GEG S1 01

Foundation Course in English

SEMESTER- I

BLOCK 2

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

BACHELOR OF ARTS
FOUNDATION COURSE IN ENGLISH
BLOCK 2

DETAILED SYLLABUS

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Unit 15: The unit takes up aspects on 'Story Writing' which is a part of creative writing skills. It focuses on the skills and techniques involved in developing a story, right from its basic structural frame-work to the creativity involved in narrative story-telling in order to make it interesting. Also, it highlights how a 'suitable title 'is necessary in any story as it gives away the hinted essence of the story in just about two to three words.

While going through a unit, you may also notice some text boxes, which have been included to help you know some of the difficult terms and concepts. You will also read about some relevant ideas and concepts in "LET US KNOW" along with the text. We have kept "CHECK YOUR PROGRESS" questions in each unit which have been designed to self-check your progress of study. The hints for the answers to these questions are given at the end of the unit. We strongly advise that you answer the questions immediately after you finish reading the section in which these questions occur. We have also included a few books in the "FURTHER READING" which will be helpful for your further consultation. The books referred during the preparation of the units have been added at the end of each Block. However, this SLM is not an end in itself and the learners are strongly advised to consult the books and other resources recommended for reading.

UNIT 9 : PHRASES AND IDIOMS

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Samples of Phrases and Idioms

9.4 Let us Sum up

9.5 Answers to Check Your Progress

9.6 Model Questions

9.1 LEARNING OBJECTIVES

After reading this unit, you will be able to:

- familiarise yourself to some of the common idiomatic expressions of the English language
- identify whether a given expression is literary, colloquial, slang or is out-dated
- use phrases and idioms appropriately in language communication

9.2 INTRODUCTION

One of the basic characteristics of the English language is its huge stock of idiomatic expressions. Most of these expressions have posed a serious problem to English second language learners.

The problem arises because the meaning of these expressions cannot be easily deduced from knowledge of the normal meaning of the constituent words. Any student with knowledge of the normal meaning of 'fall' and 'out' would be able to understand a sentence like: My wallet fell out my pocket. Knowledge of meaning of individual words will give a person no clue to such expression. e.g. 'They had been good friends for years until they fell out over some trivial matter'.

It is important for second language speakers not only to understand such idiomatic expressions but also to use them in order to add sparkle to their expressions.

Two central features underlying an idiom are:

FLAT

Fall flat (a plan that failed): Our plans to take a package tour to the Far East fell flat when she fell ill.

Tell someone flat (tell someone in a definite manner): She told him flat that she did not like him.

GOOD

As good as (almost certainly): Dilip as good as knows that he cannot pass the examination.

For good (for ever): They left the village for good.

Hold good (continue to be valid): If your invitation still holds good, I'd like to visit you next Sunday.

In good time (with plenty of time to spare): We got to the station in good time, so we had time for a cup of tea at the cafeteria.

HARD

Be hard up (be short of money): After his retirement without a pension, he was rather hard up.

Hard and fast rule (a rule that applies without exception): The third person singular-s is a hard and fast rule of grammar.

HIGH

High and dry (ignored): After the celebrations were over and everyone had left, I was left high and dry.

High and low (everywhere): I've searched high and low for you.

In high time (to do something without more delay): It's high time you started doing some work.

HOT

Blow hot and cold (be undecided): Informal We are still blowing hot and cold about buying the house.

Strike while the iron is hot (taking advantage of something while the situation is favourable): While you are at the University, strike while the iron is hot; you may not get advantage of such a wonderful library once you leave.

(b) NOUNS

END

Make both ends meet (manage somehow): How can you expect to make both ends meet with my salary?

To clear/tie loose ends (settle matters): I have quite a number of loose ends to tie up before leaving.

LINE

The bottom line (result/ outcome): He didn't want any excuses but the bottom line of the inquiry.

In the line of fire (in a position between two opposing sides): My position is such that I am always in the line of fire: there is the union on one side and the establishment on the other.

Read between the lines (understand more than the actual words said): She didn't tell me much; but reading between the lines I understood that she didn't want to come.

MIND

Give someone a piece of one's mind (scold): The next time he neglects his work, the boss is sure to give him a piece of his mind.

Have half a mind to do something (uncertain): I had half a mind to tell him to mind his own business.

Make up one's mind (take a decision): Have you made up your mind where you will study?

POINT

A sore point (an irritating matter): The scandal involving him in the deal was always his sore point.

One's strong point (one's best quality): Mathematics has never been my strong point.

WAY

Give way (break): After the heavy rain, the weak bridge gave way.

In the way (causing an obstruction): Your arguments stand in the way of an amicable settlement.

Open secret (one that is generally known but is supposed to be a secret): It's an open secret that Dilip and Priya are going to get engaged.

A rolling stone (person who moves from place to place): For years Vicky was a rolling stone until he met Deepa.

(e) PAIRS OF NOUNS

Bag and baggage (with all belongings): Dilip got tired of the job; he left the city bag and baggage.

Board and lodging (food and accommodation): The board and lodging expenses at Hotel Nandan come to around Rs. 1,800.00

Chapter and verse (details): I know the chapter and verse of the matter.

By hook or by crook (by any method): I'll get the money somehow, by hook or by crook.

Lock, stock and barrel (everything): He had decided to go to live in Canada with his son, so he's selling up here lock, stock and barrel.

Ups and downs (good and bad moments): There's no need to be so angry with me; these ups and downs are a part of our lives.

(f) PAIRS OF ADVERBS

By and large (taken as a whole): By and large, it has been a pretty good year for Team India.

Far and wide (everywhere): The news of the incident spread far and wide in no time.

Few and far between (seldom): We enjoy your company; but your visits are so few and far between.

(g) IDIOMS WITH PREPOSITIONS

Above board (honest): In business matters Mr. Das is above board.

At one's beck and call (at one's disposal): He has a lot of people at his beck and call.

At daggers drawn(enemies): Mr. Das and his neighbour Mr. Deka have been at daggers drawn for years.

At home in (knowledgeable about): I am at home in French.

9.5 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The two central features are:

a. The meaning of an idiomatic expression cannot be deduced by examining the individual words that make up the expression.

b. The expression is fixed both grammatically and structurally

Ans to Q No 2:

a. Take a hard line (be uncompromising): The government has taken a hard line on unauthorised constructions.

b. Through thick and thin (through good times and difficulties): Both of us went through thick and thin together in all crisis.

c. In the long run (over a long period of time): I have invested some money in shares; I hope they will be beneficial in the long run.

d. The old school (traditional thinking/ standard): Dr. Baruah is an English Professor of the old school who loves to talk about the magnificence of European culture with intense emotion.

