holes. Moreover, it has been two years since I bought one.

Father : _____?

Naveen : Yes, it can be used for another year.

Father : Then _____?

Naveen : Ok father, I shall wait for a few more weeks, but I hope you'll get me a new one before the rains begin.

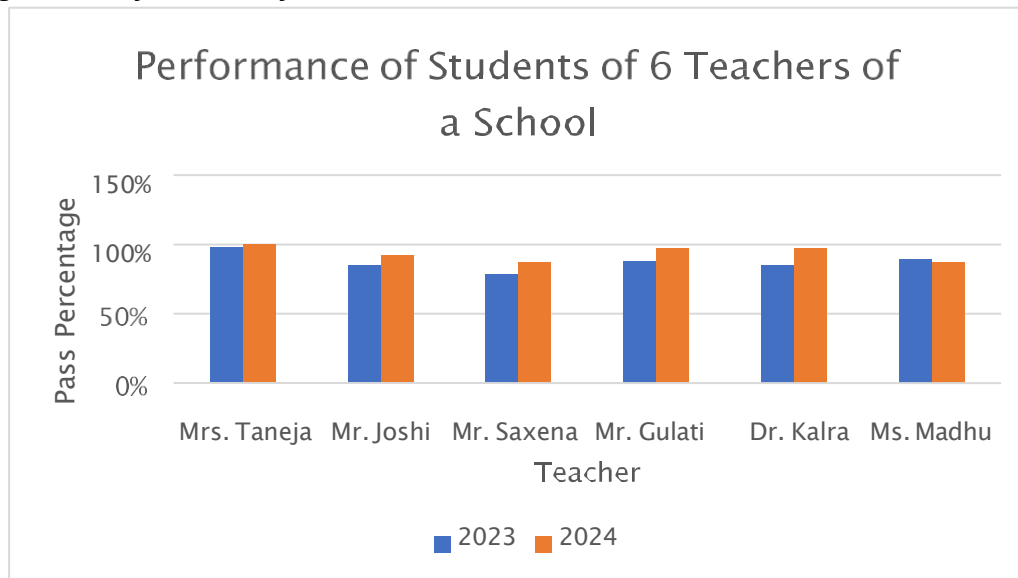
VII. Answer any TWO of the following questions in one/two sentences:**(2 x 1 = 2)**

1. Define proxemics.
2. Mention any two advantages of oral communication.
3. What is sign language? Give an Example.

VIII. Read the following sentences and change them as directed:**(4 x 1 = 4)**

1. Gukesh Dommaraju won the 2024 FIDE World Chess Championship (Passive Voice)
2. The company manufactures high-quality products. (Passive Voice)
3. The software is being developed by the team (Active Voice)
4. The championship was won by the team. (Active Voice)

IX. Write a paragraph focusing on the given bar graph using cohesive devices/conjunctions/linkers.**(3)**



X. Fill in the blanks with the appropriate words given in the brackets:

(5)

1. I don't think I will be able to make it _____I missed the bus. (although, because, and)
2. He didn't go to the party _____he wasn't feeling well. (because, although, and)
3. Firoz will pick you up _____we will book a cab for you. (and, or, but)
4. He was tired, _____he finished his work on time. (and, yet, so)
5. _____it was raining, they went for a hike. (because, if, although)
