

COMPREHENSION PASSAGES

BERTRAM CHINNAIYAH

**COMPREHENSION
PASSAGES**

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Selected mainly from
The Works of Great Writers

BERTRAM CHINNAIYAH

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CONTENTS

	PAGE
Foreword	ix
Introduction	xi
1. Oliver Twist asks for more— <i>Charles Dickens</i>	1
2. Boyhood Memories— <i>William Cobbett</i>	3
3. Rebecca— <i>W. M. Thackeray</i>	5
4. Ozymandias— <i>P. B. Shelley</i>	7
5. Mr. Brocklehurst— <i>Charlotte Bronte</i>	9
6. A little quiet cheerfulness at home— <i>Jane Austen</i>	11
7. After the flood— <i>George Eliot</i>	14
8. The solitary reaper— <i>William Wordsworth</i>	17
9. Sir William and Lady Ashton— <i>Sir Walter Scott</i>	19
10. Father and daughter— <i>Thomas Hardy</i>	21
11. Unaccountable Mischief— <i>Katherine Mansfield</i>	24
12. Death the leveller— <i>James Shirley</i>	27
13. Ivan Ilych and his death— <i>Leo Tolstoy</i>	29
14. Little Chandler— <i>James Joyce</i>	32
15. Two orphan girls & their living conditions— <i>Henry Mayhew</i>	34
16. The kingfisher— <i>W. H. Davies</i>	36
17. Rex— <i>D. H. Lawrence</i>	38
18. The chronic invalid— <i>Jerome K. Jerome</i>	41
19. A ghost?— <i>James Thurber</i>	44
20. It was the lovely moon— <i>John Freeman</i>	47
21. An expedition that led to a discovery— <i>Sir Arthur Conan Doyle</i>	49
22. A narrow escape— <i>Fridtjof Nansen</i>	52
23. The trials of the voyage— <i>Sir Ernest Shackleton</i>	54

24.	The islet— <i>R. L. Stevenson</i>	...	...	57
25.	She walks in beauty— <i>Lord Byron</i>	...	...	60
26.	Stranded— <i>Joseph Conrad</i>	...	...	62
27.	Hospitality— <i>Mungo Park</i>	...	...	64
28.	The pony express— <i>Mark Twain</i>	...	...	67
29.	A shot fired in the dark— <i>Jim Corbett</i>	...	...	69
30.	Say not the struggle naught availeth— <i>A. H. Clough</i>	...	...	72
31.	Fall from the mast of a ship— <i>Edward Trelawney</i>	...	...	74
32.	Hambantota— <i>Leonard Woolf</i>	...	...	76
33.	The battle of the Marne— <i>G. M. Trevelyan</i>	...	...	79
34.	Cities and Thrones and Powers— <i>Rudyard Kipling</i>	...	...	81
35.	Aspiring to become an 'English' gentleman— <i>M. K. Gandhi</i>	...	...	83
36.	Dauntless Ned— <i>Stephen Leacock</i>	...	...	85
37.	The boyhood of Charles Dickens— <i>G. K. Chesterton</i>	...	...	87
38.	Modern poetry— <i>Sir Maurice Bowra</i>	...	...	90
39.	Bourgeois and Proletarians— <i>Marx and Engels</i>	...	...	92
40.	The Gettysburg Address— <i>Abraham Lincoln</i>	...	...	95
41.	A Lovely Shell— <i>Alfred Tennyson</i>	....	....	97
42.	Miji— <i>Gavin Maxwell</i>	....	....	99
43.	The Weekly Paper— <i>George Orwell</i>	....	....	102
44.	Introduction to Society— <i>John Buchan</i>	104
45.	History— <i>Thomas Babington Macaulay</i>	106

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1. OLIVER TWIST ASKS FOR MORE

The room in which the boys were fed was a large stone hall, with a **copper** at one end; out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at meal-times. Of this festive composition each boy had one **porringer**, and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides. The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed; employing themselves meanwhile, in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months. At last they got so voracious and wild with hunger, that one boy who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook's shop), hinted darkly to his companions, that unless he had another basin of gruel, he was afraid he might happen to eat the boy who slept next to him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening and ask for more; and it fell to Oliver Twist.

The evening arrived, the boys took their places. The master, in his cook's uniform, stationed himself at the copper; the gruel was served out, and a long **grace** was said over the short commons. The gruel disappeared; the boys whispered to each other, and winked at Oliver, while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in his hand, said, somewhat alarmed at his own temerity—
“Please, sir, I want some more.”

Charles Dickens (1812-1870)

copper: metal boiler

porringer: small basin

grace: short prayer before or after meal.

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What was the duty that the master was performing?
 - (b) Why does the writer state that the "bowls never wanted polishing"?
 - (c) How did the boys indicate that the gruel served to them was insufficient?
 - (d) What made the boys hold a council?
 - (e) Why did Oliver Twist, and not any other boy, walk up to the master and ask for more?
2. Find words in the passage which have the same or nearly the same meanings as the words given below:
 - (a) ate hurriedly
 - (b) diligently
 - (c) greedy
 - (d) unquestioningly
 - (e) rashness
3. Fill in the blanks with the following words which are in the passage:
hinted, nudged, assisted, stationed, performed.
 - (a) They me while I was doing the work.
 - (b) He a great service to the nation.
 - (c) He that he would like to come.
 - (d) A constable was near the car park.
 - (e) She me when her son appeared on the stage.
4. Complete the following sentences by filling in the blanks:
 - (a) They polished the spoons they shone brightly.
 - (b) He looked he had been starving for a long time.
 - (c) They got so hungry they decided to steal the food.
 - (d) He refused to work they increased his salary.
 - (e) He remained silent the others were shouting.
5. Describe in about 50 words how Oliver and his companions were fed.
6. Write a composition in about 150-200 words on 'Life in a boarding-house as compared to life at home'.

2. BOYHOOD MEMORIES

All that I can boast of in my birth is that I was born in old England. With respect to my ancestors, I shall go no further back than my grandfather, and for the plain reason, that I never heard of any prior to him. He was a day-labourer, and I have heard my father say that he worked for one farmer from the day of his marriage to that of his death, upward of forty years. He died before I was born, but I have often slept beneath the same roof that sheltered him, and where his widow dwelt for seven years after his death. It was a little thatched cottage with a garden before the door. It had but two windows; a damson tree shaded one, and a clump of filberts the other. Here I and my brothers spent every Christmas and Whitsuntide, to spend a week or two and **torment** the poor old woman with our noise and **dilapidations**. She used to give us milk and bread for breakfast, an apple pudding for our dinner, and a piece of bread and cheese for supper. Her fire was made of turf cut from the neighbouring heath and her evening light was a **rush** dipped in grease.

My father, from the poverty of his parents, had received no very brilliant education; he was, however, learned for a man in his rank of life. When a little boy, he drove the plough for two pence a day and these earnings were appropriated for the expenses of an evening school. What a village schoolmaster could be expected to teach he had learnt, and had besides **considerably** improved himself in several branches of the mathematics. He understood land-surveying well, and was often chosen to draw the plans of **disputed** territory; in short, he had the reputation of possessing experience and understanding, which never fails in England, to give a man in a country place, some little **weight** with his neighbours. He was honest, industrious, and frugal; it was not, therefore, wonderful that he should be situated in a good farm, and happy in a wife of his own rank, like him, loved and respected.

William Cobbett (1762-1835)

rush: plant used for making candles

Exercises

1. Answer the following questions briefly, in complete sentences, using your own words as far as possible.
 - (a) What does the writer tell us about his grandfather?
 - (b) Who was the old woman whom the writer and his brothers used to "torment"?
 - (c) Was the old woman kind to the writer and his brothers? How do we know?
 - (d) Why does the writer describe his father as "learned" though he had received no "brilliant education"?
 - (e) What were the qualities of the writer's father that brought him success and happiness?
2. Fill in the blanks with the following words which are in the Passage:
cluster, sheltered, appropriated, respect, prior.
 - (a) I have great for my parents.
 - (b) to his retirement he had held several high posts.
 - (c) This was the house that us during our childhood.
 - (d) There was a of trees near the cottage.
 - (e) Any extra money he earned was for his children's education.
3. Give the meanings of the following words as they are used in the passage:
(a) torment (b) dilapidations (c) considerably (d) disputed (e) weight.
4. Fill in the blanks with the right words:
 - (a) I have heard him that his parents were poor.
(say, to say, said)
 - (b) He had the reputation of having great feats.
(perform, performing, performed)
 - (c) They to help us.
(use, used, were used)
 - (d) The tray of wood.
(made, was making, was made)
 - (e) It was not strange that he popular.
(should be, must be, could be)
5. Describe the writer's father in about 60 words.
6. Write a composition in about 150-200 words on 'My Past'.

3. REBECCA

When Rebecca saw the two magnificent Cashmere shawls which Joseph Sedley had brought home to his sister, she said, with perfect truth, that "it must be **delightful** to have a brother" and easily got the pity of the tender-hearted Amelia, for being alone in the world, an orphan without friends or kindred.

"Not alone," said Amelia; "you know, Rebecca, I shall always be your friend, and love you as a sister—indeed I will!"

"Ah, but to have parents, as you have—kind, rich, **affectionate** parents, who give you everything you ask for; and their love, which is more precious than all; My poor papa could give me nothing, and I had but two frocks in all the world! And then to have a brother, a dear brother! Oh, how you must love him!"

Amelia laughed.

"Why don't you love him? You, who say you love everybody?"

"Yes, of course, I do—only—"

"Only what?"

"Only Joseph doesn't seem to care much whether I love him or not. He gave me two fingers to shake when he arrived after ten years' absence! He is very kind and good, but he **scarcely** ever speaks to me; I think he loves his pipe a great deal better—", but here Amelia checked herself, for why should she speak ill of her brother? "He was very kind to me as a child", she added; "I was but five years old when he went away."

"Isn't he very rich?" said Rebecca. "They said all Indian **nabobs** are enormously rich".

"I believe he has a very large income".

"And is your sister-in-law a nice pretty woman?"

"La! Joseph is not married", said Amelia, laughing again.

Perhaps she had mentioned the fact already to Rebecca, but that young lady did not **appear** to have remembered it; indeed, vowed and protested that she expected to see a number of Amelia's nephews and nieces. She was quite disappointed that Mr. Sedley was not married; she was sure Amelia had said she was, and she doted so on little children. The meaning of the above series of queries, as translated in the heart of this ingenious young woman

was simply this: "If Mr. Joseph Sedley is rich and unmarried, why should I not marry him? I have only a fortnight, to be sure, but there is no harm in trying." And she determined, within herself, to make this laudable attempt.

W. M. Thackeray (1811-1863)

nabob: one who has returned from India with fortune

Exercises

1. Answer the following questions briefly, in complete sentences, in your own words as far as possible.
 - (a) Why did Amelia sympathize with Rebecca?
 - (b) How did Amelia console Rebecca?
 - (c) Why did Rebecca envy Amelia?
 - (d) Why wasn't Amelia fond of her brother?
 - (e) What was the idea that Rebecca got after her conversation with Amelia?
2. Give another word for each of the following words which are from the passage.
 - (a) magnificent
 - (b) delightful
 - (c) affectionate
 - (d) scarcely
 - (e) appear
3. Fill in each blank with one of the following words which are from the passage.

dotes, queries, disappointed, ingenious, protested.

 - (a) I was when he refused to help me.
 - (b) They have against the rising prices.
 - (c) She on her grandchildren.
 - (d) I was able to answer all their
 - (e) He thought of an plan.
4. Complete the following sentences by filling in the blanks:
 - (a) The old lady treated me her own son.
 - (b) He was cleverer his brothers.
 - (c) She didn't care I wrote to her or not.
 - (d) He ever visits his friends.
 - (e) He doesn't speak ill anybody.
5. Summarize in about 60 words the conversation between Amelia and Rebecca.
6. Write a composition in about 150 words on 'An amusing incident'.

4. OZYMANDIAS

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand
Half sunk, a shatter'd visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
The hand that mock'd them and the heart that fed;
And on the pedestal these words appear:
"My name is Ozymandias, King of kings;
Look on my works, ye Mighty, and despair!"

Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.

Percy Bysshe Shelley (1792-1822)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) Which part of the statue was missing?
 - (b) Which part of the statue lay separately close by?
 - (c) What were the features brought out in the statue by the sculptor?
 - (d) To whom are the words inscribed on the pedestal, addressed?
 - (e) What lesson can we learn from this poem?
2. Give one word from the passage for each of the following:
 - (a) belonging to the distant past
 - (b) strong emotions
 - (c) continue to exist
 - (d) the base of a statue
 - (e) lose all hope

3. Fill in the blanks with words chosen from the following list:
frown, colossal, vast, shattered, appear
- (a) There is a difference between the two.
 - (b) His hopes were
 - (c) The authorities on gambling.
 - (d) They to be happy.
 - (e) It was a waste of money.
4. Join each of the following groups of sentences into one sentence; using the words given within brackets.
- (a) It was a portrait of a ruler. The artist had brought out his features very clearly. We can see what kind of a person the ruler was. (whose, so that)
 - (b) He boasted to us. He had performed very great feats. No one would be able to equal them. They may try hard. (that, such that, although)
5. Summarize the contents of this passage in about 60 words.
6. Write a composition in about 200 words on 'Pride goes before a fall' or 'The vanity of human achievements'.

5. MR. BROCKLEHURST

One afternoon (I had been three weeks at Lowood), as I was sitting with a slate in my hand, puzzling over a sum in long division, my eyes raised in abstraction to the window, caught sight of a figure just passing; and when, two minutes after, all the school, teachers included, rose en masse, it was not necessary for me to look up in order to ascertain whose entrance they had greeted. A long stride measured the schoolroom, and presently beside Miss Temple, who herself had risen, stood the same black column which had frowned on me so ominously from the hearth-rug of Gateshead. I now glanced sideways at this piece of architecture. Yes, I was right; it was Mr. Brocklehurst, buttoned up in a surtout, and looking longer, narrower, and more rigid than ever.

I had my own reasons for being dismayed at this apparition: too well I remembered the perfidious hints given by Mrs. Reed about my disposition, &c; the promise pledged by Mr. Brocklehurst to apprise Miss Temple and the teachers of my vicious nature. All along I had been dreading the fulfilment of this promise,— I had been looking out daily for the 'coming Man', whose information respecting my past life and conversation was to brand me as a bad child for ever. I did not doubt he was making disclosures of my villainy; and I watched her eye with painful anxiety, expecting every moment to see its dark orb turn on me a glance of repugnance and contempt. I listened too; and as I happened to be seated quite at the top of the room, I caught most of what he said; its import relieved me from immediate apprehension.

Charlotte Bronte (1816-1855)

surtout: frock-coat

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What, do you think, was the likely age of the writer, at the time when the incident mentioned in this passage happened?

- (b) What was the indication that the 'figure' she had seen was an important person?
- (c) What reason had the writer to fear Mr. Brocklehurst?
- (d) What did the writer expect Mr. Brocklehurst to do?
- (e) Was she justified in her fears? How do you know?
2. Find words in the passage which have the same or almost the same meaning as the following:
- (a) disapproved (b) threateningly (c) surprised and discouraged (d) inform (e) revelations.
3. Fill in the blanks in the following sentences with words chosen from the following list. These words are in the passage.
- rigid, contempt, puzzling, vicious, apparition
- (a) I was over the problem.
- (b) I was frightened when I saw the
- (c) He adhered to principles.
- (d) I was hurt by his remarks.
- (e) They treated the poor man with
4. Fill in the blanks by giving the right parts of the words within brackets.
- (a) I saw him (pass) our house.
- (b) I was dreading the (fulfil) of his threat.
- (c) He came (dress) in a black suit.
- (d) He was punished for (be) disobedient.
- (e) He was hated because of his (villain).
5. Describe, in about 50 words, the writer's feelings when she saw Mr. Brocklehurst.
6. Describe, in about 150 words, an interesting incident in your life.