Ans to Q No 3:

a. Once and for all (finally): She had completed her payments once and for all.

b. By hook or by crook (anyhow or by any means): I want that fur coat by hook or by crook.

c. In a nutshell (briefly or concisely): In a nutshell the chapter highlights the significant breakthroughs in science.

d. On the cards (likely to happen): The construction of the new building is on the cards.

e. A necessary evil (something unpleasant yet important): Examination is a necessary evil in school life.

9.6 MODEL QUESTIONS

Q.1. Make sentences with the following idioms:

(1)	hard and fast	(2)	at daggers drawn
(3)	in cold blood	(4)	at a stretch
(5)	on the brink of	(6)	to the backbone

UNIT 10 : COMMON ERRORS

UNIT STRUCTURE

10.1 Learning Objectives
10.2 Introduction
10.3 Errors of Concord
10.4 Errors of Construction
10.5 Errors of Order
10.6 Errors in Prepositions
10.7 Errors in Conjunctions
10.8 Let us Sum up
10.9 Answers to Check Your Progress
10.10 Model Questions

10.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- spot the errors in your speech and writing
- correct your own errors that might have slipped into your writing
- improve the quality of your speech and writing.

10.2 INTRODUCTION

A language is governed by a set of rules which have two main tasks:

(a) The rules separate grammatical from ungrammatical sentences, thus making explicit claims about what is acceptable and what is not.

(b) They also provide a description of the grammatical sentences stating how it should be pronounced and what it means.

While using language either in speech or in writing, we tend to make a lot of slips and errors. Slips are accidental in nature which means we know the form but accidentally we have used a wrong form. While revising our writing, we can correct it on our own.But errors occur due to a gap in our knowledge of the rules of the language. Here, we shall identify some of the areas where we tend to make errors and correct them.

Note: The asterisk # before a sentence indicate that the sentence has errors.

When two singular pronouns of different persons are connected by "either …..or"/ "neither …..nor", the verb according to the rule must agree with the one nearest to it.



CHECK YOUR PROGRESS

Q1. Correct the following sentences:

a. Many a man come and go.

b. None but the brave deserve the fair.

c. The house with all its furniture and valuable antiques were sold for thirty lakhs.

d. In the Gulf War the United States have no friend except Britain.

Answers:

a. _____

b. _____

c. _____

d. _____

10.4 ERRORS OF CONSTRUCTION

1. Articles

I am studying for a MA in History.

I am studying for an MA in History.

Note: We use 'an' before a vowel sound. MA begins with a vowel sound. Otherwise, we use a. In most cases, the letters 'e' 'o' and 'u' are vowels; but sometimes they are pronounced as consonants e.g. a European, a one-hour journey, a University.

2. Adjective

(i) I was two frightened to move

I was too frightened to move

Note: Many adjectives are past participles i.e. frightened, scared, pleased, proposed

(ii) The medicine made me feel more better.

The medicine made me feel much better.

We do not use -er/-est form and more/much together. Thus, 'more' and 'better' do not correlate.



CHECK YOUR PROGRESS

Q2. Correct the following

a. Cheap products are often more inferior.

b. Some ill people refuse to take medicine.

c. I'll be ready for leaving by 5 o'clock.

d. I'll telephone you when I will reach the airport

e. She always looks beautiful.

Answers :

a. _____

b. _____

c. _____

d. _____

e. _____

10.5 ERRORS OF ORDER

(i) When you are going home?

When are you going home?

In interrogative sentences, the 'be' verb precedes the subject.

(ii) Last week happened to me something very strange.

Last week something very strange happened me.

In a statement, we put the subject before the verb. The normal word order does not change when the verb is happen.

(iii) He was too busy unfortunately to see me yesterday.

Unfortunately, he was too busy to see me yesterday.

Some adverbs express our attitude to what we are about to say e.g. sadly, unfortunately, surprisingly, luckily, undoubtedly, frankly, apparently, in short, of course.

They are normally placed at the beginning of a sentence.

Many of them can also be used in the middle position.

- We would naturally be delighted to see you
- You are undoubtedly in the wrong.

(iv) He told us to read carefully the questions.

He told us to read the questions carefully.

Note that an adverb does not normally come between a verb and its object. Take note of the structure sub+ verb+ object+ Adverb.

(iv) Don't meddle with my affairs.

Don't meddle in my affairs.

'Meddle' takes the preposition 'in' when we talk about 'meddle' in one's affairs. Meddle in politics. But we can say: Don't meddle with the files.



CHECK YOUR PROGRESS

Q4. Correct the following

a. We are proud for our country.

b. He is eligible to the post.

c. It is bad to hanker for wealth.

d. Steel is made of iron.

e. He died for cancer.

Answer:

a. _____

b. _____

c. _____

d. _____

e. _____

10.7 ERRORS IN CONJUNCTIONS

(i) The table was filled with books, pictures, posters.

The table was filled with books, pictures, and posters.

When a sentence or part of a sentence consists of two equal units, we link the two units with and, or, or but. When there are three or more co-ordinates, we link the last two.

(ii) I am interested in poetry, drama and in music.

I am interested in poetry, drama and music.

There should be a consistency in our expression. There is nothing wrong with in music but in that case there should have been an in before drama.

I am interested in (poetry, drama and music)

I am interested (in poetry, in drama and in music)

(iii) She both lost her money and her passport.

She lost both her money and her passport.

d. I'll telephone you when I reach the airport.

e. She always looks beautiful.

Ans to Q No 3 : a. She has to stay in hospital for one more week.

b. Why are you late?

c. She neatly tore the paper -- into two halves.

d. It is cheaper to go to Dibrugarh by train.

e. I waited in the queue for two whole hours.

Ans to Q No 4 : a. proud of b.eligible for c. hanker after
d. from e. of

Ans to Q No 5 :

a. scarcely…..when b. not only….but also c. no sooner…. than



10.10 MODEL QUESTIONS

Q.1. Rewrite the following sentences correctly:

(a) The flowers smell sweetly.

(b) He could not come due to illness.

(c) He was very surprised by the news

(d) We must preserve our hard won freedom at every cost.

(e) He was appointed and dismissed from the post.

(f) We searched the lost articles.

(g) The High Court set apart the decree of the Lower Court.

(h) No sooner had I reached the station when the train left.

(i) It is raining since yesterday.

(j) He left the hostel with the bag and baggage.

(k) Madam Curie invented Radium.

(l) He turned every stone to get the job.

(m) We should work very hardly to shine in life.

(n) He has denied my application.

(o) The population of London is greater than any town in India.

(p) She said that she has completed her work.

(q) You are taller than me.

(r) One must do his duty.

(s) Our teacher advised us to work hardly.

(t) Hari as well as Ram were present in the meeting.

UNIT 11: BASIC REMEDIAL GRAMMAR I

UNIT STRUCTURE

11.1 Learning Objectives
11.2 Introduction
11.3 Introductory 'There'
    11.3.1 Uses of Introductory 'There'
    11.3.2 Interrogatives with 'There'
11.4 Introductory 'It'
    11.4.1 Uses of 'It'
    11.4.2 Distinction between 'There' and 'It'
11.5 Emphasis
    11.5.1 Emphasis with 'Cleft Sentence'
    11.5.2 Emphasis with 'Pseudo-Cleft Sentence'
11.6 Let us Sum up
11.7 Answers to Check Your Progress
11.8 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit you will be able to

- appreciate the importance of the rules of grammar in writing or speaking correct sentences in English.
- look at sentences and other grammatical concepts more critically
- learn how sentences are modified by the use of 'there' and 'it' to suit a situation
- modify utterances to make them more functional or emphatic.

11.2 INTRODUCTION

This unit and the one that follows are meant for basic remedial grammar work. It is assumed by now that at the end of 10 units of English grammar you have already had some grounding on a number of basic elements of the grammar of the language. However, language use involves much more than your knowledge of the basic elements of the language. It involves an ability to look at the sentences that you have written or the

we are saying to provide some new information, we use a sentence beginning with 'there' as in:

(a) There's a tourist office near the railway station.

(b) There have been some problems with the employees in the factory.

(c) There might be a lot of traffic on the way to the airport.

11.3.1 Uses of Introductory 'There'

1. We use 'there' as a formal subject of a sentence to say that something exists. We can use ‘there’ to talk about things that exist physically.
   (a) There is an Arts College in the village.
   (b) There are three high schools in the area.
   (c) There's some milk in the pan.
   (d) There was a bamboo bridge on the river earlier.
2. We can also use there as a formal subject of a sentence to talk about things that happen and about situations.
   (a) There was a big earthquake in Assam in 1897.
   (b) There's an accident on the highway.
   (c) There are no vacancies in our office.
   (d) There's hardly any time left for revising the essay.
3. We can use 'there' as a formal subject of a sentence for a number of people and things.
   (a) There are four of us in this group.
   (b) There are sixty seats in this coach.
   (c) There are five books on the table.
4. We can use a clause with 'There being' to introduce a reason for something.
   (a) There being no adverse reports against him, he was allowed to join.
   (b) There being no evidence against him, the case was dropped.
   (c) There being no electricity last night, I couldn't complete my essay.

11.4 INTRODUCTORY 'IT'

Read these two sentences:

(a) To ride a bike without a helmet is illegal.

(b) It is illegal to ride a bike without a helmet.

Both these sentences are grammatically correct. However, the first sentence is rather unusual. Instead, we normally use 'it' as a formal subject of a sentence as in the second sentence to make the information appear more natural. A long clause comes more naturally at the end of a sentence than in the subject position of a sentence. We use 'introductory it' to begin such sentences.

11.4.1 Uses of 'It'

1. We can use 'it' as the formal subject of a sentence to place long or grammatically complex sentences at the end.
   (a) To find good rented accommodation in the city is very difficult these days.
   (b) It is very difficult to find good rented accommodation in the city these days.
2. We use 'it' to say the time, day, month, date etc.
   (a) It's half past nine now.
   (b) It's nearly ten o'clock.
3. We use introductory 'it' as formal subject with verbs concerning weather conditions.
   (a) It rained all day at Jorhat that day.
   (b) It was pleasantly warm in Shillong.
4. We use 'it' as formal subject in the following patterns:
   (a) It + be + or + me/him etc + to infinitive
   It was hard for him to pass the exams.
   (b) It + be + adj + that clause
   It was kind of you to help me.
   (c) It + be + adj + that clause
   It is obvious that he is angry.

These patterns describe someone's situation, behaviour or express opinions about situations.

The sentences with It is/was no... have alternatives in which the that, -ing or to-infinitive clause is placed at the front, but the sentences with There is/was no... do not. The sentence 'It is no secret that he wants a new job' can be rephrased as 'That he wants a new job is no secret.' But was cannot rephrase a sentence like 'There is no denying that he is a good student' as 'That he is a very good student is no denying.'



CHECK YOUR PROGRESS

Q2. Complete the dialogue by filling in the blanks with there or it.

Anita: What are you doing this afternoon? ___(a)___ is a new film at Anuradha.

Rita: Is ___(b)___ any chance to get a ticket?

Anita: I already have two tickets blocked on line. _____(c)_____ is a good film.

Rita: _____(d)___ was a review of this film in today's Assam Tribune.

Anita: Yes, I've read it . _____(e)_____ is a good review.

11.5 EMPHASIS

In this unit on Remedial grammar we are revisiting some of the old forms that we had studied in our earlier units for certain functional purposes. We had for example, discussed the assertive/declarative sentence forms and functions in great detail. However, there may arise certain situations when our normal assertive sentence structures need to be modified for the sake of emphasis. In this section we shall discuss how such modification take place.

Let us begin by giving a brief description of what constitutes emphasis. Emphasis refers to the special force given to certain words, ideas or details, in speaking or writing to show that they are important. Let us take a sentence:

(a) Anita borrowed the book from her teacher.

The sentence is a plain assertive sentence providing a piece of information that Anita had borrowed a book form her teacher. Now let us

(c) It was Rina that Dilip gave a book to.

Thirdly, let us put the emphasis on 'book' to mean that Dilip gave Rina only a book and nothing else. In this case, the sentence can be rephrased as follows.

(d) It was a book that Dilip gave to Rina.

We use 'which' or 'who' or 'that' to introduce the second clause of a cleft sentence. The pattern is it + be + noun phrase + relative clause. The phrase that we want to emphasise comes after be.

11.5.2 Emphasis with 'Pseudo-Cleft Sentence'

Apart from the 'it clause' in cleft sentences, there are other ways of emphasising a sentence. The use of what-clause at the beginning is another way of emphasising certain information in a sentence. Here is an example.

(a) I need a good holiday in Goa.

We shall use a ‘what-clause’ followed by a form of the verb 'be'. Sentences with this pattern are another form of cleft sentences. In English, a sentence with a what-clause (e.g. What I want...) as subject or complement is known as a pseudo-cleft sentence. Let us rephrase the sentence with a what-clause and form a pseudo-cleft sentence.

(b) What I need is a good holiday in Goa.

In the above sentence the what-clause is the subject of the sentence. We can rephrase the sentence by making the what-clause the complement of the sentence.

(c) A good holiday in Goa is what I need.

The information that we want to emphasise is outside the what-clause.

We often use the what-clause when we introduce a new topic in our classroom, when we want to give a reason, instruction or explanation, or to correct something that had been said or done.