6. 'A LITTLE QUIET CHEERFULNESS AT HOME'

Note: This passage is taken from *Persuasion* by Jane Austen. Mrs. Musgrove, who has recently had a difficult time during her daughter Louisa's illness, and her husband are being visited by lady Russell and her friend Anne.

Immediately surrounding Mrs. Musgrove were the little Harvilles, whom she was sedulously guarding from the tyranny of the two children from the Cottage, expressly arrived to amuse them. On one side was a table occupied by some chattering girls, cutting up silk and gold paper; and on the other were trestles and trays, bending under the weight of brawn and cold pies, where riotous boys were holding high revel; the whole completed by a roaring Christmas fire, which seemed determined to be heard in spite of all the noise of the others. Mr. Musgrove made a point of paying his respects to Lady Russell, and sat down close to her for ten minutes, talking with a very raised voice, but from the clamour of the children on his knees, generally in vain. It was a fine family-piece.

Anne, judging from her own temperament, would have, deemed such a domestic hurricane a bad restorative of the nerves, which Louisa's illness must have so greatly shaken. But Mrs. Musgrove, who got Anne near her on purpose to thank her most cordially, again and again, for all her attentions to them, concluded a short recapitulation of what she had suffered herself, by observing, with a happy glance round the room, that after all that she had gone through, nothing was so likely to do her good as a little quiet cheerfulness at home.

"I hope I shall remember, in future," said Lady Russell, as they were reseated in the carriage, "not to call at Uppercross in the Christmas holidays."

Everybody has their taste in noises as well as in other matters; and sounds are quite **innocuous** or most distressing, by their sort rather than their quantity. When Lady Russell, not long afterwards, was entering Bath on a wet afternoon, and driving through the long course of streets from the Old Bridge to Camden Place, amidst the dash of other carriages, the heavy rumble of carts and drays, the bawling of newsmen, muffin-men, and milkmen, and the

ceaseless clink of **pattens**, she made no complaint. No, these were noises which belonged to the winter pleasures: her spirits rose under their influence and like Mrs. Musgrove, she was feeling, though not saying, that after being long in the country, nothing could be so good for her as a little quiet cheerfulness.

Jane Austen (1775-1817)

innocuous: harmless

pattens: kinds of shoes

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) The two children from the cottage had come to "amuse" the little Harvilles. Did they really amuse them? Give reasons for your answer.
 - (b) What caused the noise at the Musgroves' home?
 - (c) How did Anne expect Mrs. Musgrove to react to the noise at their home?
 - (d) How did Mrs. Musgrove react to the situation at her home?
 - (e) In what ways did Mrs. Musgrove and Lady Russell react to noise?
2. Give another word from the passage for each of the words or phrases given below:
 - (a) diligently (b) making merry (c) shouting (d) disposition (e) heartily.
3. Fill in each blank with one of the following words which are from the passage: recapitulation, respects, distressing, ceaseless, restorative
 - (a) Please convey my to him.
 - (b) She took a tonic after her illness.
 - (c) He gave a of the events that had occurred during the month.
 - (d) She found the noise
 - (e) There was chatter among the women.

4. Fill in each blank by giving the right part of the word within brackets.
- (a) There was (riot) laughter at the club.
 - (b) The table was (occupy) by some girls.
 - (c) He paid no (attend) to what I said.
 - (d) She liked the (cheerful) of the children.
 - (e) He ended his speech by (thank) the guests for their presence.
5. Summarize the contents of this passage in about 60 words.
6. Write a composition in about 150-200 words on 'My idea of a holiday'.

7. AFTER THE FLOOD

Nature repairs her ravages—repairs them with her sunshine, and with human labour. The desolation wrought by that flood had left little visible trace on the face of the earth, five years after. The fifth autumn was rich in golden corn—stacks rising in thick clusters among the distant hedgerows; the wharves and warehouses on the Floss were busy again, with echoes of eager voices, with hopeful loading and unloading.

And every man and woman mentioned in this history was still living—except those whose end we know.

Nature repairs her ravages—but not all. The uptorn trees are not rooted again; the parted hills are left scarred; if there is a new growth, the trees are not the same as the old, and the hills underneath their green vesture bear the marks of the past rending. To the eyes that have dwelt on the past, there is no thorough repair.

Dorlcote Mill was rebuilt. And Dorlcote churchyard—where the brick grave that held a father whom we know, was found with the stone laid prostrate upon it after the floods—had recovered all its grassy order and decent quiet.

Near that brick grave there was a tomb erected, very soon after the flood, for two bodies that were found in close embrace; and it was visited at different moments by two men who both felt that their keenest joy and keenest sorrow were for ever buried there.

One of them visited the tomb again with a sweet face beside him—but that was years after.

The other was always solitary. His great companionship was among the trees of the Red Deeps, where the buried joy seemed still to hover—like a revisiting spirit.

The tomb bore the names of Tom and Maggie Tulliver, and below the names it was written.

“In their death they were not divided.”

George Eliot (1819-1880)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What evidence was there to show that “nature repairs her ravages”.
 - (b) Why does the writer say that “nature repairs her ravages—but not all”?
 - (c) What did human labour do to repair the ravages of the flood?
 - (d) Quote the sentence which says that not many lives were lost as a result of the flood. At least how many died, according to the passage?
 - (e) What do we know of those whose graves are referred to in the passage?
2. Find words in the passage which have the same or nearly the same meaning as the words or phrases given below:
 - (a) can be seen (b) repetitions of sounds (c) lying horizontally (d) got back (e) without companions
3. Fill in each blank with one of the following words which are in the passage:
wrought, bore, ravages, scarred, desolation.
 - (a) It will take time to repair the caused by the war.
 - (b) A scene of greeted those who went there after the earthquake.
 - (c) The havoc by the cyclone was immense.
 - (d) His face was by the injuries he had sustained.
 - (e) He a grudge against me.
4. (i) Rewrite these sentences as shown:
 - (a) The church was rebuilt.
They
 - (b) He was not able to play in the match because he was ill.
Because of

(ii) Join the following pairs of sentences.

- (a) A lot of damage was caused to the buildings by the flood.
This was repaired.
- (b) They were buried in those graves. They can be seen
even today.

5. Summarize the contents of this passage in about 60-75 words.
6. Write a composition in about 150-200 words on a great natural disaster such as a flood, cyclone or earthquake that you have seen or heard of.

8. THE SOLITARY REAPER

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;—
I listen'd, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

William Wordsworth (1770-1850)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) About whom does the poet write?
 - (b) Why does he say, "Stop here, or gently pass!"?
 - (c) How effective is the comparison of the girl with the nightingale?
 - (d) What guess does the poet make about the subject of the girl's song?
 - (e) What effect did the girl's song have on the poet?
2. Fill in each blank with one of the following words which are from the passage.

welcome, solitary, thrilling, profound, melancholy.

 - (a) The old man lived a life.
 - (b) She was in a mood after the death of her father.
 - (c) He expressed sorrow for what had happened.
 - (d) Your presence is very indeed.
 - (e) The match ended in a victory for our team.
3. Give another word for each of the following which are in the passage.

(a) by herself (b) weary (c) familiar (d) theme (e) mounted
4. Fill in each blank by giving the right part of the word within brackets.
 - (a) We heard her (sing) a beautiful song.
 - (b) We rested at a (shade) spot.
 - (c) We were worried by her long (silent).
 - (d) His manners are (nature) and not forced.
 - (e) Her (fault) conduct was praised by all.
5. Summarize the contents of Wordsworth's poem in about 60-75 words.
6. Write a composition in about 150-200 words on 'An unforgettable experience in my life'.

9. SIR WILLIAM AND LADY ASHTON

Even her husband, it is said, upon whose fortunes her talents and **address** had produced such emphatic influence regarded her with respectful awe rather than confiding attachment; and report said, there were times when he considered his grandeur as dearly purchased **at the expense of domestic thraidom**. Of this, however, much might be suspected, but little could be accurately known; Lady Ashton regarded the honour of her husband as her own, and was well aware how much that would suffer in the public eye should he appear **a vassal to his wife**. In all her arguments, his opinion was quoted as infallible; his taste was appealed to, and his sentiments received, with the **air of deference** which a dutiful wife might seem to owe to a husband of Sir William's rank and character. But there was something under all this which **rang false** and hollow; and to those who watched this couple with close, and malicious scrutiny, it seemed evident that, in the haughtiness of a firmer character, higher birth, and more decided ways of aggrandisement, the lady looked with some contempt on her husband, and that he regarded her with jealous fear, rather than with love or admiration.

Still, however, the leading and favourite interests of Sir William Ashton and his Lady were the same, and they failed not to **work in concert**, although without cordiality, and to testify, in all exterior circumstances, that respect for each other, which they were aware was necessary to secure that of the public.

Their union was crowned with several children, of whom three survived. One, the eldest son was absent on his travels; the second, a girl of seventeen and the third, a boy about three years younger, resided with their parents in Edinburgh.

Sir Walter Scott (1771-1832)

address: skill in conversation

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What was the attitude of Sir William Ashton to his wife?
 - (b) Why did Lady Ashton show a lot of respect for her husband's opinions, tastes and sentiments?

- (c) Was Lady Ashton sincere towards her husband? Give reasons for your answer.
- (d) What was there in common between Sir William and Lady Ashton?
- (e) Was the marriage of Sir William and Lady Ashton a happy one? Give reasons for your answer.
2. Explain the meaning of the following phrases that occur in the passage.
- (a) at the expense of domestic thralldom (b) a vassal to his wife (c) air of deference. (d) rang false (e) work in concert.
3. Fill in each blank with one of the following words that are in the passage:
- sentiments, fortune, crowned, infallible, confided.
- (a) Her parents had left her a
- (b) He in his friend.
- (c) This medicine is an remedy for a headache.
- (d) The she expressed suited the occasion.
- (e) His efforts were with success.
4. Fill in the blanks with the right prepositions.
- (a) Their conduct had great influence their children.
- (b) He succeeded in his efforts but the expense of his health.
- (c) He regarded her admiration.
- (d) They had great respect each other.
- (e) They had five children whom two died early.
5. Describe in about 60 words the married life of Sir William and Lady Ashton.
6. Write a composition in 150-200 words on 'The qualities needed for happiness in life.'

10. FATHER AND DAUGHTER

Henchard and Elizabeth sat conversing by the fire. It was three weeks after Mrs. Henchard's funeral; the candles were not lighted, and a restless acrobatic flame, poised on a coal, called from the shady walls the smiles of all shapes that could respond—the old pier—glass, with gilt columns and high entablature, the picture-frames, **sundry** knobs and handles, and the brass rosette at the bottom of each riband **bell-pull** on either side of the chimney-piece.

“Elizabeth, do you think much of old times?”, said Henchard.

“Who do you put in your picture of ‘em?”

“Mother and father—nobody else hardly”.

Henchard always looked like one **bent on** resisting pain when Elizabeth-Jane spoke of Richard Newson as ‘father’. “Ah! I am out of all that, am I not”? he said “Was Newson a kind father?”

“Yes sir, very.”

Henchard's face settled into an expression of stolid loneliness which **gradually** modulated into something softer. “**Suppose** I had been your real father?”, he said. “Would you have cared for me as you cared for Richard Newson?”

“I can't think it”, she said quickly. “I can't think of no other as my father, except my father.”

Henchard's wife was dissevered from him by death; his friend and helper, Farfrae, by estrangement; Elizabeth-Jane by ignorance. It seemed to him that only one of them could possibly be recalled, and that was the girl. His mind began **vibrating** between the wish to reveal himself to her and the policy of leaving well alone, till he could no longer sit still. He walked up and down, and then he came and stood behind her chair. He could no longer restrain his impulse. “What did your mother tell you about me—my history?”, he said.

“That you were related by marriage.”

“She should have told you more—before you knew me. Then my task would not have been such a hard one.....Elizabeth, it is I who am your father, and not Richard Newson. Shame alone prevented your wretched parents from owning this to you while both of 'em were alive”.

Thomas Hardy (1840-1928)

bell-pull: cord or handle attached to bell-wire used for sounding a bell.

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.

(a) What is suggested by the description of the flame as ‘acrobatic’?

(b) What were Henchard and Elizabeth discussing?

(c) What had made Henchard unhappy?

(d) Of what was Henchard trying to convince Elizabeth? Why did he find this difficult?

(e) In what circumstances would it have been possible for Elizabeth to be ignorant of who her father was?

2. Fill in each blank with one of the following words which are from the passage.

estranged, conversing, resist, stolid, poised.

(a) John and his friends were with one another.

(b) She was walking with a basket on her head.

(c) He couldn't the temptation to eat the chocolate.

(d) He had a expression on his face and was not in the least excited.

(e) As a result of a quarrel he was from his best friend.

3. Give another word or phrase for each of the following words which are in the passage.
 (a) sundry (b) bent on (c) suppose (d) gradually (e) vibrating
4. Give the right part of the verb within brackets in each of the following sentences.
 (a) They sat (talk) to each other.
 (b) He performed an (acrobat) feat.
 (c) He gave forceful (express) to his feelings.
 (d) He was saddened by the (estrangle) of his friend.
 (e) Shame prevented him from (reveal) the truth.
5. Summarize the contents of this passage in about 50 words.
6. Imagine that, while going on a journey, you had lost your way and been separated from the other members of your family. Relate in about 150-200 words how you found your way back and rejoined your family.

11. UNACCOUNTABLE MISCHIEF

Children are unaccountable little creatures. Why should a small boy like Dicky, good as gold as a rule, sensitive, affectionate, obedient, and marvellously **sensible** for his age, have moods when, without the slightest warning, he suddenly went 'mad dog', as his sisters called it, and there was no doing anything with him?

"Dicky, come here! Come here, sir, at once! Do you hear your mother calling you? Dicky!"

But Dicky wouldn't come. Oh, he heard right enough. A clear, ringing little laugh was his only reply. And away he flew; hiding, running through the uncut hay on the lawn, **dashing past** the woodshed, making a rush for the kitchen garden, and there **dodging**, peering at his mother from behind the mossy apple trunks, and leaping up and down like a wild Indian.

It had begun at tea-time. While Dicky's mother and Mrs. Spears, who was spending the afternoon with her, were, quietly sitting over their sewing in the drawing-room, this, according to the servant girl, was what had happened at the children's tea. They were eating their first bread and butter as nicely and quietly as you please, and the servant girl had just poured out the milk and water, when Dicky had suddenly seized the bread plate, put it upside down upon his head, and **clutched** the bread knife.

"Look at me!" he shouted.

His startled sisters looked, and before the servant girl could get there, the bread plate **wobbled**, slid, flew to the floor, and broke into shivers. At this awful point the little girls lifted up their voices and shrieked their loudest.

"Mother, come and look what he's done!"

"Dicky's broke a great big plate!"

"Come up and stop him, mother!"

You can imagine how mother came flying. But she was too late. Dicky had leapt out of his chair, run through the french window on to the verandah, and, well—there she stood—popping her thimble on and off, helpless. What could she do? She couldn't chase after the child. She couldn't stalk Dicky among

the apples and damsons. That would be too undignified. It was more than annoying, it was exasperating. Especially as Mrs. Spears, Mrs. Spears of all people, whose two boys were so exemplary, was waiting for her in the drawing-room.