(d) What I'd like to do today is to introduce you to the concept of the epic theatre.

11.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1:

(a) There was a wooden bridge across the river.

(b) There is nothing in the museum.

(c) Is there something bothering you?

(d) There were no classes held today.

(e) There is no truth in the story.

(f) Are there any letters for me?

(g) Is there any more tea left in the pot?

(h) There is a man at the gate.

Ans to Q No 2 :

(a) There (b) there (c) It (d) There (e) It

Ans to Q No 3 :

a. No, what I did was to visit my uncle.

b. No, what he did was to advise me to be punctual.

c. No, what I did was to come by Rajdhani Express.

d. No, what I said was that I was going to Delhi.

e. It was John who gave me a present.

f. It was Rakesh who came by bus.

g. It was the theatre that we went to yesterday.

h. Try yourself

11.8 MODEL QUESTIONS

Q.1. Answer the questions as directed:

(a) Use the proper form of the verb 'be' in the following blanks

(i) There _____ substantial evidence against him.

(ii) There _____ a shower, TV set and two single beds in each room.

(b) Rewrite the sentences using 'it'.

(i) To drive without a licence is illegal.

(ii) That she wasn't hurt was a miracle.

UNIT 12: BASIC REMEDIAL GRAMMAR - II

UNIT STRUCTURE

12.1 Learning Objectives
12.2 Introduction
12.3 Glossary: Active Voice to Base Form
12.4 Glossary: Clause to Direct Speech
12.5 Glossary: Ellipses to Irregular Verbs
12.6 Glossary: Lexical Verb to Word
12.7 Let us Sum up
12.8 Answers to Check Your Progress
12.9 Model Questions

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- make your approach to English grammar more focussed on the basic elements of the language
- develop a knowledge of some of the important grammatical elements in modern English grammar presented in the form of dictionary entries
- grasp how these grammatical elements operate
- evaluate these elements in the larger context of language use.

12.2 INTRODUCTION

In this unit, we propose to provide you with a glossary of a selection of grammatical concepts. You might have come across quite a number of them though there may be others that could possibly strike you as a novelty tempting you to go back to the units for a fresh look. You may even be inspired to follow up these concepts for a better understanding.

You will perhaps agree that a glossary on English grammar can play the role of a very useful instructional material for basic remedial work. A remedial grammar material ought to provide you with grammatical explanations which would help you to remedy, correct or compensate for the inadequacies that you might have felt as you were looking at some of the sub-sections of the units of grammar. That is obvious. One cannot overload sub-units with too

the road). Like adjectives they can be gradable which is done by adding very; there are non-gradable adverbs too (e.g. completely, mainly etc.)

Adverbial: It refers to any word or phrase that functions like an adverb in a clause structure. For example, in the sentence 'He is in the room', the prepositional phrase in the room is an adverbial. Thus, the sentence has an SVA structure.

Adverbial clause: It is a subordinate clause in a complex sentence structure whose function is to modify the verb in the principal clause. For example, the sentence 'When I arrived I went straight to the Principal' contains the subordinate adverbial clause 'when I arrived' modifying the verb in the principal clause.

Affirmative sentence: It is a type of sentence in English grammar that has no markers of negation, that is , it expresses an assertion. The affirmative, also called positive, contrasts with the negative sentence. (e.g. I like fish).

Alternative question: It is a type of question whose answer is to be found in the question itself as in:

Shall we go by bus or by taxi?

Are you coming or not?

Anomalous finites: It is a term used by some grammars to refer to the auxiliaries, the primary auxiliaries and the modals.

Appropriate preposition: The term refers to particular prepositions that are used after certain words such as the ones given below where each of the blanks require an appropriate preposition:

Each of the above blanks can be filled in by a preposition that is appropriate to the situation of the sentences. For example, abide always takes by; absorbed takes in; accede takes to; acceptable takes to.

Article: It is a type of determiner that is used with a noun, which shows whether the noun refers to something definite (e.g. the book) or indefinite (e.g. an apple, a pen). When nouns are used without an article (e.g. Gold is a precious metal) this is sometimes called 'zero article'.

Aspect: It is a grammatical category which deals with how the events described by a verb is viewed, such as whether it is a progressive (e.g. He is reading) perfective, (e.g. He has read the book) or perfect progressive (e.g. He has been reading the book).

- Subject complement: the complement linked to a subject by a linking verb - She is a teacher.
- Object complement: the complement linked to an object - He made her happy.

Complex sentence: A sentence that consists of a main clause and one or more subordinate clauses is a complex sentence. For example: 'When Franz reached school, the teacher had already started his lessons." In this sentence, the clause 'when Franz reached school' is a subordinate clause while the remaining part is the main clause.

Compound word: It refers to a combination of two or more words which function as a single word. For example self-styled is a compound adjective (e.g. He is a self-styled leader); blackboard is a compound noun (e.g. Please clean the blackboard).

Compound sentence: It refers to the sentence structure that consists two or more coordinate clauses joined by one or more special words called conjunctions such as and, but, either...or. example: ' He worked very hard but he could not pass the examination.'

Conditional clause: It refers to an adverbial clause of condition that begins with an 'if' or an 'unless' or a conjunction with similar meanings, where a state or situation in one clause is dependent on something that may or will happen, and which is described in another clause. For example:

- If it rains, we will not go out.
- Unless you wear a helmet, you cannot ride a bike in the city.

Conjugation: It refers to a way in which a particular verb changes for tense (e.g. past, present and future), person (e.g. 1st person, 2nd person and 3rd person) and number (e.g. singular and plural).

Conjunction: It is a word class that refers to an item or a process whose primary function is to connect words or other constructions. A distinction is made between coordinationg conjunctions (e.g. and, or, but) and subordinating conjunctions (e.g. because, when, unless etc) also referred to as coordinators and subordinators respectively. Certain types of adverbials are often referred to as conjuncts (e.g. however, hence, moreover etc).

It contrasts with indirect speech where the exact words are modified by the reporting verb, pronouns and adverbs and sentence forms and no quotes are used.



CHECK YOUR PROGRESS

Q2. Rewrite the following dialogue in indirect speech.

(a) "What do you want?" he said to her.
"A fountain pen", she replied.

(b) He asked me, "How is your father?"
"He is fine", I said.

(c) The man said to me, "What are you doing?"
"Waiting for the bus", I replied.

12.5 GLOSSARY : ELLIPSES TO IRREGULAR VERBS

Ellipses : It is a term used in English grammar to refer to a sentence which for reasons of economy or style, is modified by removing a part of the sentence which is recoverable form the context. (e.g. John: When did you come? David : Yesterday.) The complete sentence of David ' I came yesterday' is shortened to provide only the word 'yesterday' which is the new information in this context.