Katherine Mansfield (1870-1923)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) In what way was Dicky's behaviour 'unaccountable'?
 - (b) What, do you think, was the cause of Dicky's unusual behaviour?
 - (c) Why was Dicky's mother helpless?
 - (d) What, do you think, was the difference in the ways in which Dicky's mother and Mrs. Spears brought up their children?
 - (e) Could Dicky's mother have dealt with him more successfully? Suggest what she could have done.
2. Give the meaning of the following words as they are used in the passage:
 - (a) sensible
 - (b) dashing past
 - (c) dodging
 - (d) clutched
 - (e) wobbled.
3. Fill in each blank with one of the following words which have been taken from the passage.

shrieked, exasperated, sensitive, exemplary, stalk.

 - (a) Plants are to light.
 - (b) A school prefect's conduct should be
 - (c) The girls when they saw a stranger in their room.
 - (d) Leopards often deer.
 - (e) He was by their provocative remarks.

4. Fill in each blank by giving the right part or ending of the word within brackets.
- (a) He stood (smile) at me.
 - (b) He ran as (quick) as he could.
 - (c) She was too late (save) the child.
 - (d) She was (help) when her child fell into the well.
 - (e) The thief had (flee) when the police arrived.
5. Summarize the contents of this passage in about 60 words.
6. Write a composition in about 150–200 words on 'The responsibilities and problems of parents'.

12. DEATH THE LEVELLER

The glories of our blood and state
Are shadows, not substantial things ;
There is no armour against Fate ;
Death lays his icy hand on kings :
Sceptre and Crown
Must tumble down,
And in the dust be equal made
With the poor crooked scythe and spade.

Some men with swords may reap the field,
And plant fresh laurels where they kill :
But their strong nerves at last must yield ;
They tame but one another still :
Early or late
They stoop to fate,
And must give up their murmuring breath
When they, pale captives, creep to death.

The garlands wither on your brow ;
Then boast no more your mighty deeds ;
Upon Death's purple altar now
See where the victor-victim bleeds.
Your heads must come
To the cold tomb :
Only the actions of the just
Smell sweet, and blossom in their dust.

James Shirley (1596-1666)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) In what sense may Death be said to be a 'leveller'?
 - (b) What is meant by the words, "There is no armour against fate"?
 - (c) Who are referred to by the words 'sceptre and crown'?
 - (d) To whom does the poet refer in the second stanza of the poem?
 - (e) What lesson does this poem teach us?
2. Fill in each blank with one of the following words that are from the passage.
laurels, victim, stoop, substantial, reap.
 - (a) He was paid a fee.
 - (b) He wouldn't to cheating.
 - (c) You must not rest on your
 - (d) She was a of injustice.
 - (e) We what we sow.
3. Use each of the following words in a sentence.
 - (a) yield (b) murmur (c) bleed (d) wither (e) blossom.
4. Fill in each blank in the following sentences with a preposition.
 - (a) We must fight injustice.
 - (b) I have a sore my foot.
 - (c) They sat rows.
 - (d) They fought swords and knives.
 - (e) He rose power in a short time.
5. Summarize this poem in about 50 words.
6. Write a composition in about 150-200 words on 'Religion as a means of shaping one's character'.

13. IVAN ILYCH AND HIS DEATH

"Gentlemen", he said, "Ivan Ilych has died!"

"You don't say so!"

"Here, read it yourself", replied Peter Ivanovich, handing Fedor Vasilievich the paper still damp from the press. Surrounded by a black border were the words:

"Praskovya Fedorovna Golovina, with profound sorrow, informs relatives and friends of the demise of her beloved husband Ivan Ilych, Member of the Court of Justice, which occurred on February the 4th of this year 1882. The funeral will take place on Friday at one o'clock in the afternoon".

Ivan Ilych had been a colleague of the gentlemen present and was liked by them all. He had been ill for some weeks with an illness said to be incurable. His post had been kept open for him, but there had been conjectures that in case of his death Alexeev might receive his appointment, and that either Vinnikov or Shtabel would succeed Alexeev. So, on receiving the news of Ivan Ilych's death the first thought of each of the gentlemen in that private room was of the changes and promotions it might occasion among themselves or their acquaintances.

"I shall be sure to get Shtabel's place or Vinnikov's", thought Fedor Vasilievich. "I was promised that long ago, and the promotion means an extra eight hundred rubles a year for me besides the allowance."

"I thought he would never leave his bed again", said Peter Ivanovich aloud. "It's very sad."

"But what really was the matter with him?"

"The doctors couldn't say—at least they could, but each of them said something different. When last I saw him I thought he was getting better."

"And I haven't been to see him since the holidays. I always meant to go."

“Had he any property”?

“I think his wife had a little—but something quite trifling.”

“We shall have to go to see her, but they live so terribly far away.”

Besides considerations as to the possible transfers and promotions likely to result from Ivan Ilych's death, the mere fact of the death of a near acquaintance aroused, as usual, in all who heard of it the complacent feeling that, “it is he who is dead and not I.”

Each one thought or felt, “Well, he's dead but I'm alive.” But the more intimate of Ivan Ilych's acquaintances, his so-called friends, could not help thinking also that they would now have to fulfil the very tiresome demands of propriety by attending the funeral service and paying a visit of condolence to the widow.

Leo Tolstoy (1828-1910)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) How did his friends come to know of Ivan Ilych's death?
 - (b) In what ways did Ivan Ilych's death concern his colleagues?
 - (c) Was Peter Ivanovich genuinely grieved? Give reasons for your answer.
 - (d) Why wasn't the exact cause of Ivan Ilych's death given?
 - (e) Why were the “more intimate acquaintances” of Ivan Ilych described as his “so-called friends”?
2. Give another word from the passage for each of the following.
 - (a) deeply felt (b) happened (c) fellow worker (d) a person one knows (e) of little importance.
3. Fill in each blank with one of the following words that are from the passage.

succeed, complacent, demise, conjectures, aroused.

 - (a) His sudden came as a shock to his friends.
 - (b) His son is expected to his father as the Director of the Company.

- (c) His behaviour suspicion.
- (d) Many people adopt a attitude to matters that don't concern them directly.
- (e) There were various about the cause of his death.

4. Change the following sentences as shown.

(a) He was liked by all.

All

(b) On receiving news of his death, they sympathized with his widow.

When

(c) I have not met him since two weeks ago.

I have not met him for

5. Summarize the contents of this passage in about 60 words.

6. Write a letter of sympathy to a friend whose close relative has died.

14. LITTLE CHANDLER

Little Chandler sat in the room off the hall, holding a child in his arms. To save money they kept no servant but Annie's young sister Monica came for **an hour or so** in the evening to help. But Monica had gone home long ago. It was a quarter to nine. Little Chandler had come home late for tea and moreover, he had forgotten to bring Annie home the parcel of coffee from Bewley's. Of course she was **in a bad humour** and gave him short answers. She said she would **do without any tea** but when it came near the time at which the shop at the corner closed she decided to go out herself for a quarter of a pound of tea and two pounds of sugar. She put the sleeping child deftly in his arms and said:

"Here. Don't waken him."

A little lamp with a white china shade stood upon the table and its light fell over a photograph which was enclosed in a frame of crumpled horn. It was Annie's photograph. Little Chandler looked at it, pausing at the thin tight lips. She wore the pale blue summer blouse which he had brought her home as a present one Saturday. It had cost him ten and eleven pence; but what an agony of nervousness it had cost him! How he had suffered that day, waiting at the shop door until the shop was empty, standing at the counter and trying to appear **at his ease** while the girl piled ladies' blouses before him, paying at the desk and forgetting to take up the old penny of his change, being called back by the cashier, and finally, striving to hide his blushes as he left the shop by examining the parcel to see if it was securely tied. When he brought the blouse home Annie kissed him and said it was very pretty and stylish; but when she heard the price she threw the blouse on the table and said it was a regular swindle to charge ten and eleven pence for it. At first she wanted to take it back but when she **tried it on** she was delighted with it, especially with the make of the sleeves, and kissed him and said he was very good to think of her.

James Joyce (1882-1941)

Little Chandler: The author says he was called Little Chandler because, "though he was but slightly under the average stature, he gave one the idea of being a little man".

Exercises

1. Answer the following sentences briefly in complete sentences, using your own words as far as possible.
 - (a) Was Little Chandler prosperous? Give reasons for your answer.
 - (b) Did Little Chandler and his wife get on well with each other? Give reasons for your answer.
 - (c) Why did the sight of Annie's photograph bring unpleasant memories to Little Chandler?
 - (d) What kind of a man, do you think, was Little Chandler?
 - (e) What impressions would you form of Annie?
2. Explain the meaning of the following phrases.
 - (a) an hour or so
 - (b) in a bad humour
 - (c) do without any tea
 - (d) at his ease
 - (e) tried it on.
3. Fill in each blank with one of the following words from the passage.
securely, deftly, swindle, nervousness, agony.
 - (a) She handled the material
 - (b) He had to endure the of being tortured.
 - (c) He could not hide his when he was threatened.
 - (d) The door was locked.
 - (e) He tried to me but I was not taken in.
4. Fill in the blanks with linking words.
 - (a) She wanted to buy the article she changed her mind later.
 - (b) He was admiring the table he had bought.
 - (c) She waited her husband returned.
 - (d) He was eating a cake his wife was preparing tea.
 - (e) They couldn't understand the prisoner had escaped.
5. Summarize the contents of this passage in about 60 words.
6. Write a composition in about 150-200 words on 'The duties and responsibilities of husbands and wives.'

15. TWO ORPHAN GIRLS AND THEIR LIVING CONDITIONS

Of these girls the elder was fifteen and the younger eleven. Both were clad in old, but not torn, dark print frocks, hanging so closely, and yet so loosely, about them as to show the deficiency of under-clothing; they wore old broken black chip bonnets. The older sister (or rather half-sister) had a pair of old worn-out shoes on her feet, the younger was barefoot, but trotted along, in a gait **at once quick and feeble**—as if the soles of her little feet were impervious, like horn to the roughness of the road. The older girl had a modest expression of countenance, **with no pretensions to prettiness** except in having **tolerably good eyes**. Her complexion was somewhat muddy, and her features somewhat pinched. The younger child had a round, chubby, and even rosy face, and quite a healthful look.

They lived in one of the streets near Drury-lane. They were inmates of a house, not let out as a lodging-house, in separate beds, but in rooms, and inhabited by street-labourers. The room they occupied was large, and one dim candle lighted it so insufficiently that it **seemed to exaggerate the dimensions**. The walls were bare and discoloured with damp. The furniture consisted of a **crazy table** and a few chairs, and in the centre of the room was an old four-post bedstead of the larger size. This bed was occupied nightly by the sisters and their brother, a lad-just turned thirteen. In a sort of recess in a corner of the room was the decency of an old curtain—or something equivalent, for I could hardly see in the dimness—and behind this, I presume, was the bed of the married couple. The three children paid 2s. a week for the room, the tenant, an Irishman out of work, paying 2s. 9d., but the furniture was his, and his wife aided the children in their trifle of washing, mended their clothes, where such a thing was possible, and such like. The husband was absent at the time of visit, but the wife seemed of a better stamp, judging by her appearance, and by her refraining from any direct, or even indirect, way of begging.

Henry Mayhew (1812-1887)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What can we gather about the two girls from the clothing worn by them?
 - (b) Compare the appearance of the elder girl with that of the younger.
 - (c) Mention at least four unsatisfactory features of the room in which the girls lived.
 - (d) Of what help were the Irishman and his wife to the two girls?
 - (e) The writer's object, it is said, was to improve the lot of the poor and unfortunate in London by exposing the terrible conditions in which they lived. How would such exposure help achieve his aim?
2. Explain the meaning of the following phrases as they are used in the passage.
 - (a) at once quick and feeble
 - (b) with no pretensions to prettiness
 - (c) tolerably good eyes
 - (d) seemed to exaggerate the dimensions
 - (e) a crazy table.
3. Fill in each blank in the following sentences with a word chosen from the following which are in the passage.
deficiency, impervious, complexion, equivalent, presume.
 - (a) Rubber is to water.
 - (b) 'Elevator' is the of 'lift.'
 - (c) May I to advise you?
 - (d) She had a delicate
 - (e) Their diseases were due to of vitamins in their diet.
4. Complete the following sentences by filling in the blanks.
 - (a) She looked she had not eaten for days.
 - (b) She had no attractive features her bright eyes.
 - (c) She had a healthy look.
 - (d) I could see any furniture there.
 - (e) She was absent the time of my visit.
5. Summarize the contents of this passage in about 60-75 words.
6. Write a composition in about 150-200 words on 'The causes of poverty, and how it can be eliminated'.

16. THE KINGFISHER

It was the rainbow **gave thee birth**,
And left thee all her lovely hues;
And, as her mother's name was Tears,
So **runs it in thy blood to choose**
For haunts the lonely pools, and keep
In company with trees that weep.

Go you and, with such glorious hues,
Live with proud Peacocks in green parks;
On Lawns as smooth as shining glass,
Let every feather show its marks;
Get thee on boughs and **clap thy wings**
Before the windows of proud Kings.

Nay, lovely Bird, thou art not vain;
Thou hast no proud, ambitious mind;
I also love a quiet place
That's green, away from all mankind;
A lonely pool, and let a tree
Sigh with her bosom over me.

W. H. Davies (1871-1940)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What does the Kingfisher have in common with the rainbow?
 - (b) What characteristics of the kingfisher does the poet refer to in the first stanza?
 - (c) Why does the poet ask the kingfisher to "live with proud peacocks"?
 - (d) Why does the poet like the kingfisher?
 - (e) In what way is the poet like the kingfisher?

2. Fill in each blank in the following sentences with a word from the following which are in the passage.

vain, haunts, ambitious, hues, boughs.

(a) I was admiring the lovely of the rainbow.

(b) We visited our favourite

(c) Fruits were hanging from the of the trees.

(d) We tried hard but it was in

(e) He was a proud, man.

3. Give the meanings of the following phrases as they are used in the passage.

(a) gave thee birth (b) runs in thy blood (c) choose for haunts (d) clap thy wings (e) sigh with her bosom.

4. Fill in the blanks with prepositions.

(a) Don't keep company him.

(b) The room was reserved his use.

(c) He appeared the judge.

(d) He was absent home for a long time.

(e) His achievements are known all the world.

5. Summarize, in about 40-50 words, what the poet says about the kingfisher.

6. Write a composition, in about 150-200 words, on 'How I would like to spend my holidays'.

17. REX

Since every family has its black sheep, it almost follows that every man must have a sooty uncle. Lucky, if he hasn't two. However, it is only with my mother's brother that we are concerned.

He **rolled up** one day in a dog-cart, when I was a small boy. He was large and bullet-headed and blustering, and this time, sporty. Sometimes he was rather literary, sometimes coloured with business. But this time, he was in checks, and was **sporty**. We viewed him from a distance.

The **upshot** was, would we rear a pup for him. Now, my mother detested animals about the house. She could not bear the mix-up of human with animal life. Yet she consented to bring up the pup.

My uncle had taken a large, vulgar public-house in a large and vulgar town. It came to pass that I must fetch the pup. Strange for me, a member of the **Band of Hope**, to enter the big, noisy, smelly plate-glass and mahogany public-house. It was called **The Good Omen**. Strange to have my uncle **towering** over me in the passage, shouting "Hello, Johnny, what d'yer want?" He didn't know me.