Finite verb: It refers to a type of verb that can occur on its own in an independent sentence (e.g. He bought the book). A finite verb can be modified by tense, number and person. It contrasts with the non-finite forms of the verb which include infinitives, participles and gerunds.

Form: In grammar the term form refers to the structure of a word, phrase, clause or a sentence. We can say that the be verb can have the following forms: am, is, are, was, were. We say that in terms of form or structure, sentences can be simple, complex and compound. The term form contrasts with the term function.

Function: It is a term in grammar that contrasts with the term 'form' to refer to how a grammatical element functions in the language. For example, a noun phrase can function as the subject, object, complement etc of a sentence.



CHECK YOUR PROGRESS

Q3. Rewrite the following sentences correctly.

(a) The flowers smell sweetly.

(b) He was very surprised by the news.

(c) We searched the lost bicycle.

(d) No sooner had I reached the station when the train left.

12.6 GLOSSARY : LEXICAL VERB TO WORD

Lexical verb: The term is used to refer to full verbs. These are verbs that can be used as the only verb in a sentence e.g. I work in a school. The primary auxiliaries be, have, do can also be used as lexical verbs. Here are a few examples: (a) She is a teacher. (b) She has a car. (c) She does her work properly.

Lexical word: It is a term used to refer to content word that contrasts with grammatical word or function word. Nouns, verbs adjectives and adverbs are word classes belonging to this category of words.

Modal: Also called modal verbs, modals are a type of auxiliary verbs that contrast with the primary auxiliaries be, have and do. The following are the modals in English: can, could, shall, should, may might, must, will, would, dare, used to.

Pre-determiner: It is an element that occurs before a determiner in a noun phrase. The pre-determiners include: half of, some of, all of, each of, etc. e.g. half of the students in the class, some of the students, most of the countries etc.

Preposition: It is a word class in English referring to a close set of items (e.g. of, in, with, by, at, to, for, on, from etc.) Prepositions are used with nouns, pronouns and gerunds to link them grammatically to other words.

Prepositional phrase: A preposition normally precede noun phrases (or single nouns or pronouns) to form a single constituent structure. The resulting prepositional phrase can thus be described in terms of distribution e.g. their use following a noun as in, the man in the corner.

Subordinate clause: It is a type of clause that is the constituent of a complex sentence and contrasts with the principal clause in the sentence structure.

Ans to Q No 2 :

(a) He asked her what she wanted.
She replied that she wanted a fountain pen.

(b) He asked me how my father was.
I replied that he was fine.

(c) The man asked me what I was doing.
I replied that I was waiting for the bus.

Ans to Q No 3 :

(a) The flowers smell sweet.

(b) He was very surprised at the news.

(c) We searched for the lost bicycle.



12.9 MODEL QUESTIONS

Q.1. Give brief answers to the following questions:

i. Correct the following sentences.
   (a) He could not come due to illness.
   (b) We must preserve our culture at every cost.

ii. Supply tags.
   You are a student, _____ ?
   They don't visit your place _____ ?

iii. Complete the sentences using appropriate prepositions.
   I am not satisfied _____ your explanation.
   He has to deal _____ a lot of clients every day.

iv. Rewrite the following sentences using appropriate forms of the verbs.
   He (begin) his speech before we arrived.
   I wish I (be) dead.

v. Frame sentences with the following idioms.
   Put up with
   In black and white.
   In the long run

Q.2. Answer the following questions.

i. Frame a sentence showing the noun phrase as object complement.

UNIT 13: PRECIS WRITING

UNIT STRUCTURE

13.1 Learning Objectives
13.2 Introduction
13.3 Techniques of Faster Reading
13.4 Writing a Good Précis
13.5 Language Work
13.6 Worked Out Examples
13.7 Let us Sum up
13.8 Answers to Check Your Progress
13.9 Model Questions

13.1 LEARNING OBJECTIVES

After going through this unit you should be able to :

- locate the key-words and sentences in a piece of text and identify the main points in a passage so as to provide a title to the given passage in your précis
- discriminate the important points of information from the less important ones
- develop techniques by which a passage or an extract can be shortened without affecting the information
- grasp at the central idea of the piece of text
- write out the précis of the passage in about one third of its length by adding a suitable title

13.2 INTRODUCTION

A précis is a summary or an abstract of a passage, an article, a speech or a book usually within an approximately stated number of words. In writing a précis, we make a shorter version of a passage, usually one-third of its length. The précis contains all the important points in the passage, but leaves out the less important details.

A précis writing exercise is not done merely for its own sake. It is of great practical importance among which the following may be noted :

13.3 TECHNIQUES OF FASTER READING

In reducing a passage to one third of its original length and to decide on a title for the passage, it becomes important for you to know what the central idea of the passage is. For this purpose you will have to read the passage more than once. Remember, you do not have all the time in the world to read the passage at a leisurely pace. Therefore, you should develop the skill of faster reading and that too with comprehension.

In order to develop the skill of faster reading, make sure that you do not do the following things while reading a passage silently.

a) Do not run your finger/pen/pencil along the words or the lines. Such a habit slows down reading.

b) While reading silently, do not make head movement as if you are trying to make your nose point to a word. The eye can easily pass through the lines with speed.

c) While reading silently, do not vocalise or make lip movement. This practice slows down reading and affects comprehension.

d) While reading do not make it a point to regress i.e. go back along a line of print to re-read a word or phrase. This is a sign of poor reading habit. Good readers make very few regressions.

Let your eyes pass over the lines with a rapidity.

13.4 WRITING A GOOD PRÉCIS

In order to write a good précis, first of all, read the passage very carefully in order to grasp the meaning of the subject as a whole. That is, in your first reading you should be able to get a gist of the passage in your mind.

After you have received a gist of the passage in your mind, read it a second time, noting some of the specific points you may like to refer to in your writing.

Now, you are ready to make a précis of the passage. At this stage you will have to take note of the following points :

1. You will have to write out your précis in one third of the length of the original passage. If the passage is 300 words, your précis will be in about a 100 words.

Let us break up the phrases and re-write them:

The process of learning : The learning process

may very well be compared to : is like

the undertaking of a journey : a journey

The précis of the first line is : The learning process is like a journey (7 words)

We have reduced a sentence of 15 words to one of only 7 words. Don't worry about one-third measurement at this stage. You will certainly take care of that while you are revising your précis in order to prepare a final version of your writing.

Let us come to the second sentence,

The learner or the student is the journey-taker or traveller. (10 words)

What you can do here, you can link it up with the first sentence which will give you something like this:

The learning process is like a journey undertaken by a student. (11 words)

Thus, we have reduced 25 words to just 11 words.

Let us look at the next few lines:

Just as a traveller..... to himself.

We have 51 words here. Now read the précis of the lines :

Like the traveller facing botherations of buying tickets, booking luggage and hiring cabs to reach his destination, the student has to manage his learning himself. (25 words)

Finally let us look at the remaining lines of the passage

It is a laborious process ..... learner.

We have 72 words here. Let us reduce the lines to the form given below:

Again, like a traveller making enquiries, the student seeks guidance from teachers in difficulty.

We have reduced the extract to mere 14 words.

However, there is one more thing that needs to be done: finding a suitable title for the passage. We can perhaps decide on a title like this:

The learning process

Let us now reconstruct the passage into a real précis.

The Learning Process

2. a person who takes animal food

   _____

3. an animal that lives on herbs

   _____

4. an animal that feeds on flesh

   _____

5. a person who believes in God

   _____

6. a person who does not believe in God

   _____

7. science of the development of mankind

   _____

8. science of the human body

   _____

9. science of the human mind

   _____

10. that which can be seen

    _____

11. that which can be moved

    _____

12. that which cannot be read

    _____

13. that which cannot be corrected

    _____

14. that which cannot be heard

    _____

15. that which is easily breakable

    _____

16. through which light can pass

    _____

17. through which light cannot pass

    _____

18. written life story of a person

    _____

19. medicine that kills germs

    _____

20. that which can be corrected

    _____

thinking 'whither education?' In many institutions the new-comers are subjected to unimaginable torture and humiliation. The evil effects of this savage practice can be judged from the fact that ragging has driven some to suicide and the careers of many brilliant students were cut short. The suicide of an engineering student two years ago so shocked the then President Sri Sanjiva Reddy, that he asked the Government to stop this menace.

(179 words)

Précis:

Title: The Menace of Ragging

Till recently, ragging in educational institutions was not taken seriously. It was regarded to be an innocent mirth of youngsters. But later events have woken up educationists and guardians to the dangers of ragging. In many institutions, new comers are tortured and humiliated. As ragging had led to the suicide of many brilliant students, President Sanjiva Reddy had asked the Government to stop the menace.

(63 words)

Passage-3

What is it that makes a good school? It must have good teachers, but they do not make the school. You have to learn things in order to train your brains; but that is only a part of education. What distinguishes a good school is what is commonly called its tone; and that is nothing more or less than the mass consciousness of the boys. It is boys who make or mar a school. It is not merely a question of the observance of rules or obedience to orders. It is a subconscious feeling of self-respect among the boys themselves. Certain things are recognised as what we call 'bad form', unworthy of the boys themselves or of their school, and this crystallises into tradition which it requires a great deal of audacity to break. If this feeling of self-respect among the boys is on the right lines, the tone of the school is good, and you will find in later life that you will never lose the feeling of pride in your school and its tone.

(176 words)

Précis:

Title: A Good School

Besides having good teachers, a good school is distinguished by its tone that is set by the mass consciousness of the pupils. Indeed, pupils

numberless hobbies to talk about. But the important thing is that you must talk about the other fellow's hobby rather than your own.

It is just as important to know what subjects to avoid as what subjects to select for good conversation. If you don't want to be regarded as a bore, be careful to avoid certain unpleasant topics. Avoid talking about yourself, unless you are asked to do so. People are interested in their problems, not in yours. Sickness or death bore everybody. The only one who willingly listens to such talk is the doctor, but he gets paid for it. (191 words)



13.7 LET US SUM UP

After going through the unit, you will be able to point out the basic ideas of précis writing. Precis writing involves developing certain techniques by which any given text or passage can be summarised. You are now aware of the length of a precis which should not exceed one third of the given passage. Also, several techniques have been discussed that will enable you to develop faster reading skill. Lastly, you have learnt that the language while writing a precis should be in the form of reported speech and should avoid comments, criticism or remarks.



13.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1 :

a) He confessed his guilt.

b) His efforts were successful.

c) My efforts were not successful as desired.

d) Tell me the cost of the car.

e) There is little hope for his recovery.

Ans to Q No 2 :

1. vegetarian	2. non-vegetarian	3. herbivore
4. carnivore	5. theist	6. atheist
7. anthropology	8.physiology	9. psychology
10. visible	11. mobile	12.illegible

outweigh the suffering of the sick. Give the sick man everything and leave him his sufferings, and he will feel that half the world is lost to him. Lay him on a soft silken couch, he will nevertheless grow sleepless under the pressure of his sufferings, while the miserable beggar, blessed with health, sleeps sweetly on the hard ground. Spread his table with dainty dishes and choice drinks and he will thrust back the hand that proffers them and envy the poor man who thoroughly enjoys his hard crust. Surround him with the pomp of kings; let his chair be a throne, and his crutch a world-swaying scepter; he will look with contemptuous eyes on marble and gold, and would deem himself happy if he could enjoy, even were it under a thatched roof, the health of the meanest of his servants.

Q.3. Long ago, when men were only just beginning to be human they lived almost like the animals. For shelter they used forests and caves in the rocks. For defence against enemies, they had only their hands and their teeth. For food they gathered fruit and caught what animals and fish they could. The body of a man differs from animals' bodies in many ways. He has a better brain and he has hands. Thanks to his better brain, be can think. Some animals can think a little, but man's power of thought is very much greater than theirs. Again, some animals have paws which are something like hands, but the human hand is very much more useful than any paw. If you look at your hand, you will notice that the thumb can touch each of the fingers. Your hand is so made that you can hold things well and do many things with it. And, of course hands were the first tools men had. So, using brains and hands, men slowly learned to build shelters of stone or wood or earth, to make simple tools and weapons, and to grow food for their own use. But remember that the very first tools that they had were their hands. We still use hands as tools in many ways. For example, the potters still shapes the clay by hand. For many kinds of work, however, hands are not very good. You cannot shape a piece of wood with your hands alone. So, because men were able to think, they made tools to help their hands.

Q4. Give one word for each of the following:

1. an assembly of hearers
2. an assembly of people in a prayer meeting
3. the pen name of a person
4. that which cannot be repaired

UNIT 14 : NOTE MAKING

UNIT STRUCTURE

14.1 Learning Objectives
14.2 Introduction
14.3 Note making and Note taking
14.4 Skimming a Piece of Text
14.5 Scanning a Piece of Text
14.6 Format of Note making
14.7 Samples of Note making
14.8 Further Reading
14.9 Answers to Check Your Progress
14.10 Model Questions

14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- learn the difference between note making and note taking
- discuss the function of skimming in note making
- analyse the function of scanning in note making
- grasp the techniques of note making as a part of study skills

14.2 INTRODUCTION

Note making is an important study skill like summarising, substance writing and precise writing. It is one form of information transfer skill. The information contained in a piece of text is given in one form, note making required you to transfer the information to another form. In this unit, we shall look at some of the ways by which we transfer information contained in a piece of written or printed text to yet another forum or format.