I was given tea in a narrow, uncomfortable sort of living-room, half kitchen. Curious that such a palatial pub should show such miserable private accommodation, but so it was. There was I, unhappy, and glad to escape with the soft fat pup. It was winter-time, and I wore a big-flapped overcoat, half cloak. Under the cloak-sleeves I hid the puppy, who trembled. It was Saturday, and the train was crowded, and he **whimpered** under my coat. I sat in mortal fear of being hauled out for travelling without a dog-ticket. However, we arrived, and my torments were for nothing.

The others were wildly excited over the puppy. He was small and fat and white, a fox terrier. He had a black spot at the root of his spine.

"He ought to be called **Spot**", said one. But that was too ordinary. It was a great question, what to call him.

"Call him Rex—the King", said my mother, looking down on the fat, animated little pup, who was chewing my sister's little toe and making her squeal with joy and tickles. We took the name in all seriousness.

Rex the King! We thought it was just right. Not for years did I realize that it was a sarcasm on my mother's part. She must have wasted some twenty years or more of irony on our incurable naivete.

D. H. Lawrence (1885-1930)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.

- (a) What does the writer mean by saying "every family has its black sheep"?
- (b) What was the request made by the writer's uncle?
- (c) What was the writer's mother's reaction to this request?
- (d) How did the writer take the pup home and what did he fear while he was taking it?
- (e) Did the writer's mother mean that the pup had the qualities of a 'king' when she suggested that he should be called "Rex—the King"? Give reasons for your answer.

2. Explain the meanings of the following words or phrases as they are used in the passage.

- (a) rolled up (b) sporty (c) upshot (d) towering
- (e) whimpered.

3. Find words in the passage with the same or nearly the same meaning as the following.

- (a) hated intensely (b) agreed (c) lodgings (d) dragged out
- (e) being amusingly simple.

4. Fill in the blanks by using the right parts of the words within brackets.
- (a) It was a (noise) place.
 - (b) I (wear) a pullover yesterday because it was cold.
 - (c) The train was (crowd)
 - (d) She was (play) with the pup.
 - (e) I didn't realize the (serious) of the offence.
5. Summarize in about 60-75 words the contents of this passage.
6. Write a composition in about 150-200 words on 'My Pet (or Pets)' or 'Kindness to Animals'.

18. THE CHRONIC 'INVALID'

There were four of us—George, and William Samuel Harris, and myself, and Montmorency. We were sitting in my room, smoking, and talking about how bad we were—bad from a medical point of view I mean, of course.

We were all feeling seedy, and we were getting quite nervous about it. Harris said he felt such extraordinary fits of giddiness come over him at times, that he hardly knew what he was doing, and then George said that he had fits of giddiness too, and hardly knew what he was doing. With me, it was my liver that was out of order. I knew it was my liver that was out of order, because I had just been reading a patent liver-pill circular, in which were detailed the various symptoms by which a man could tell when his liver was out of order. I had them all.

It is a most extraordinary thing, but I never read a patent medicine advertisement without being **impelled** to the conclusion that I am suffering from the particular disease therein dealt with in its most **virulent** form. The diagnosis seems in every case to correspond exactly with all the sensations that I have ever felt.

I remember going to the British Museum one day to read up the treatment for some ailment of which I had a touch—hay fever, I fancy it was. I got down the book, and read all I came to read; and then, in an unthinking moment, I idly turned the leaves, and began indolently to study diseases, generally. I forget which was the first distemper I plunged into—some fearful, devastating **scourge**, I know—and before I had glanced half down the list of 'premonitory symptoms', it was borne in upon me that I had fairly got it.

I sat for a while frozen with horror; and then in the **listlessness** of despair, again turned over the pages. I came to typhoid fever—read the symptoms—discovered that I had typhoid fever and must have had it for months without knowing it—wondered what else I had got; turned up St. Vitus's Dance—found, as I expected, that I had that too—began to get interested in my case, and determined to sift it to the bottom, and so started alphabetically—read up ague, and learnt that I was sickening for it, and that the acute stage would commence in about another fortnight. Bright's

disease, I was relieved to find, I had only in a modified form, and, so far as that was concerned, I might live for years. Cholera I had, with severe complications; and diphtheria I seemed to have been born with it. I plodded conscientiously through the twenty-six letters, and the only malady I could conclude I had not got was housemaid's knee.

Jerome K. Jerome (1859-1927)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What does the writer mean when he says that he and his companions were "bad from a medical point of view?"
 - (b) Why did the writer feel that his liver was out of order?
 - (c) Why did the writer go to the British Museum one day?
 - (d) The writer mentions six diseases which he thought he had when he turned over the pages of a medical book. What are they?
 - (e) What was the disease which he thought was not so serious as the others?

2. Give the meanings of the following words that occur in the passage.
 - (a) seedy (b) impelled (c) virulent (d) scourge (e) listlessness.

3. Fill in each blank in the following sentences with a word from the following which are in the passage.
indolently, despair, diagnosis, symptoms, corresponded.
 - (a) According to the doctor's I was suffering from malaria.
 - (b) The bright sunshine with her mood.
 - (c) He sat and hardly listened to us.
 - (d) Having lost heavily in his business, he was in a state of.....
 - (e) I thought I had all the of the disease.

4. Complete the following sentences by filling in the blanks.
- (a) I had a bad headache that I couldn't do any work.
 - (b) It was his illness needed attention.
 - (c) That is the bus which he was run over.
 - (d) He must have this disease for a long time.
 - (e) I was relieved find that I had been right.
5. Give a summary of the contents of this passage in about 60-75 words.
6. Write a composition in about 150-200 words on 'How to keep healthy'.

19. A GHOST?

The ghost that got into our house on the night of December 17, 1915, raised such a hullabaloo of misunderstandings that I am sorry I didn't just let it keep on walking, and go to bed. Its advent caused my mother to throw a shoe through a window of the house next door and ended up with my grandfather shooting a patrolman. I am sorry, therefore, as I have said, that I ever paid any attention to the footsteps.

They began about a quarter past one o'clock in the morning, a rhythmic, quick-cadenced walking around the dining-room table. My mother was asleep in one room upstairs, my brother Herman in another; grandfather was in the attic, in the old walnut bed which, as you will remember, once fell on my father. I had just stepped out of the bathtub and was busily rubbing myself with a towel when I heard the steps. They were the steps of a man walking rapidly around the dining room table downstairs. The light from the bathroom shone down the back steps, which dropped directly into the dining-room; I could see the faint shine of plates on the plate-rail; I couldn't see the table. The steps kept going round and round the table; at regular intervals a board creaked, when it was trod upon. I supposed at first that it was my father or my brother Roy, who had gone to Indianapolis, but were expected home at any time. I suspected next that it was a burglar. It did not enter my mind until later that it was a ghost.

After the walking had gone on for perhaps three minutes, I tip-toed to Herman's room. "Psst", I hissed in the dark, shaking him. "Awp", he said, in the low hopeless tone of a despondent beagle—he always suspected that something would 'get him' in the night. I told him who I was. "There's something downstairs!" I said. He got up and, followed me to the head of the back staircase. We listened together. There was no sound. The steps had ceased. Herman looked at me in some alarm; He wanted to go back to bed, but I gripped his arm. Instantly the steps began again, circled the dining room table like a man running, and started up the stairs towards us. The light still shone palely down the stairs; we saw nothing coming; we only heard the steps. Herman rushed to his room and slammed the door. I slammed shut the door at the stair top and held my knee against

it. After a long minute, I slowly opened it again. There was nothing there. The slamming of the doors had aroused mother. She peered out of her room. "What on earth are you boys doing?" she demanded. "What was all that running around downstairs?" said mother. So, she had heard the steps too! We just looked at her. "Burglars!" she shouted intuitively. I tried to quiet her by starting lightly downstairs.

James Thurber (1894-1961)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) Why is the writer sorry that he ever paid any attention to the footsteps he had heard?
 - (b) Describe the sounds that the writer heard.
 - (c) Did the writer get any help from his brother, Herman, when he woke him up?
 - (d) Whose footsteps did the writer first think he had heard?
 - (e) What did the mother's questions confirm?
2. Find words in the passage that have the same or nearly the same meaning as the following.
 - (a) uproar
 - (b) arrival
 - (c) indistinct
 - (d) thought
 - (e) shut forcefully.
3. Fill in each blank with one of the following words which are in the passage.
suspected, intuitively, creak, despondent, misunderstanding.
 - (a) Their quarrel was due to a
 - (b) On opening the gate I heard the hinges
 - (c) He felt that a thief had entered the house.
 - (d) He was of being a thief.
 - (e) After failing his examination he was in a mood.

4. Fill in each blank with the right part of the word within brackets.
 - (a) He kept on (walk)
 - (b) She had (go) abroad.
 - (c) The (sing) went on for some time.
 - (d) The light shone (bright).
 - (e) The plane (circle) the airport.

5. Describe in about 75-100 words the sounds that the writer heard and what he did.

6. Write a composition in about 150-200 words on 'A Haunted House' or 'Some Common Superstitions'.

20. IT WAS THE LOVELY MOON

It was the lovely moon—she lifted
Slowly her white brow among
Bronze cloud-waves that ebbed and drifted
Faintly, faintlier afar.

Calm she looked, yet **pale** with wonder,
Sweet in **unwonted** thoughtfulness,
Watching the earth that **dwindled** under
Faintly, faintly afar.

It was the lovely moon that lover-like
Hovered over the **wandering**, tired
Earth, her bosom grey and dove-like,
Hovering beautiful as a dove

The lovely moon:—her **soft** light falling
Lightly on roof and poplar and pine—
Tree to tree whispering and calling,
Wonderful in the silvery shine
Of the round, lovely, thoughtful moon.

John Freeman (1880-1929)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) In what surroundings did the moon make her appearance?
 - (b) The poet attributes certain human qualities to the moon. Name these qualities.
 - (c) To what does the poet compare the moon?
 - (d) Explain: "Hovered over the wandering earth".
 - (e) What effect does the moonlight create?
2. Fill in each blank with one of the following words that are in the passage.
hovered, whispered, ebbed, wonder, drifted.
 - (a) The tide in the morning.
 - (b) Leaves in the stream.

- (c) They gazed in at the scene.
- (d) The eagle above the chickens.
- (e) The trees as the wind touched them.
3. Explain the following words as they are used in the passage.
 (a) pale (b) unwonted (c) dwindled (d) wandering (e) soft.
4. Complete the following sentences by filling in the blanks.
 (a) It grew dark the sun set.
 (b) They looked at the birds flew over them.
 (c) The light from the moon fell the roofs.
 (d) They were whispering each other.
 (e) She looked beautiful her new dress.
5. Summarize in about 40-50 words what the poet says about the moon.
6. Describe in about 150-200 words any beautiful scene that you have seen.

21. AN EXPEDITION THAT LED TO A DISCOVERY

It was a fearsome walk, and one which will be with me so long as memory holds. In the great moonlit clearings I slunk along among the shadows on the margin. In the jungle I crept forward, stopping with a beating heart whenever I heard, as I often did, the crash of breaking branches as some wild beast went past. Now and then great shadows loomed up for an instant and were gone—great, silent shadows which seemed to prowl upon padded feet. How often I stopped with the intention of returning, and yet every time my pride conquered my fear, and sent me on again until my object should be attained.

At last (my watch showed that it was one in the morning) I saw the gleam of water amid the openings of the jungle, and ten minutes later I was among the reeds upon the borders of the central lake. I was exceedingly dry, so I lay down and took a long draught of its waters, which were fresh and cold. There was a broad pathway with many tracks upon it at the spot which I had found, so that it was clearly one of the drinking places of the animals. Close to the water's edge there was a huge isolated block of **lava**. Up this I climbed, and lying on the top I had an excellent view in every direction.

The first thing which I saw filled me with amazement. When I described the view from the summit of the great tree, I said that on the farther cliff I could see a number of dark spots, which appeared to be the mouths of caves. Now, as I looked up at the same cliffs, I saw discs of light in every direction, ruddy, clearly-defined patches, like the port-holes of a liner in the darkness. For a moment I thought it was the lava-glow from some volcanic action but this could not be so. Any volcanic action would surely be down in the hollow, and not high among the rocks. What, then, was the alternative? It was wonderful and yet it must surely be. These ruddy spots must be the reflection of fires within the caves—fires which could only be lit by the hand of man. There were human beings, then, upon the plateau. How gloriously my expedition was justified!

Sir Arthur Conan Doyle (1859-1930)

lava: molten rock hardened after cooling.

Exercises

1. Answer the following questions briefly in complete sentences, using your own words (as far as possible) except when you are required to quote words from the passage.
 - (a) Mention two verbs in the passage which show that the writer moved slowly with fear.
 - (b) Why didn't the writer return when he found the journey dangerous?
 - (c) What indicated that the central lake was the drinking-place of the animals?
 - (d) What was the object of the writer's expedition?
 - (e) How was the writer certain that he had discovered what he wanted to find out?

2. Find words in the passage which have the same or nearly the same meaning as the following:
 - (a) purpose (b) overcame (c) reached (d) surprised (e) shown to be right.

3. Fill in each blank with one of the following words which are in the passage.
reflection, loomed, alternative, summit, prowl.
 - (a) Death in the soldiers' minds as the battle began.
 - (b) Thieves the streets at night.
 - (c) They reached the of the mountain.
 - (d) He had the of paying the fine or going to prison.
 - (e) I saw my in the mirror.

4. Give the right parts of the words within brackets.
 - (a) We travelled a long distance, (stop) only at a few places.
 - (b) He seemed (know) what had happened.
 - (c) It was (clear) a dangerous place to be in.

(d) He found himself in an (isolate) place.

(e) They went into (act).

5. Summarize the contents of this passage in about 60-75 words.
6. Describe in about 150-200 words a dangerous journey on which you have been or an interesting discovery you made when you were travelling to some place.

22. A NARROW ESCAPE

At 1.30 a.m. on June 15th we proceeded on our way in beautifully calm weather. As walruses swarmed on all sides, we did not much like paddling singly, and for some distance lashed the kayaks together; for we knew how intrusive these gentlemen could be. We rowed for some time without seeing any walrus, and now felt more secure. Just then we saw a solitary rover pop up a little in front of us. Johansen, who was in front at the time, put in to a sunken ledge of ice; and although I really thought that this was **caution carried to excess**, I was **on the point of following his example**. I had not got so far, however, when suddenly the walrus shot up beside me, threw himself on to the edge of the kayak, took hold farther over the deck with one fore-flipper, and as it tried to upset me aimed a blow at the kayak with its tusks. I held on as tightly as possible, so as not to be upset into the water, and struck at the animal's head with the paddle as hard as I could. It took hold of the kayak once more, and tilted me up, so that the deck was under water, then let go, and raised itself up. I seized my gun, but at the same moment it turned round and disappeared as quickly as it had come. The whole thing had happened in a moment and I was just going to remark that we were fortunate in escaping so easily from that adventure, when I noticed that my legs were wet. I listened, and now heard the water trickling into the kayak under me. To turn and run her on the sunken ledge of ice was the work of a moment, but I sank there. The thing was to get out and on to the edge of the ice, the kayak all the time getting fuller. The edge of the ice was high and loose, but I managed to get up; and Johansen, by tilting the sinking kayak over the starboard, so that the leak came above the water, managed to bring her to a place where the ice was low enough to **admit of our drawing her up**. All I possessed was floating about inside, **soaked through**. What I most regret is that the water had got into the photographic apparatus, and perhaps my precious photographs are ruined.

Fridtjof Nansen (1861-1930)

kayak: a light Eskimo one-man canoe

walrus: a large carnivorous arctic long-tusked mammal

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) Why did the writer and his companion tie the kayaks (canoes) together instead of rowing them separately?
 - (b) How did the walrus try to overturn the kayak?
 - (c) How did the writer make the walrus give up its attempt to attack him and his companion?
 - (d) How did the writer's companion prevent the kayak from sinking?
 - (e) What was the writer concerned about after the walrus had disappeared and they had brought the kayak to the ice?
2. Give a word from the passage in place of each of the following.
 - (a) came together in large numbers
 - (b) entering without being invited
 - (c) free from danger
 - (d) flowing in small drops
 - (e) moving in to a sloping position.
3. Give the meaning of each of the following phrases as they are used in the passage.
 - (a) on the point of
 - (b) in a moment
 - (c) caution carried to excess
 - (d) soaked through
 - (e) to admit of our drawing her up.
4. Complete the following sentences by filling in the blanks
 - (a) I closed the door as not to be disturbed by the noise.
 - (b) I hit the snake hard as I could.
 - (c) The roof was low for us to touch it.
 - (d) We were closing our doors we heard the sound of a car.
 - (e) There was a leak in the roof so the room became flooded.
5. Summarize the contents of this passage in about 50-60 words.
6. Write a composition in about 150-200 words on 'A Thrilling Adventure'.

23. THE TRIALS OF THE VOYAGE

Note: The passage below is taken from Sir Ernest Shackleton's account of how a party led by him attempted to cross the South Polar Continent.

The eighth, ninth and tenth days of the voyage had few features worthy of special note. The wind blew hard during those days, and the strain of navigating the boat was increasing but always we made some advance towards our goal. No bergs showed on our horizon, and we knew that we were clear of the ice fields. Each day brought its little round of troubles, but also **compensation** in the form of food and growing hope. We felt that we were going to succeed. The odds against us had been great, but we were winning through. We still suffered severely from the cold, for, though the temperature was rising, our **vitality** was declining owing to shortage of food, exposure, and the necessity of maintaining our cramped positions day and night. I found that it was now absolutely necessary to prepare hot milk for all hands during the night, in order to **sustain** life till dawn. This meant lighting the Primus lamp in the darkness and involved an increased drain on our small store of matches. It was the rule that one match must serve when the Primus was being lit. We had no lamp for the compass and during the early days of the voyage we would strike a match when the steersman wanted to see the course at night; but later, the necessity for strict **economy** impressed itself upon us, and the practice of striking matches at night was stopped. We had one watertight tin of matches. I had stowed away in a pocket in readiness for a sunny day, a lens from one of the telescopes, but this was of no use during the voyage. The sun seldom shone upon us. The glass of the compass got broken one night and we **contrived** to mend it with adhesive tape from the medicine chest. One of the memories that comes to me from those days is of Crean singing at the **tiller**. He always sang while he was steering, and nobody ever discovered what the song was. It was devoid of tune, and monotonous.

Sir Ernest Shackleton (1874-1922)

tiller: a bar fitted to rudder for steering

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) Why was it strenuous to navigate the boat?
 - (b) Why were the men in the boat losing their strength?
 - (c) What was the difficulty they had in preparing hot milk for the men?
 - (d) Why was the telescope not used?
 - (e) Who was Crean?
2. Explain the meanings of the following words as they are used in the passage.
 - (a) compensation
 - (b) vitality
 - (c) sustain
 - (d) economy
 - (e) contrived.
3. Fill in each blank with one of the following words which are in the passage.
drain, monotonous, declining, impressed, involved.
 - (a) His health is
 - (b) It a lot of expenditure.
 - (c) It was a on our financial resources.
 - (d) He his personality on his friends.
 - (e) His lecture was boring as it was
4. (i) Fill in the blank in each sentence with one of the following: in the form of, owing to, in order to.
 - (a) We cancelled the match the rain.
 - (b) You must work hard succeed.
 - (c) They received some aid food and clothing.

(ii) Change the following sentences in the way that is shown below:

(a) This meant lighting the lamp.

This meant that

(b) The habit of smoking cigarettes was stopped.

They stopped

5. Describe in about 50-60 words the hardships suffered by the writer and his party.
6. Write a composition in about 150-200 words on 'A perilous journey', describing your own experiences or those of somebody else about whom you have read or heard.

24. THE ISLET

With my stepping ashore I began the most unhappy part of my adventure. It was half-past twelve in the morning, and though the wind was broken by the land, it was a cold night. I dared not sit down (for I thought I should have frozen), but took off my shoes and walked to and fro upon the sand, barefoot, and beating my breast with infinite weariness. There was no sound of man or cattle; not a cock crew, though it was about the hour of their first waking; only the surf broke outside in the distance, which put me in mind of my perils and those of my friend. To walk by the sea at that hour of the morning, and in a place so desert-like and lonesome, struck me with a kind of fear.

As soon as the day began to break I put on my shoes and climbed a hill—the ruggedest scramble I ever undertook—falling, the whole way, between big blocks of granite, or leaping from one to another. When I got to the top the dawn was come. There was no sign of the **brig**, which must have lifted from the reef and sunk. The boat, too, was nowhere to be seen. There was never a sail upon the ocean: and in what I could see of the land was neither house nor man.

I was afraid to think what had befallen my shipmates, and afraid to look longer at so empty a scene. What with my wet clothes and weariness, and my belly that now began to ache with hunger, I had enough to trouble me without that. So I set off eastward along the south coast, hoping to find a house where I might warm myself, and perhaps get news of those I had lost. And at the worst, I considered the sun would soon rise and dry my clothes.

After a little, my way was stopped by a creek or inlet of the sea, which seemed to run pretty deep into the land; and as I had no means to get across, I must needs change my direction to go about the end of it. It was still the roughest kind of walking; indeed the whole, not only of Earraid, but of the neighbouring part of Mull (which they call the Ross) is nothing but a jumble of granite rocked with heather in among. At first the creek kept narrowing as I had looked to see; but presently to my surprise it began to widen out again. At this I scratched my head, but

had still no notion of the truth; until at last I came to a rising ground, and it burst upon me all in a moment that I was cast upon a little barren isle, and cut off on every side by the salt seas.

R. L. Stevenson (1850-1894)

brig: a two-masted sailing-vessel

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What, do you think, had happened before the writer stepped ashore?
 - (b) Why did the writer walk up and down the sand?
 - (c) What was the writer concerned about when he found himself alone on land?
 - (d) Why was the writer disappointed when he got to the summit of a hill?
 - (e) What was the writer hoping for and what was the discovery he finally made?
2. Complete the following sentences by filling in the blanks.
 - (a) I dared not when the man threatened me.
 - (b) We could get meat nor vegetables.
 - (c) I jumped from rock to another.
 - (d) He was walking to and on the shore.
 - (e) a sound was to be heard.
3. Fill in each blank with one of the following words that are in the passage.

scrambled, jumble, adventures, infinite, befallen.

 - (a) He gave an account of his during his journey.
 - (b) He showed patience when he was harassed.
 - (c) The car turned over but we out.
 - (d) I was wondering what had my companion.
 - (e) The room was very untidy and there was a of books on the table.

4. Complete the following sentences in the way that is shown below.
- (a) As soon as he saw me, he ran away.
Hardly
- (b) When I reached home, I heard the good news.
On
- (c) To my surprise he had gone.
I
- (d) I had no means to escape.
I had no means of
- (e) I walked about, hoping to find a place to hide.
I walked about in the hope
5. Summarize the writer's experiences in about 60-75 words.
6. In about 150-200 words give an account, real or imaginary, of what happened when the vehicle in which you were travelling, broke down, and you were stranded in a lonely place.

25. SHE WALKS IN BEAUTY

She walks in beauty, like the night
Of cloudless climes and starry skies;
And all that's best of dark and bright
Meet in her aspect and her eyes:
Thus mellow'd to that tender light
Which heaven to **gaudy** day denies.

One shade the more, one ray the less,
Had half impair'd the nameless grace
Which waves in every raven tress,
Or softly lightens o'er her face;
Where thoughts **serenely** sweet express
How pure, how dear their dwelling-place.

And on that cheek, and o'er that brow,
So soft, so calm, yet **eloquent**,
The smiles that win, the **tints** that **glow**,
But tell of days in goodness spent,
A mind at peace with all below,
A heart whose love is innocent;

Lord Byron (1798-1824)

Exercises

1. Answer the following questions briefly in complete sentences using your own words (except when you have to quote from the passage).
 - (a) What does the phrase "like the night of cloudless climes and starry skies" indicate about the beauty of the lady whom the poet admires?
 - (b) Which two lines in the poem suggest that the Lady's beauty was perfect?
 - (c) What can we learn about the lady's mind or heart?
 - (d) By what qualities does the lady attract the poet?
 - (e) What does the poet say about the life led by the lady who is the subject of this poem?

2. Give the meanings of the following words as they are used in the poem.
 (a) gaudy (b) serenely (c) eloquent (d) tints (e) glow.

3. Fill in each blank with one of the following words that are in the passage.
 aspect, starry, mellowed, impaired, express.
 (a) The scene looked beautiful under the sky.
 (b) We must consider every of the problem.
 (c) Excessive work his health.
 (d) Our looks and gestures can our thoughts.
 (e) His roughness was by age.

4. Complete the following sentences by adding one of the endings, given below, to each of the underlined words.
 -y, -less, -ful, -ness, -ly.
 (a) The light shone soft.
 (b) Its good lies in its taste.
 (c) The sky was cloud.
 (d) It was a colour sight.
 (e) We don't know who the author is. He prefers to be name.

5. Summarize the contents of this poem in about 50 words.

6. Write a composition in about 150-200 words on 'The most remarkable person I have come across'.

26. STRANDED

It is difficult for a seaman to believe that his stranded ship does not feel as unhappy at the unnatural predicament of having no water under her keel as he is himself at feeling her stranded.

Stranding is, indeed, the **reverse** of sinking. The sea does not close upon the water-logged hull with a sunny ripple, or may be with the angry rush of a curling wave, erasing her name from the roll of living ships. No. It is as if an invisible hand had been **stealthily** uplifted from the bottom to catch hold of her keel as it glides through water.

More than any other event does 'stranding' bring to the sailor a sense of utter and dismal failure. There are strandings and strandings, but I am safe to say that ninety per cent of them are occasions in which a sailor, without dishonour, may well wish himself dead; and I have no doubt that of those who had the experience of their ship taking the ground, ninety per cent did actually for five seconds wish themselves dead.

'Taking the ground' is the professional expression for a ship that is stranded in gentle circumstances. But the feeling is more as if the ground had taken hold of her. It is for those on her deck a surprising **sensation**. It is as if your feet had been caught in an imponderable **snare**; you feel the balance of your body threatened, and the steady poise of your mind is destroyed at once. This sensation lasts only a second, for even while you stagger, something seems to turn over in your head, bringing uppermost the mental exclamation, full of astonishment and dismay. "By Jove! She is on the ground".

And that is very terrible. After all, the only mission of a seaman's calling is to keep ships' keels off the ground. Thus the moment of her stranding takes away from him every excuse for his continued **existence**. To keep ships afloat is his business, it is his trust. The grip of the land upon the keel of your ship, even if nothing comes of it than the wear and tear of tackle and the loss of time, remains in a seaman's memory an indelibly fixed state of disaster.

Joseph Conrad (1857-1924)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What does the phrase 'a stranded ship' mean?
 - (b) In what way is 'stranding' the reverse of 'sinking'?
 - (c) Why does a sailor in a stranded ship experience the feeling of complete failure?
 - (d) What is the physical sensation of a sailor in a stranded ship?
 - (e) What are the possible causes of a ship being 'stranded'?
2. Give another word for each of the following words which are in the passage.
 - (a) reverse (b) stealthily (c) sensation (d) snare (e) existence.
3. Give a word from the passage for each of the following phrases.
 - (a) a difficult situation (b) moves smoothly (c) belonging to a profession (d) cannot be estimated (e) unable to be removed or washed away.
4. Fill in each blank with one of the following words.
so, that, as, if, such
 - (a) I can't run fast he can.
 - (b) He talks he knew the President personally.
 - (c) Would you be good to lend me your umbrella?
 - (d) The sea was rough the boat capsized.
 - (e) It was a fine day we decided to go on a picnic.
5. Give a summary of the contents of this passage in about 50-60 words.
6. Describe in about 150-200 words any problem with which you were faced, and how you found a solution.

27. HOSPITALITY

I waited more than two hours, without having an opportunity of crossing the river; during which time the people who had crossed, carried information to Mansong the King, that a white man was waiting for a passage, and was coming to see him. He immediately sent over one of his chief men, who informed me that the King could not possibly see me, until he knew what had brought me into his country; and that I must not **presume** to cross the river without the King's permission. He therefore advised me to lodge at a distant village, to which he pointed, for the night; and said that in the morning he would give me further instructions how to conduct myself. I set off to the village; where I found, to my great **mortification** that no person would admit me into his house. I was regarded with astonishment and fear, and was **obliged** to sit all day without victuals, in the shade of a tree; and the night threatened to be very uncomfortable, for the wind rose, and there was great appearance of a heavy rain; and the wild beasts are so very numerous in the neighbourhood, that I should have been under the necessity of climbing up the tree, and resting among the branches.

About sunset, however, as I was preparing to pass the night in this manner, and had turned my horse loose, that he might graze at liberty, a woman, returning from the labours of the field, stopped to observe me, and perceiving that I was weary and **dejected** inquired into my situation, which I briefly explained to her; whereupon, with looks of great **compassion**, she took up my saddle and bridle, and told me to follow her. Having conducted me into her hut, she lighted up a lamp, spread a mat on the floor, and told me I might remain there for the night. Finding that I was very hungry, she said she would procure me something to eat. She accordingly went out, and returned in a short time with a very fine fish; which, having caused to be half-broiled upon some embers, she gave me for supper. The rites of hospitality being thus performed towards a stranger in distress, my worthy benefactress (pointing to the mat and telling me I might sleep there without apprehension) called to the female

part of her family, who had stood gazing on me all the while in fixed astonishment, to resume their task of spinning cotton; in which they continued to employ themselves a great part of the night.

Mungo Park (1771-1806)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) Why was the writer unable to cross the river?
 - (b) Why did the writer find it difficult to get lodging in the village to which he went?
 - (c) What were the fears that the writer had when it became dark?
 - (d) How had he travelled to the village where he sought shelter?
 - (e) How would you describe the woman who went to the writer's rescue?
2. Give the meanings of the following words as they are used in the passage.
 - (a) presume
 - (b) mortification
 - (c) obliged
 - (d) dejected,
 - (e) compassion.
3. Find words in the passage having the same or nearly the same meanings as the following.
 - (a) behave
 - (b) becoming aware of
 - (c) food
 - (d) generosity in entertaining guests.
 - (e) done.
4. (i) Fill in each blank with the right part of the word within brackets.
 - (a) We had an opportunity of (meet) the queen.
 - (b) He was (cross) the road when he was knocked down by a bus.
 - (c) I was (regard) as a stranger.

- (ii) Complete the following sentences by filling in each blank with the required word.
- (a) The security guard refused to allow me to enter the office I produced my identity card.
- (b) I went to the village I managed to find lodging.
5. Describe the writer's experiences in the village in about 50-60 words.
6. Write a composition in about 150-200 words on "Hospitality to Strangers".

28. THE PONY EXPRESS

Note: This passage is taken from 'Rough It' where Mark Twain while relating his adventures on his way across America, describes conditions that prevailed in the West more than a hundred years ago, before the advent of the railway.