14.3 NOTE TAKING AND NOTE MAKING

You must have noticed in public meetings or conferences, people sitting quietly in press galleries noting down the main points, facts, ideas and arguments made by the speakers in the meeting or conference. These

from words to phrases, from phrases to clauses, from clauses to sentences, from sentences to paragraphs to understand a paragraph.

But if reading is to be efficient, the structure of longer units such as the paragraph on the whole text must be understood. Efficient reading involves starting with global understanding and moving towards detailed understanding rather than working the other way round. Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it.

When you read a paragraph, or let us say, when you skim through a paragraph, what will be your immediate task? You are certain to find difficult words and sentences in the passage. But we shall take care of that at a later stage. First, your task will be to identify the topic sentences of the text. Every paragraph has a topic sentence which usually contains one central idea and enough particulars to put the idea across.



CHECK YOUR PROGRESS

Q2. Read the text given below -

There are three kinds of book owner. The first has all the standard sets and best sellers -unread, untouched. (This deluded individual owns woodpulp and ink, not books.) The second has a great many books - a few of them read through, most of them dipped into, but all of them as clean and shiny as the day they were bought. (This person would probably like to make books his own, but is restrained by a false respect for their physical appearance.) The third has a few books or many - every one of them dog-eared and dilapidated, shaken and loosened by continual use, marked and scribbled in from front to back. (This man owns books.)

- Mortimer J. Adler, "How to Mark a Book"

14.5 SCANNING A PIECE OF TEXT

While reading the passage globally, the first thing that you did was to identify the central controlling idea of the passage. The next step for you would be to move on to explore the way by which the central controlling idea is developed. The cohesive devices used in the passage will help you to explore this.

- Sub-points are given as a, b, c etc.
- To break up sub points still further, we use (i), (ii), (iii) etc.
- If major themes are to be identified in a passage - between I and 1, we can use capital letter indicators A, B, C etc.

14.6 FORMAT OF NOTE MAKING

Here we shall look at some of the major points that require attention in the task of note making.

(a) If you are reading a long text, an essay for example, your first task will be to chunk into meaningful parts. It is possible that the text may begin with an introduction and end with a conclusion. In between, there may be two or three points in which the thematic concerns are taken care of. For each major division supply suitable headings and give large Roman numbers I, II, III etc.

(b) For each heading and sub-heading, it is not necessary to use complete sentences. First you identify the topic sentence of each chunk or section and condense the information into brief, clear and crisp words and phrases. Thus the topic sentence : 'There are three kinds of book owners' can be condensed to the words 'book owners' as shown in the Check Your Progress-Q1 example.

(c) Omit illustrations and examples if you think that they are not important. In the passage cited at (b) above, it is possible to draw out illustrations and examples. For example, the information about the non-reader includes the following illustration : "This deluded individual owns wood pulp and ink, not books." But we omit this information in our notes.

(d) Organise the condensed information in a suitable format. Depending on the concepts of the passage/ article/ essay, choose a suitable format. A neat format is the one used for the Mortimer Adler passage.

Let us take another passage and carry out the exercise of note making. Read the passage given below -

Why did you choose the phrase "the dullness of staying at home?" The passage begins with the generalisation that women experience the dullness of staying at home. Before you read the passage beyond the first sentence, you mentally prepare yourself for the possible reasons for this experience of dullness. The passage gives five adequate reasons, with details, to support the view that the home is dull.



CHECK YOUR PROGRESS

Q4. From Margaret Mead's passage the following five reasons are given to support the view that the home is dull. Read each reason and condense the information to a sub-point to support the main point.

1. Little babies are poor conversationalists, the husbands are too tired to talk.

_____

_____

_____

2. As the children go to school, the mother is left to the companionship of the fridge and the washing machine.

_____

_____

_____

3. Living in apartment, and the enormous amount of moving about robs her of neighborhood ties.

_____

_____

_____

4. Surrounded by the modern appliances, she has less reason to go out for gossips.

_____

_____

_____

(i) Standard abbreviations include KKHSOU, GU, DU, AHSEC, SEBA, ASEB, ASTC, Rly, AIR, DD

(ii) Create your abbreviations - ME for Minister of Edn. AS for Assam Secretariat etc.

(iii) Clipping longer words - govt., dept., engr., res., sub. (subject), exam., fig. (figure) etc.

The following are some of the common standard symbols generally used

	approximately
w	with
...	because
	therefore
/	or
+	positive
-	negative
=	equal to
	not equal to
||	parallel
|||	similar
c	it follows that
esp	especially
>	more than
<	less than
ff	following
cf	compare
*	most important
	resulting in
	as a result of
	change

14.7 SAMPLES OF NOTE MAKING

In this section we shall look at two samples of note making by using texts which are not linear as we have found in Martimer Alder's and Margaret Mead's passages.

Sample-1: The Passage

Secondly, the student should have clear knowledge of the requirements and opportunities and prospects in different courses of studies. Unemployment is a serious problem of our country. But more serious is the fact that millions of unemployed people are coming out of various institutions every year, people who could have made themselves more useful had they chosen a field of study more suited to their competence. There are enormous numbers of young men and women who lack the attitudes, skills or personal goals that constitute employability.

India is a vibrant country with enormous developmental strides being taken at all fronts. This fact implies that India is constantly in need for a vibrant work force in order to meet her emerging needs. As the future leaders in these diverse fields of work, the students should be able to equip themselves with the skills and techniques that would make them employable in one field or the other. Today's students have much more educational and career avenues open to them than their counterparts a decade or so ago. They can see a growing linkage between education and work with lots of institutions opening the doors for what is known as campus interviews. What is necessary on the part of each student in whatever institution he or she studies is the willingness to seriously pursue a field of study and put some extra dedication to one's work at hand and not leave everything to luck and chance.

Notes : Choosing a career

I. HSLC/ AHM exams over
    1. make plans - aims in life
    2. advice from guardians etc. on career
    3. student's clear understanding necessary of
        (a) abilities
        (b) aptitudes

II. Prospects available
    1. Unemployment
    2. Unemployability
        (a) lack attitudes
        (b) lack skills needed

III. India, a vibrant country
    1. need for vibrant work force
    2. future leaders - need to equip themselves
    3. willingness to pursue goal

At the age of 82, Dr. Hazarika took the occasion to share his thoughts with his millions of admirers in the state telling them that "he was feeling younger each day though the doctors do not agree". True, at this age one can hardly be in the best of health. But it is equally true that he will remain forever as the best among the best, an inexhaustible source of the richness of life for generations to come. On the occasion of his birthday, his message to the people of Assam is of great significance. "I want peace everywhere in the world. I want Assam to prosper. If there is peace, the rest of the good things will follow."