In a little while all interest was taken up in stretching our necks and watching for the 'pony-rider'—the fleet messenger who sped across the continent from St. Joe to Sacramento, carrying letters nineteen hundred miles in eight days! Think of that, for a perishable horse and human flesh and blood to do! The pony-rider was usually a little bit of a man, brimful of spirit and endurance. No matter what time of the day or night his watch came on, and no matter whether it was winter or summer, raining, snowing, hailing, or sleeting, or whether his 'beat' was a level straight road or a **crazy** trail over mountain crags and precipices, or whether it led through peaceful regions or regions that **swarmed** with hostile Indians, he must always be ready to leap into the saddle and be off like the wind! There was no idling time for a pony rider on duty. He rode fifty miles without stopping, by daylight, moonlight, starlight, or through the blackness of darkness—just as it happened. He rode a splendid horse that was born for a racer and fed and lodged like a gentleman; kept him at his utmost speed for ten miles, and then, as he came crashing up to the station where stood two men, holding fast a fresh, impatient steed, the transfer of rider and mail-bag was made in the twinkling of an eye, and away flew the eager pair, and were out of sight before the spectator could get hardly the ghost of a look. Both rider and horse went 'flying light'. The rider's dress was thin, and fitted close. He carried no arms—he carried nothing that was not **absolutely** necessary. His horse was stripped of all unnecessary weight too. He wore a little wafer of a racing saddle and no visible blanket. He wore light shoes, or none at all. Thus bulk and weight were **economized**. The stage-coach travelled about a hundred to a hundred and twenty miles a day (twenty four hours), the pony rider about two hundred and fifty. There were about eight pony riders in the saddle all the time, night and day, stretching in a long scattering **procession** from Missouri to California, forty flying east-ward, and forty towards the west,

and among them making four hundred gallant horses earn a stirring livelihood and see a great deal of scenery every single day in the year.

Mark Twain (1835-1910)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What work had the 'pony-rider' to do?
 - (b) What sort of a person was the 'pony-rider'?
 - (c) Mention at least four difficult conditions or situations that a 'pony-rider' would have had to face.
 - (d) How was it ensured that the rider and horse went 'flying light'?
 - (e) State (i) the number of miles travelled by the 'pony-rider' in a day (ii) the total number of 'pony-riders' who carried mail (iii) the total distance travelled by them (iv) the number of horses that were used.
2. Give the meanings of the following words as they are used in the passage.
 - (a) crazy
 - (b) swarmed
 - (c) absolutely
 - (d) economized
 - (e) procession
3. Explain the meanings of the following phrases.
 - (a) leap into the saddle
 - (b) in the twinkling of an eye
 - (c) the ghost of a look
 - (d) fed and lodged like a gentleman
 - (e) be off like the wind.
4. Complete the following sentences by filling in the blanks with the required words.
 - (a) The town was swarming tourists.
 - (b) He rode without
 - (c) They were soon sight.
 - (d) They stripped him all his clothes.
 - (e) He had no money all.
5. Describe in about 90 words how mail was carried across America in the early days, according to the writer.
6. Describe, in about 150-200 words, the postal service in your country.

29. A SHOT FIRED IN THE DARK

The moon was a few days past the full, and the valley was in darkness when a little after 9 p.m., I saw a man carrying a lantern leave the pilgrim shelter and cross the road. A minute or two later, he recrossed the road and on gaining the shelter, extinguished the lantern and at the same moment the **packman's** dogs started barking furiously. The dogs were unmistakably barking at a leopard, which quite possibly had seen the man with the lantern and was now coming down the road on its way to the shelter.

At first the dogs barked in the direction of the road, but after a little while they turned and barked in my direction. The leopard had now quite evidently caught sight of the sleeping goat and lain down out of sight of the dogs—which had stopped barking—to consider his next move. I knew that the leopard had arrived, and I also knew that he was using my tree to stalk the goat, and the question that was tormenting me, as the long minutes dragged by, was whether he would skirt round the goat and kill one of the pilgrims, or whether he would kill the goat and give me a shot.

During all the nights I had sat in the tree I adopted a position that would enable me to discharge my rifle with the minimum of movement and in the minimum of time. The distance between the goat and my **machan** was about twenty feet, but the night was so dark under the dense foliage of the tree that my straining eyes could not penetrate even this short distance; so I closed them and concentrated on my hearing.

My rifle, to which I had a small electric torch attached, was pointing in the direction of the goat, and I was just beginning to think the leopard—it was the man-eater—had reached the shelter and was selecting a human victim, when there was a rush from the foot of the tree, and the goat's bell tinkled sharply. Pressing the button of the torch I saw that the sights of the rifle were aligned on the shoulder of a leopard, and without having to move the rifle a fraction of an inch I pressed the trigger, and as I did so, the torch went out.

Jim Corbett (1875-1955)

machan: elevated platform used in tiger-shooting

packman: pedlar

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What indicated that a leopard was not far away from where the writer was?
 - (b) What did the writer expect the leopard to do?
 - (c) Why was it difficult for the writer to watch the movements of the leopard?
 - (d) What was the sign that the leopard was going to attack the goat?
 - (e) Assuming that the writer was a good marksman, do you think that the shot he had fired would have hit the leopard? Give reasons for your answer.
2. Fill in each blank with one of the following words which are in the passage.

evidently, penetrated, furiously, victim, stalking.

 - (a) The storm raged
 - (b) The tiger was a deer.
 - (c) The man was a thief.
 - (d) The bullet his chest.
 - (e) He was a of the tyrant's cruelty.
3. Give a word from the passage for each of the following phrases.
 - (a) put out
 - (b) think about
 - (c) leaves of a tree
 - (d) fixed one's attention
 - (e) placed in line with.
4. Rewrite the following sentences as shown below:
 - (a) On reaching the cottage he lay down to sleep.
When
 - (b) It was so dark that I could not see the man.
It was too dark

- (c) "Will he kill the goat"? I wondered.
I wondered
- (d) The help he gave me enabled me to escape.
With his help
- (e) Pressing the button of the torch I saw the leopard.
As
5. Summarize the writer's experience with the leopard in about 75 words.
6. Describe in about 150-200 words a hunting expedition on which you have been or which you have read or heard about, or describe an interesting experience you had in the jungle.

30. SAY NOT THE STRUGGLE NAUGHT AVAILETH

Say not the **struggle** naught availeth,
The labour and the wounds are vain,
The enemy faints not, nor faileth,
And as things have been they remain.

If hopes were dupes, fears may be liars ;
It may be, in yon smoke **concealed**,
Your **comrades** chase e'en now the fliers,
And, but for you, **possess** the field.

For while the tired waves, **vainly** breaking,
Seem here no painful inch to gain,
Far back, through creeks and inlets making,
Comes silent, flooding in, the main.

And not by eastern windows only,
When daylight comes, comes in the light,
In front, the sun climbs slow, how slowly,
But westward, look, the land is bright!

A. H. Clough (1819-1861)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What does the poet warn us against in the first stanza?
 - (b) What mistake may be made by the person whom the poet addresses in the second stanza?
 - (c) How does the poet use the image of the sea to illustrate what he says in this poem?
 - (d) In what way does the sun show that what the poet says is true?
 - (e) What lesson can we learn from this poem?
2. Give the meaning of the following words as they are used in this poem:
 - (a) struggle (b) comrades (c) possess (d) concealed (e) vainly.

3. Fill in each blank with one of the following words that are used in this poem.
fainted, remained, dupe, creek, silent.
- (a) He tried to me but I was not taken in.
 - (b) He was when questioned.
 - (c) He faithful to his leader.
 - (d) He when he heard the news.
 - (e) A boat was seen in the
4. Complete the following sentences by filling in the blanks.
- (a) He neither argued complained.
 - (b) If I you I would not do it.
 - (c) for him I would have been killed.
 - (d) She seems a kind person.
 - (e) He came the back entrance.
5. Summarize the contents of this poem in about 50 words.
6. Write a composition in about 150-200 words on 'The causes of failure in life'.

31. FALL FROM THE MAST OF A SHIP

Note: The writer was said to be wild and reckless in his youth and was put into the Navy by a harsh father.

Among my messmates I was decidedly a **favourite**. What I principally prided myself in was protecting the weak from the strong. I permitted none to **tyrannise**. I had grown **prematurely** very tall and strong; and was of so unyielding a disposition that in my struggles with those who were not much more than my equals in strength, though above in years, I wore them out with pertinacity. My rashness and **impetuosity** bore down all before them. None liked to contend with me; for I never acknowledged myself beaten, but renewed the quarrel, without respect to time or place. Yet what my messmates chiefly lauded and respected was the fearless independence with which I treated those above me.

The utmost of their power had been wreaked against me; yet, had the rack been added, they could not have **intimidated** me. Indeed, from very wantonness, I went beyond their afflictions, For instance, the common punishment was sending us to the masthead for four or five hours. Immediately I was ordered thither, I used to lie along the cross — trees, as if perfectly at my ease, and either feigning to sleep, or if it was not, really going to sleep. They were alarmed at the chance of my falling from so hazardous a perch; and to prevent, as it was thought the possibility of my sleeping, the Scotchman one day, during a heavy sea with little wind, ordered me, in his anger, to go to the extreme end of the top sail-yard, and remain there for four hours. I murmured, but, obliged to comply, up I went; and walking along the yard on the dizzy height, got hold of the top-sail, and pretended to sleep as usual.

The lieutenant frequently hailed me, bidding me to keep awake, or I should fall overboard. This repeated caution suggested to me the means of putting an end to this sort of annoyance, by ante-dating his fears and falling overboard—not, however, with the idea of drowning, as few in the ship could swim as well as myself. I had seen a man jump from the lower arm in sport, and had determined to try the experiment. Besides, the roll of the ship was in my favour; so, watching my opportunity, when

the officers and crew were at their quarters at sunset, I took advantage of a heavy roll of the ship and dropped on the crest of a monstrous wave.

Edward Trelawny (1792-1881)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What was the writer proud about?
 - (b) Why was the writer respected by his messmates?
 - (c) How did the writer frighten those who punished him?
 - (d) Why did the writer get angry?
 - (e) What was the writer's intention in falling overboard?
2. Give the meanings of the following words as they are used in the passage.
 - (a) favourite
 - (b) tyrannise
 - (c) prematurely
 - (d) impetuosity
 - (e) intimidated.
3. Give another word from the passage for each of the following:
 - (a) persistence
 - (b) praised
 - (c) risky
 - (d) obey
 - (e) huge.
4. Complete the following sentences by filling in the blanks.
 - (a) We admired the skill with be played the violin.
 - (b) If the police had seen him they arrested him.
 - (c) He seemed to be sleeping or pretending to be asleep.
 - (d) I could swim as well Henry.
 - (e) I went to his house the idea of meeting him.
5. Describe in about 60 words the writer's reaction to the punishments meted out to him by his superiors?
6. Write a composition in about 150-200 words on 'School Punishments' or 'The Value of Discipline'.

32. HAMBANTOTA

Note: The following passage is taken from the Autobiography (entitled 'Growing') of Leonard Woolf who was Government Agent of the Hambantota District from 1908 to 1911.

The District of Hambantota which was now committed to my charge lay in the extreme south of Ceylon. Bounded on the south by the sea, it was about 100 miles in length; its breadth was never more than 30 and in places was only about 10 miles. Except in the North-West it was entirely flat; it lay in the dry zone, the low country. It had three divisions; Magampattu in the East, East Giruwa Pattu in the Centre, and West Giruwa Pattu in the West. Magampattu was almost entirely covered with jungle. It contained the small town of Hambantota, but otherwise only small scattered and usually poverty-stricken villages. Twenty miles east of Hambantota was Tissamaharama with a major irrigation work and a resident Irrigation Engineer. Here was a great stretch of paddy fields irrigated from the tank and a considerable population of cultivators. Besides producing rice at Tissa, Magampattu also produced salt. All along the coast east-wards from Hambantota were great lagoons or lewayas. In the dry season between the south-west and north-east monsoons, the salt water in these lewayas evaporates and 'natural' salt forms sometimes over acres of the mud and sand. Salt in my day was a government monopoly, and it was my duty to arrange for the collecting, transport, storing, and selling of the salt—a large-scale complicated industry. Magampattu was also famous for its game and wild animals. In the extreme east there was a Government Game Sanctuary of about 130 square miles in which no shooting was allowed; I had a Game Sanctuary Ranger and some Watchers to look after it.

West of Magampattu, separated by a fair-sized river, the Walawe Ganga, lies East Giruwa Pattu and the West Giruwa Pattu. Here the scenery changes completely. The jungle disappears; there is more water, more rain-fall; it is quite populous with prosperous villages, with rice and dry grain and coconuts. In the north-west corner, where the foot-hills of the mountains begin, the country is as lovely as anything in the Kandy district.

Yet it was Magampattu and the eastern part of the district which really won my heart and which I still see when I hear the word Hambantota: the sea perpetually thundering on the long shore, the enormous empty lagoons, the enormous stretch of jungle, and behind the jungle far away in the north, the long purple line of great mountains.

Leonard Woolf (1880-1969)

Exercises

1. Answer the following questions briefly in complete sentences.
 - (a) In which division was the town of Hambantota situated?
 - (b) What was the main occupation of the people in Tissamaharama?
 - (c) Mention three things for which Magampattu was famous
 - (d) How was water supplied to the paddy fields at Tissamaharama?
 - (e) Why did the writer like Magampattu better than the other divisions?
2. Give words from the passage having the same or nearly the same meaning as the following:
 - (a) entrusted (b) sole control (c) divided (d) thickly populated (e) unceasingly.
3. Give the opposites of the following words:
 - (a) poverty (b) complicated (c) disappears (d) prosperous (e) enormous.
4. (i) Rewrite the following sentences as indicated below:
 - (a) Hambantota was committed to my charge (by the government.)
The government
 - (b) It was my duty to arrange for the collecting, transport, storing and selling of the salt.
To arrange for

(ii) Fill in each blank with the right part of the verb within brackets.

(a) The (reside) of the town complained against the unsatisfactory state of the roads.

(b) It is a (prosper) village.

5. Describe Hambantota District in about 60 words.

6. Write a composition in about 150-200 words on 'A town or village which I like'.

33. THE BATTLE OF THE MARNE

The long-prepared plan of the German war lords was to hurl their main attack through neutral Belgium upon Paris, crush the French resistance at a blow, and then turn round and **deal with** the more slowly mobilizing forces of Russia. It came **within an inch of** success. The French Generals, Joffre and Foch, instead of preparing to meet the coming blow at the north of their line, began a rash offensive in Lorraine that was bloodily repulsed. Meanwhile the German armies trampled across Belgium, punishing resistance with a calculated 'frightfulness' that was meant to terrorize enemies and neutrals, and sounded the new ruthless note of modern war. The treatment of innocent Belgium rallied England to join the fight as a united nation, and **struck answering chords** in America.

The British military chiefs, who had been left unacquainted with the French plans, had taken a more correct view of German intentions than their allies. The 'Expeditionary Force' prepared by Haldane, nearly 100,000 strong, crossed the Channel without the loss of a man or of a minute, and stood in the path of the main German advance as it emerged from Belgium. The British were overwhelmed by enormous superiority in numbers, but fought delaying actions at Mons and Le Cateau which at once established the reputation of their soldiery in the new war. Then followed the British 'retreat from Mons'; the French were also **falling back** along the whole long front, and the Germans confidently expected to enter Paris in another week. All seemed lost, but then happened for very natural causes, the 'miracle of the Marne'.

Joffre and Foch, after the great error which had cost France so dear in the first month of the war, **kept their heads** in apparently desperate circumstances, and brilliantly retrieved the situation by a counter-attack, taking advantage of the want of communication between the different German armies which had advanced at different speeds. The invaders were defeated by the French and the British at the Battle of the Marne and forced to retreat from the neighbourhood of Paris.

G. M. Trevelyan (1876-1962)
(from History of England)

Exercises

1. Answer the following questions briefly in complete sentences using your own words as far as possible.
 - (a) Which two countries did the Germans aim at defeating first?
 - (b) What made England join the war against the Germans?
 - (c) How did the British army display its bravery and capability?
 - (d) At what stage did the Germans expect to win the war?
 - (e) What was the 'miracle of the Marne'?
2. Find words in the passage having the same or nearly the same meaning as the following.
 - (a) Not taking sides
 - (b) preparing for war
 - (c) thoughtless
 - (d) driven back
 - (e) merciless.
3. Give the meanings of the following phrases which are in the passage:
 - (a) within an inch of
 - (b) deal with
 - (c) struck answering chords
 - (d) falling back
 - (e) kept their heads.
4. Fill in each blank with one of the following:
instead of; without; in; of; by.
 - (a) They were superior numbers.
 - (b) They saved the situation boldly attacking the enemy.
 - (c) They retreated fighting.
 - (d) They defeated the enemy any loss of lives.
 - (e) We took advantage their weakness.
5. Summarize the contents of this passage in about 60 words.
6. In about 150-200 words describe any great event in the history of your country.

34. CITIES AND THRONES AND POWERS

Cities and Thrones and Powers,
Stand in Time's eye,
Almost as long as flowers,
Which daily die;
But, as new buds put forth
To glad new men,
Out of the **spent** and **unconsidered** Earth
The Cities rise again.

This season's Daffodil,
She never hears
What change. what chance, what chill,
Cut down last year's;
But with bold **countenance**.
And Knowledge small,
Esteems her seven days' continuance
To be perpetual

So Time that is o'er-kind
To all that be,
Ordains us e'en as blind,
As bold as she:
That in our very death,
And burial sure,
Shadow to Shadow, well persuaded saith,
"See how our works endure!"

Rudyard Kipling (1865-1936)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) In what way are 'Cities and Thrones and Powers' compared to flowers?
 - (b) Why is the Daffodil described as being 'with bold countenance and knowledge small'?

- (c) In what sense is Time 'o'er kind' to all creatures ?
- (d) What is the only certainty for human beings ?
- (e) According to the poet, what mistake do mortals make ?
2. Give the meanings of the following words as they are used in the poem.
- (a) spent (b) unconsidered (c) countenance (d) esteems
(e) ordains.
3. Fill in each blank by giving the right part of the word within brackets.
- (a) They regretted the (continue) of trouble in their country.
- (b) It is a (day) newspaper.
- (c) The ceremony took place at the (bury) ground.
- (d) They mourned his (die)
- (e) She has a good (know) of music.
4. Complete the following sentences by filling in each blank with the right part of the word within brackets.
- (a) They consider him (be) a great man.
- (b) He was (persuade) to give up the attempt.
- (c) They had (spend) all their money.
- (b) Their harassment was beyond my (endure).
- (e) I thanked him for his (kind).
5. Summarize the contents of this poem in about 50-60 words.
6. Write a composition in about 150-200 words on "Making the best use of one's time".

35. ASPIRING TO BECOME AN 'ENGLISH' GENTLEMAN

I decided to become polished and make up for my vegetarianism by cultivating other accomplishments which fitted one for polite society. And for this purpose I undertook the all too impossible task of becoming an English gentleman.

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

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

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

M. K. Gandhi (1869-1948)
(from An Autobiography)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What did the writer do to improve his appearance?
 - (b) Why did the writer decide to study French?
 - (c) Why were his dancing lessons a failure?
 - (d) At what stage did the writer feel that what he was doing was of no use?
 - (e) What did the writer finally realise was important to become a successful man?
2. Explain the meanings of the following phrases in the passage.
 - (a) went in for
 - (b) the centre of fashionable life
 - (c) had been a luxury
 - (d) was beyond me
 - (e) cultivate an ear.
3. Find another word in the passage for each of the following.
 - (a) skills
 - (b) satisfied
 - (c) thought
 - (d) accomplish
 - (e) bought.
4. Complete the following sentences by filling in the blanks.
 - (a) I had to make for my loss.
 - (b) He talks as he were drunk.
 - (c) They decided to invest a washing-machine.
 - (d) What was the use learning to dance?
 - (e) I decided to go with my studies.
5. Summarize the contents of this passage in about 50-60 words.
6. Write a composition in about 150-200 words on "What Makes a Gentleman" or on 'Good Manners'.

36. DAUNTLESS NED

"What are you reading", I asked the other day of a blue-eyed boy of ten curled up among the sofa cushions.

He held out the book for me to see.

"Dauntless Ned among the Cannibals", he answered.

"Is it exciting"? I inquired.

"Not very", said the child in a matter-of-fact tone. "But it's not bad".

I took the book from him and read aloud at the opened page.

"In a compact mass the gigantic savages rushed upon our hero, shrieking with rage and brandishing their huge clubs. Ned stood his ground fearlessly, his back to a banana tree. With a sweep of his cutlass he severed the head of the leading savage from his body, while with a back stroke of his dirk he stabbed another to the heart. But resistance against such odds was vain. By sheer weight of numbers Ned was borne to the ground. His arms were then pinioned with stout ropes made of the fibres of a tree. With shrieks of exultation the savages dragged our hero to an opening in the woods where a huge fire was burning, over which was suspended an enormous cauldron of bubbling oil. "Boil him, boil him!", yelled the savages, now wrought to the point of frenzy!

"That seems fairly exciting, isn't it?", I said.

"Oh, he won't get boiled!", said the little boy. "He is the hero".

So I knew that the child had already taken his first step in the disillusionment of fiction.

Of course he was quite right as to Ned. This wonderful youth, the hero, with whom we all begin an acquaintance with books, passes unhurt through a thousand perils. Cannibals, Apache Indians, war, battles, shipwrecks, leave him quite unscathed. At the most Ned gets a flesh wound which is healed, in exactly one paragraph, by that wonderful drug called a 'simple'.

But the most amazing thing about this particular hero, the boy Ned, is the way in which he turns up in all of the great battles and leading events of the world.

Stephen Leacock (1869-1944)

cutlass: short sword

dirk: long dagger

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What was the boy's opinion of the book he was reading?
 - (b) What happened to Ned in his encounter with the savages?
 - (c) Why did the boy say that "Ned won't get boiled"?
 - (d) What is the worst thing that happens to Ned?
 - (e) Why is it difficult to believe the stories about Ned?
2. Give the meanings of the following phrases as they are used in the passage.
 - (a) the other day
 - (b) in a matter-of-fact tone
 - (c) stood his ground
 - (d) weight of numbers
 - (e) an acquaintance with books.
3. Give another word for each of the following words that are in the passage.
 - (a) gigantic
 - (b) brandishing
 - (c) disillusionment
 - (d) exultation
 - (e) unscathed.
4. Complete the following sentences by filling in the blanks.
 - (a) "I will kill you", he screamed anger.
 - (b) Resistance them was impossible.
 - (c) They took him to a place a great fire was burning.
 - (d) He had taken his first step learning French.
 - (e) He turned unexpectedly at the meeting.
5. Summarize the contents of this passage in about 50-60 words.
6. Write a composition in about 150-200 words on 'The most interesting book I have ever read'.

37. THE BOYHOOD OF CHARLES DICKENS

Charles Dickens was born at Landport, in Portsea, on February 7, 1812. His father was a clerk in the Navy Pay-Office, and was temporarily on duty in the neighbourhood. Very soon after the birth of Charles Dickens, however, the family moved for a short period to Norfolk Street, Bloomsbury, and then for a long period to Chatham which thus became the real home, and for all serious purposes, the native place of Dickens. The whole story of his life moves like a Canterbury pilgrimage along the great roads of Kent.

John Dickens, his father, was, as stated, a clerk, but such mere terms of trade tell us little of the tone or status of a family. Browning's father (to take an instance at random) would also be described as a clerk and a man of the middle class; but the Browning family and the Dickens family have the colour of two different civilizations. The difference cannot be conveyed merely by saying that Browning stood many strata above Dickens. It must also be conveyed that Browning belonged to that section of the middle class which tends (in a social sense) to rise; the Dickenses to that section which tends in the same sense to fall. If Browning had not been a poet, he would have been a better clerk than his father, and his son probably a better and a richer clerk than he. But if they had not been lifted in the air by the enormous accident of a man of genius, the Dickenses, I fancy, would have appeared in poorer and poorer places, as inventory clerks, as caretakers, as addressers of envelopes, until they melted into the masses of the poor.

Yet, at the time of Dickens's birth and childhood this weakness in their worldly destiny was in no way apparent to the little Charles himself. He was born and grew up in a paradise of small prosperity. He fell into the family, so to speak, during one of its comfortable periods, and he never in those early days thought of himself as anything but as a middle-class child, the son of a comfortable middle-class man. The father whom he found, provided for him, was one from whom comfort drew forth his most pleasant and reassuring qualities. John Dickens seemed, most probably, a hearty and kindly character, a little florid of speech, a little careless of duty in some details, notably in the detail of education. His neglect of his son's mental training in

later and more trying times was a piece of unconscious selfishness which remained a little acrimoniously in his son's mind through life. But even in this earlier and easier period what records there are of John Dickens give out the air of a somewhat idle and irresponsible fatherhood.

G. K. Chesterton (1874-1936)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What was the birthplace of Charles Dickens?
 - (b) According to the writer, what was the main difference between Dickens's family and Browning's?
 - (c) How was Dickens's family saved from becoming poor?
 - (d) Was Charles Dickens born poor? Give reasons for your answer.
 - (e) What was Dickens's attitude towards his father?
2. Fill in each blank with one of the following words or phrases that are in the passage.
temporarily, at random, strata, genius, worldly.
 - (a) They belonged to the higher of society.
 - (a) He succeeded because of his wisdom.
 - (c) The selections were made
 - (d) He was employed in a mercantile firm.
 - (e) He showed a for music.
3. Give words in the passage that have the same or nearly the same meaning as the following:
 - (a) communicated
 - (b) is inclined
 - (c) clearly seen
 - (d) huge
 - (e) bitterly.
4. Fill in each blank with the right part of the word in brackets.
 - (a) If he had been a teacher, he (do) well.
 - (b) He was, as (mention) earlier, a civil servant.

(c) By (say) that he was capable, I don't mean that he was flawless.

(d) It was a period of (prosperous) in the country.

(e) There were great changes, (notable) in the sphere of education.

5. Summarize the contents of this passage in about 60 words.

6. Write a composition in about 150-200 words on 'My childhood' or 'My Parents'.

38. MODERN POETRY

Modern poets have made poetry almost a private affair of the poet. His readers might well derive a certain thrill from it, but they could never feel quite at home with it or be sure that it meant the same to them as it did to him, or indeed that, in the strict sense it meant anything. An image or a symbol which a poet derives from his private life may indeed convey much to him, but it is quite likely to convey nothing to others who have not shared his experience. This is particularly true of any too trustful reliance on the unconscious self as the source of images, since it is notoriously cryptic and capricious. It was unwise to forget that almost all poetry begins by appealing to the understanding. Once it has done this, it can and do much more; but this at least it has to do. The absence of any really intelligible content is an insurmountable obstacle. Poetry reaches its unique end and achieves its unique effect by appealing, at first at least, to the understanding, and in so far as it is intelligible, it may always need scholars to interpret it.

There has in recent years been a reaction against the view that poetry is a purely emotive activity to which sense is ultimately irrelevant. In England the latest generation of poets recognizes the claims of intelligibility and is eager to see that it gets its due.

A new element of excitement and even of mystery has been introduced into poetry so as to get rid of the caution and the flatness which seemed likely to reduce poetry to the cosy domesticity of a fireside chat. But the denial of any need for it to be understood was a reckless expedient, which was neither sound in logic nor profitable in practice.

Sir Maurice Bowra (1898-1971)

(from a Presidential Address delivered to members
of the Birmingham and Midland Institute)

Exercises

1. Answer the following questions briefly in complete sentences using your own words as far as possible.
 - (a) In what way is modern poetry more interesting than the earlier poetry?

- (b) What is the reader's problem with regard to modern poetry?
- (c) Why is it necessary for the reader to 'share' the poet's 'experience'?
- (d) What is an essential element in all poetry?
- (e) What is often the source of the modern poet's images and why is it not so satisfactory?
2. Find words in the passage that have the same or nearly the same meaning as the following.
- (a) specifically (b) puzzling (c) cannot be overcome
(d) finally (e) a device to achieve a purpose.
3. Fill in each blank with one of the following words that are in the passage.
derives, cosy, intelligible, unique, irrelevant.
- (a) The chairman told the speaker that his remarks were to the topic under discussion.
- (b) He is not a popular author as much of what he says is not
- (c) His paintings are admired as they are
- (d) The two friends had a chat.
- (e) He great pleasure from music.
4. Complete the following sentences by filling in the blanks:
- (a) His opinion was the same mine.
- (b) He shared his food his friend.
- (c) Don't place any reliance his promises.
- (d) It was neither useful beautiful.
- (e) He wants to see his plan will succeed.
5. Summarize the contents of this passage in about 60 words.
6. Write a composition in about 150-200 words on "My Favourite Author".

39. BOURGEOIS AND PROLETARIANS

The history of all hitherto existing society is the history of class struggles.

Freeman and slave, patrician and plebian, lord and serf—in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended in a revolutionary reconstitution of society at large, or in the common ruin of the contending classes.

In the early epochs of history, we find almost everywhere a complicated arrangement of society into various orders, a manifold graduation of social rank. In ancient Rome we have patricians, knights, plebians, slaves; in the middle ages, feudal lords, vassals, **journeymen**, apprentices, serfs; in almost all these classes, again, subordinate gradations.

The modern bourgeois society that has sprouted from the ruins of feudal society has not done away with class antagonisms. It has but established new classes, new conditions of oppression, new forms of struggle in place of the old ones.

Our epoch, the epoch of the bourgeoisie, possesses, however, this distinctive feature; it has simplified the class antagonisms. Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other; **Bourgeoisie and Proletariat.**

The discovery of America, the rounding of the Cape, opened up fresh ground for the rising bourgeoisie. The East-India and Chinese markets, the colonization of America, trade with the colonies, the increase in the means of exchange and in commodities, generally, gave to commerce, to navigation, to industry, an impulse never before known and thereby, to the revolutionary element in the tottering feudal society, a rapid development.

Meantime the markets kept ever growing, the demand, ever rising. Even manufacturing no longer sufficed. Thereupon steam and machinery revolutionized industrial production. The place

of manufacture was taken by the giant, Modern Industry, the place of the industrial middle class by industrial millionaires, the leaders of whole industrial armies, the modern bourgeoisie.

Karl Marx (1818-1883) and
Friedrich Engels (1820-1895)

Note: By bourgeoisie is meant the class of modern Capitalists, owners of the means of production and employers of wage-labour. By proletariat, the class of modern wage-labourers.

journeymen: qualified mechanics or artisans

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) What has been the main feature of human society?
 - (b) What are the great hostile camps into which the world has been split?
 - (c) What developments have helped the bourgeoisie to rise in power?
 - (d) What circumstances have stirred up the revolutionary elements in the old society?
 - (e) What brought about a revolution in the manufacture of goods?
2. Find words in the passage having the following meanings:
 - (a) treated with cruelty or injustice
 - (b) periods in history
 - (c) lower in rank
 - (d) making it different from others
 - (e) altered completely.
3. Fill in each blank with one of the following words that are in the passage.
revolutionary, commodities, demand, simplified, industrial.
 - (a) The supply of goods exceeded the
 - (b) His reforms brought about changes in the country.
 - (c) The revolution began about two centuries ago.
 - (d) There was an improvement in the supply of
 - (e) Recent inventions have the manufacturing process.