In his songs Dr. Hazarika pours out his soul for the cause of peace. He becomes in the songs at once the humble hutment dweller tending to the embers of a husk fire, he becomes at other times, the spar itself, igniting a people in stupor with electrifying energy. Cutting across the bonds of high and low, rich and poor, young and old alike, Dr. Hazarika sings tirelessly with gushes of various types of emotions making one to laugh and to cry, to rejoice and to despair and yet, long after the music ceases, it continues to echo in our hearts. Through the magic of his songs, he invites each one of us to be aware of the fact that we are indeed in the same boat; we are brothers that know not that we are truly brothers.

Passage-2

Several State Governments including Assam have adopted the Non-detention Policy (NDP) at the lower and upper primary stages of education. The Policy implies that students are to be promoted to the next higher class without detention. The immediate positive result of this Policy is that it has been able to check the alarming drop out rates at these stages of education to a considerable extent considering that failure in annual examination was seen to be a major factor of school drop-outs. However, the issue concerning the achievement levels of students under NDP vis-a-vis those under non NDP remains an interesting field of study.

A recent NCERT study comparing the achievement levels of class V students in the States where the NDP is implemented vis-a-vis students of the States where the NDP is not implemented showed interesting finding. The objective of the study was restricted to knowing the achievement levels of students in Language and Mathematics in class V. For achieving the objectives of the study and finding answers to the questions, a multi-stage sampling design was used. From each region one State was identified and

UNIT 15 : STORY WRITING

UNIT STRUCTURE

15.1 Learning Objectives
15.2 Introduction to Story Writing
15.3 Technique of Story Writing
15.4 Samples of Stories
15.5 Let us Sum up
15.6 Further Reading
15.7 Answers to Check Your Progress
15.8 Model Questions

15.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define the importance of story writing
- grasp the skills involved in writing stories
- employ the techniques of story writing

15.2 INTRODUCTION TO STORY WRITING

A story is a narrative of an incident drawn from one situation. Hudson observed that a story may be little more than an anecdote working up into literary form. The success of a story depends on how it is narrated.

15.3 TECHNIQUE OF STORY WRITING

One of the common techniques used in telling a story is to make use of narration without explicit comment or interpretation. We often make use of narration in telling others about the actual events that had happened. A piece of narration can be a simple narration or an expository narration.

(a) **Simple narration:** If we just relate the event without interpreting it, we are using simple narration.

(b) **Expository narration:** If we see the event as making some point, such as illustrating some principle of life or telling us something about people, we are using an expository narration. Stories make use of expository narration.

Write a beginning for the story narrating the life of the old farmer (you may give a name to the old man) giving an account of the persons' life and the way of life of his four sons. You don't have to complete the story here.

Another technique used in writing a story is to make use of descriptions. Description brings a scene to life: an object, a landscape or scene, a building, a person or anything else perceivable. Used to put the reader "on the scene", effective description has two basic principles:

1. Using many concrete details so that the reader can visualise the description.
2. Selecting the important details and arranging them so as to create a cumulative impression.

For instance, if you wished to describe a person from an outward perspective only you would give details of the person's dress, build, facial expression, movement and so on. Read the following beginning of a story by Maupassant:

(1) "Along all the roads around Goderville the peasants and their wives were coming towards the town because it was market day. The men were proceeding with slow steps, the whole body bent forward at each movement of their long twisted legs, deformed by their hard work, by the weight on the plough which, at the same time, raised the left shoulder and swerved the figure, by the reaping of the wheat which made the knees spread in order to hold the wheat firmly, by the slow and painful labours of the country. Their blue blouses, ornamented with a little design in white at the neck and wrists, puffed about their bony bodies, seemed like balloons ready to carry them off. From each of them a head, two arms and two legs protruded."

(2) "Some led a cow or a calf by a cord, and their wives, walking behind the animal, whipped its haunches with a leafy branch to hasten its progress. They carried large baskets on their arms from which chickens and ducks thrust out their heads. And they walked with a quicker and livelier step than their husbands. Their spare straight figures were wrapped in a scanty little shawl, pinned over their flat bosoms, and their heads were enveloped in a white cloth glued to the hair and surmounted by a cop."

("A Piece of String": Maupassant)

(a) _____

(b) _____

(ii) What aspect of the young man's character is highlighted by the author?

(iii) What aspect of the lady's character is focused here?

In the extract, many concrete details are used to describe the young man. These details help you to form your views about the person's character.

Now, let us look at the description of a scene as observed by a lady from a hotel window in Italy.

"There were only two Americans stopping at the hotel. They did not know any of the people they passed on the stairs on their way to and from their room. Their room was on the second floor facing the sea. It also faced the public garden and the war monument. There were big palms and green benches in the public garden. In the good weather there was always an artist with his easel. Artists liked the way the palms grew and the bright colours of the hotels facing the gardens and the sea. Italians came from a long way off to look up at the war monument. It was made of bronze and glistened in the rain. It was raining. The rain dripped from the palm trees. Water stood in pools on the gravel paths. The sea broke in a long line in the rain and slipped back down the beach to come up and break again in a long line in the rain. The motor cars were gone from the square by the war monument. Across the square in the doorway of the cafe a waiter stood looking out at the empty square.

The American wife stood at the window looking out. Outside right under their window a cat was crouched under one of the dripping green tables. The cat was trying to make herself so compact that she would not be dripped on.

("Cat in the Rain": Hemingway)



CHECK YOUR PROGRESS

Q3. (The beginning of a story may have as many variations as there are writers. Read the following beginning of a story and rewrite it in your own language)



15.8 MODEL QUESTIONS

Q.1. Develop each of following outlines into the form of complete stories:

a) A school boy one evening Dilip finds that his neighbour's house has caught fire - rings up fire brigade - wastes no time - fits a hose pipe in their water pump and fights fire alone - saves the old lady and her daughter - by the time fire brigade arrives - fire under control - bravery award.

b) Three school boys run off to the nearby river for a swim - the strong current carries away one of the boys - the other two shout for help - a fisherman leaps into the water - the boy saved - fisherman refuses reward from the father of the rescued boy.

c) An English sailor taken prisoner by Napoleon's soldiers on the coast of Bonlogue - the sailor tried to cross the English Channel in a barrel - brought to Napoleon - sailor explained that he longed to see his mother - Napoleon sent him to England in a ship with a flag of truce.

d) A grandmother celebrates the birthday of her 4 year old grandson who is far away in America with his parents - host of guests and relatives arrive - merriment - grandson rings up with his father - grandmother greets happy birthday - guests depart - grandmother breaks down in loneliness.

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