4. Fill in the blanks in the following sentences with prepositions.
- (a) They were divided two groups.
 - (b) They were in opposition one another.
 - (c) Their struggles ended the ruin of the country.
 - (d) We must do away some of the old customs.
 - (e) There was an opportunity them to succeed in their aims.
5. Summarize the contents of this passage in about 60 words.
6. Describe, in about 150-200 words, recent political, social and economic changes in your country.

40. THE GETTYSBURG ADDRESS

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honoured dead we take increased devotion—that we here highly resolve, that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Abraham Lincoln (1809-1865)

(from his speech delivered at Gettysburg)

Exercises

1. Answer the following questions briefly in complete sentences, using your own words as far as possible.
 - (a) On what principles was the new nation established?
 - (b) What would the Civil War test?
 - (c) Why does the speaker say, "We cannot consecrate this ground"?
 - (d) What will the world remember?
 - (e) What duty did the living owe to the dead?

2. Give the meanings of the following words that are in the passage:
(a) engaged (b) conceived (c) endure (d) resolve (e) perish.
3. Find words in the passage with the following meanings.
(a) devoted (b) part (c) declared sacred (d) lessen
(e) promoted.
4. Complete the following sentences by filling in the blanks.
(a) We must see this can be done.
(b) We must honour those have died for their country.
(c) It is fitting that they be rewarded.
(d) We can never forget they have done for us.
(e) They are worthy honoured.
5. In about 60-75 words, state, in indirect speech, what Abraham Lincoln said.
6. Write a composition in about 150-200 words on 'Patriotism'.

41. A LOVELY SHELL

1

See what a lovely shell,
Small and pure as a pearl,
Lying close to my foot,
Frail, but a work divine,
Made so fairly well
With delicate spire and whorl,
How exquisitely minute,
A miracle of design;

2

What is it? a learned man
Could give it a clumsy name,
Let him name it who can,
The beauty would be the same.

3

The tiny cell is forlorn,
Void of the little living will
That made it stir on the shore.
Did he stand at the diamond door
Of his house in a rainbow frill?
Did he push, when he was uncurled,
A golden foot or a fairy horn
Through his dim water-world?

4

Slight, to be crushed with a tap
Of my finger-nail on the sand,
Small, but a work divine,
Frail, but of force to withstand,
Year upon year, the shock
Of cataract seas.

Alfred Tennyson (1809-1892)

Exercises

1. Answer the following questions as far as possible in your own words.
 - (a) What is remarkable about the appearance of the shell which is the subject of this poem?
 - (b) What does the shell lack?
 - (c) The shell is small and weak but has a wonderful quality. What is this quality?
2. Fill in each blank with one of the following words:
divine, frail, delicate, exquisitely, minuscule
 - (a) They carried out a examination of the work.
 - (b) The figures were carved.
 - (c) She looked in her wedding dress.
 - (d) The blow damaged a membrane in the ear.
 - (e) She was a old lady.
3. Use each of these words in a sentence;
 - (a) design, clumsy, withstand, miracle, forlorn.
4. Write a composition in about 150-200 words on:
The wonders of Nature.

42. MIJI

In the following passage, Miji is an otter whom the writer had found and taken to live with him in his home.

Miji had early used his strength and resource to scale the Camusfearna waterfall and find out what lay beyond. Thereafter, this inaccessible region had become his especial haunt, and one from which his extraction presented, even when he was not in difficulties, almost insuperable problems. The clamour of the falling water effectively drowned the calling human voice, and even if he did hear it, there was little chance of the caller perceiving his faint, bird-like responses.

On this occasion there was more water in the burn than is usual in summer, and there had been, too, a recent landslide, temporarily destroying the only practicable access from above. I lowered myself into the ravine on a rope fixed to the trunk of a tree, and I was wet to the waist after the first few yards of the burn's bed. I called and called, but my voice was diminished and lost in the sound of rushing water, and the little mocking birds answered me with Miji's own note of greeting. At length, one of these birds, it seemed, called repeatedly and insistently and then, I saw him, high up on the cliff, occupying so small a ledge that he could not even turn to make his way back, and with a fifty-foot sheer drop below him. He was looking at me and yelling his head off. I had to make a long detour to get above him with the rope and all the while I was terrified that the sight of me would have spurred him to some effort that would bring tragedy. Then I found that the trees at the cliff-top were all rotten and I had to make the rope fast to a stump on the hill above, a stump that grew in soft peat that gave out from its roots an ominous squelching sound when I tugged hard on it. I went down that rock with the rope knotted round my waist and the feeling that Miji would probably survive somehow, but that I should most certainly die. He tried to stand on his hind leg when he saw me coming down above him. I had put the loop of his lead through the rope at my waist, and I clipped the other

end to his harness as soon as my arm could reach him. I went up the rope with Miji dangling and bumping at my side like a cow being loaded on to a ship by crane, and in my mind's eye were two jostling images—the slow, sucking emergence of the roots above me, and the gradual parting of the rivets that held Miji's harness together.

All in all it was one of the nastiest five minutes of my life and when I reached the top, the roots of the stump were indeed showing—it took just one tug with all my strength to pull them cleanout.

Gavin Maxwell (1914-)

burn: small stream

peat: decomposed vegetable matter.

Exercises

1. Answer the following questions in your own words as far as possible.
 - (a) Why had Miji gone up to the waterfall?
 - (b) Why was it difficult to rescue Miji when he got into difficulties at the waterfall?
 - (c) What had happened to add to the writer's difficulties when he was trying to rescue Miji?
 - (d) Why couldn't the otter make his way to where the writer was?
 - (e) What were the fears that the writer had when he took Miji with him up the rope?
2. Give the meanings of the following words as they are used in the passage.
 - (a) haunt
 - (b) extraction
 - (c) insuperable
 - (d) diminished
 - (e) survive
3. Fill in each blank with one of the following words which are in the passage.
practicable, temporarily, spurred, inaccessible, resources

- (a) He had ample to engage in business.
- (b) The floods made the village
- (c) He was employed as a clerk.
- (d) It was not a scheme.
- (e) The difficulties they faced them to greater efforts.
4. Give the right parts of the words within brackets.
- (a) He used his intelligence (find) a way of escape.
- (b) There was little chance of their (reach) the town.
- (c) They called him (repeated)
- (d) I was (terrify) at the sight of the robbers.
- (e) I went to his help as soon as I (can).
5. Describe, in about 75 words, the difficulties the writer had in rescuing Miji.
6. Write a composition in about 150-200 words on 'An act of courage'.

43. THE WEEKLY PAPER

You never walk far through any poor quarter in any big town without coming upon a small newsagent's shop. The general appearance of these shops is always very much the same; a few posters for the Daily Mail and the News of the World outside, a poky little window with sweet-bottles and packets of Players, and a dark interior smelling of liquorice and festooned from floor to ceiling with vilely printed twopenny papers, most of them with lurid cover-illustrations in three colours.

Except for the daily and evening papers, the stock of these shops hardly overlaps at all with that of the big newsagents. Their main selling line is the twopenny weekly, and the number and variety of these are almost unbelievable. Every hobby and pastime—cage-birds, carpentering, bees, carrier-pigeons, home-conjuring, philately, chess—has at least one paper devoted to it, and generally several. Gardening and livestock-keeping must have at least a score between them. Then there are sporting papers, the radio papers, the children's comics, the various snippet papers such as Tit-bits, the large range of papers devoted to the movies, the various trade papers, the women's story papers, the needlework papers—and in addition the long series of 'Yank Mags' which are imported shop-soiled from America and sold at twopence halfpenny or three pence.

Probably the contents of those shops is the best available indication of what the mass of the English people really feels and thinks. Certainly nothing half so revealing exists in documentary form. Best-seller novels, for instance, tell one a great deal, but the novel is aimed almost exclusively at above the £4—a week level. The movies are probably a very unsafe guide to popular taste, because the film industry is virtually a monopoly, which means that it is not obliged to study its public at all closely. The same applies to some extent to the daily papers, and most of all to the radio. But it does not apply to the weekly paper with a smallish circulation and specialised subject-matter.

George Orwell (1903-1950)

Exercises

1. Give answers to the following questions, as far as possible, in your own words.
 - (a) What does the small newsagent's shop sell besides the newspapers and the weeklies?
 - (b) In what way is the stock of the small newsagent's shop different from that of the big newsagent's shop?
 - (c) Why are two penny weeklies popular?
 - (d) In what way do the contents of the small newsagent's shop indicate the reading tastes of the English people?
 - (e) Why is it that novels, movies and the daily papers are not a safe guide to popular taste in England?
2. Give the meaning of the following words or phrases as they are used in the passages?
 - (a) poky (b) a score (c) snippet (d) shop-soiled (e) the mass of
3. Fill in each blank with one of the following words which are in the passage.

lurid, conjuring, devoted, contents, exclusively.

 - (a) Six pages of the newspaper are to business news.
 - (b) He deals in stationery.
 - (c) He gave details of the massacre.
 - (d) He performed some tricks.
 - (e) The customs officer checked the of my bag.
4. Fill in each blank with the right part of the word in brackets.
 - (a) I can't buy it without (know) its price.
 - (b) Its (appear) is impressive.
 - (c) His behaviour is an (indicate) of his upbringing.
 - (d) The shop (virtual) belongs to him.
 - (e) You are not (oblige) to pay for it.
5. Give a summary of the contents of this passage in about 75 words.
6. State (in about 150-200 words) the arguments for or against the proposition that children should not read comics.

Or

Write a composition (in about 150-200 words) on 'My Hobby or Hobbies'.

44. INTRODUCTION TO SOCIETY

Now I made my first real entry into the society of my elders. Youth and age were not segregated then as they tend to be to-day, and a young man had the chance of meeting and talking with his seniors and betters—an excellent thing, for to mix with abler men than yourself is to learn humility. It was an era of big dinner parties, where there was far too much to eat, but where the men sat long at table and there was plenty of good talk. Those dinners must have been a heavy imposition on tired folk with feeble digestions, but they were fascinating things for the eupeptic newcomer. I had the opportunity of meeting people whose careers stretched, it seemed to me, far back into history, I frankly enjoyed dining out. For a minnow like myself there was a chance of meeting new and agreeable minnows, and the pleasure of gazing with awe up the table where at the hostess's side was some veritable triton.

Then there were the week-ends, when for the first time I saw the inside of great English dwellings, my visits having been hitherto confined to modest Scottish country houses. I must have been an unsatisfactory week-end guest, for after long confinement in London the sight of the countryside intoxicated me, and I would disappear early on the Sunday morning and return late at night, sometimes—to the disgust of my hostess—taking with me some guest whose company was more desired than my own.

Looking back, that time seems to me unbelievably secure and self-satisfied. The world was friendly and well-bred, as I remember it, without the vulgarity and the worship of wealth which appeared with the new century. Its strength was its steadiness of nerve, its foible its complacency—both soon to be rudely shattered.

John Buchan (1875-1939)
from his Autobiography.

Exercises

1. Explain the meanings of the following sentences.
 - (a) Youth and age were not segregated then as they tend to be to-day.
 - (b) Those dinners must have been a heavy imposition on tired folk with feeble digestions.
 - (c) The sight of the countryside intoxicated me.
 - (d) For a minnow like myself there was the chance of meeting new and agreeable minnows.
 - (e) I would disappear early on Sunday morning and return late at night—to the disgust of my hostess.
2. Give a word from the passage for each of the following words.
 - (a) attractive (b) chance (c) occupations (d) restricted.
 - (e) coarseness.
3. Fill in the blanks with the following words that are in the passage.
humility, frankly, veritable, secure, foible.
 - (a) Are all the locks ?
 - (b) His only was a tendency to boast about himself.
 - (c) People admire him for his modesty and
 - (d) We exchanged views
 - (e) He was a villain.
4. (i) Rewrite the following sentences as shown:
 - (a) They separated the boys from the girls.
The boys
 - (b) The tea was so hot that I couldn't drink it.
The tea was too.....(ii) Give the right parts of the words in brackets.
 - (a) I had the opportunity of (meet) him.
 - (b) He must have (be) a strong man.
 - (c) I enjoy (play) tennis.
5. Give a summary of the contents of this passage in about 75 words.
6. Write a composition in about 150-200 words on of the following subjects:
Interesting people I have met
or
Social life at any institution where I have studied or worked.

45. HISTORY

History, at least in its state of ideal perfection, is a compound of poetry and philosophy. It impresses general truths on the mind by a vivid representation of particular characters and incidents. But, in fact, the two hostile elements of which it consists have never been known to form a perfect amalgamation; and at length, in our own time, they have been completely and professedly separated. Good histories, in the proper sense of the word, we have not. But we have good historical romances, and good historical essays. The imagination and the reason, if we may use a legal metaphor, have made partition of a province of literature of which they were formerly seized and now they hold their respective portions in severalty, instead of holding the whole in common.

To make the past present, to bring the distant near, to place us in the society of a great man or on the eminence which overlooks the field of a mighty battle, to invest with the reality of human flesh and blood beings whom we are too much inclined to consider as personified qualities in allegory, to call up our ancestors before us with all their peculiarities of language, manners, and garb, to show us over their houses, to seat us at their tables, to rummage their old-fashioned wardrobes, to explain the uses of their ponderous furniture, these parts of the duty which properly belongs to the historian have been appropriated by the historical novelist. On the other hand, to extract the philosophy of history, to direct our judgement of events and men, to trace the connection of causes and effects, and to draw from the occurrences of former times general lessons of moral and political wisdom has become the business of a distinct class of writers.

Of the two kinds of composition into which history has been thus divided, the one may be compared to a map, the other to a painted landscape. The picture, though it places the country before us, does not enable us to ascertain with accuracy the dimen-

sions, the distances, and the angles. The map is not a work of imitative art. It presents no scene to the imagination; but it gives us exact information as to the bearings of the various points, and is a more useful companion to the traveller or the general than the painted landscape could be, though it were the grandest.

Thomas Babington Macaulay (1800-1859)

Exercises

1. Give answers to the following questions in complete sentences and, as far as possible in your own words.
 - (a) What, according to the writer, are the two elements of which history should consist.
 - (b) Why does the writer say that we do not have 'good histories'?
 - (c) How does the historical novelist "make the past present" and "bring the distant near"?
 - (d) What does the writer compare to 'a map' and 'a painted landscape'?
 - (e) What must a historian do to write a good history?
2. Fill in each blank with a word chosen from the following list of words which are in the passage.
personified, respective, vivid, ideal, hostile.
 - (a) It was the weather for sailing.
 - (b) The writer gave a description of the scene.
 - (c) Some people are towards reforms.
 - (d) He was wickedness
 - (e) They were given places according to their ranks.
3. Give a word from the passage for each of the following:
 - (a) imaginative stories
 - (b) the state of being famous
 - (c) a story with a second meaning
 - (d) taken as one's own
 - (e) find out.

4. Fill in each blank with the right preposition.
- (a) This book consists two parts.
 - (b) They have been separated each other.
 - (c) He was invested the mayor's chair.
 - (b) The police extracted a confession the criminal.
 - (e) He impressed his personality his friends.
5. Summarize the contents of this passage in about 90 words.
6. Give the arguments for or against the following proposal:
History should be taught as a separate subject in schools.
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